



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Mead Middle School

SCHOOL NO: 1627

INTERNAL NO: 256

SECTION 1: Student Needs	Response
a. How many students are in the building?	664
b. Percentage of students with an IEP?	21.5%
c. Percentage of students enrolled in ELL services?	28.5%
d. Percentage of students identified as At-Risk (Free Lunch)?	84.3%
e. What is the teacher to student ratio average?	14.03
f. What is the teacher to student ratio median?	11.05
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	0
h. Are there gaps in student success among race/ethnicity student subgroups	Yes
i. Do you have a tiered system of support to target reading growth?	Yes
j. Do you have a tiered system of support to target math growth?	Yes
k. Do you have local assessments to measure reading growth?	Yes
l. Do you have local assessments to measure math growth?	Yes
m. Do you have Learning opportunities for students to focus on academic needs outside of the transitional classroom setting?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	In reviewing state assessment data, we focus on ensuring all students clearly understand their scores and growth targets. We intentionally prepare students for state assessments by aligning daily instruction closely to the standards and providing consistent practice with assessment-style tasks. Incentives are used to motivate and celebrate student growth, while targeted intervention classes are designed to directly support and reinforce core instruction, ensuring all students have the support they need to maximize their performance.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan/rubrics)	Response
a. How are you measuring social/emotional growth?	SAEBRS
b. What are your targets/goals related to social/ emotional growth?	Our social and emotional growth goals focus on improving student safety, belonging, and self-regulation across the building. We use multiple data points to guide this work, including SAEBRS data, staff survey results, and safety and belonging surveys. Practices such as restorative approaches, check-ins and check-outs with students, Second Step completion, and reflection in buddy rooms help support students proactively. For students needing additional support, Success Room structures and specialized supports for special education students are in place. Overall, our goal is to strengthen the consistency and effectiveness of these systems to improve outcomes for all students.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	NA
d. What are your targets/goals related to kindergarten Readiness?	NA
e. How are you measuring the success of individual plans of study?	8th grade completion of their 5 year plans on xello.
f. What are your targets/goals related to postsecondary completion/attendance?	Our goals related to postsecondary completion and attendance focus on building early awareness, readiness, and confidence for all students. We prioritize strong academic foundations, consistent attendance, and positive habits that support long-term success. Through career exploration activities, collaboration with counselors, and intentional conversations about high school pathways, we help students and families understand future options. Ultimately, our target is for every student to leave middle school with a clear sense of possibility and the skills and mindset needed to stay engaged and persist beyond high school.
g. How are you ensuring students are civically engaged?	We ensure students are civically engaged by providing multiple, authentic opportunities to learn about leadership, service, and civic processes. Students participate in student council and leadership classes, and they gain real-world exposure to civic participation through experiences such as using county voting machines. Weekly viewing and discussion of CNN10 during advocacy classes helps students stay informed about current events. Programs like AVID and after-school community service opportunities further promote civic responsibility, while field trips and guest speakers connect classroom learning to real-world civic engagement.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Tutoring; Interventions; Class Within a Class;
b. Are there appropriate and adequate instructional materials?	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes
SECTION 4: Educational Capacities pursuant to article 32.72-3218	Response
a. If high school- we teach the subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education.	My school is not a high school
b. ☒ every child in your school provided at least the following capacities:	
Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
Sufficient knowledge of economic, social and political systems to enable students to make informed choices.	Yes
Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state and nation.	Yes
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes

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SECTION 5: Staff Needs	Response
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines which requires every classroom to contain an educator who is certified in eye content area being taught in said classroom and meet the goals of the school?	Yes
b. How many classified supports staff are currently employed?	11.92
How many are needed at this building (vacant & filled)?	12.80
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	Yes
d. Are assistant principals and other key staff trained to provide instructional leadership and professional development to teachers?	Yes
e. What staff development is necessary for teachers to support students' success and meet the school improvement goals of the building?	Instructional Coaching; LETRS Training; SRG Training; Restorative Practices;
SECTION 6: Facility Needs	Response
a. Is there adequate space for student learning?	Yes
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes
SECTION 7: Family Needs/Community Relations	Response
a. Do you have regular events to engage parents with teachers?	Yes
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use of technology that student will be required to use, ect.) are provided?	None
c. Do you have an active site council?	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No
e. What types of communication exist with families?	Parent Link; District Wide Communication; Social Media; Newsletter; Emails from Teachers; School Website; PhoneCalls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Parent Link; District Wide Communication; Social Media; Newsletter; Emails from Teachers; School Website; Phone Calls/Text Messages
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	0.876
b. What is our building chronic absenteeism rate?	47.20%
a. what is our district graduation rate?	N/A
b. What is our dropout rate?	0.014
c. What is our average comprehensive ACT Score?	N/A
SECTION 9: Other Data	Response
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Paraprofessional Training; Parent & Community Involvement; Attendance/Truancy; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	Leadership Team believes that adding an additional counselor and assistant principal increases the school's ability to monitor attendance closely, build relationships, intervene early, and address underlying barriers which would result in more consistent student attendance and stronger overall engagement.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Student behaviors and student attendance.
Identify the budget actions that should be taken to address and remove those barriers.	The Leadership Team believes that adding an additional counselor and assistant principal would strengthen the school's capacity to closely monitor attendance, build meaningful relationships, intervene early, and address underlying barriers, resulting in more consistent attendance and improved student behavior.
Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budge actions would be implemented.	Two years.