



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Stucky Middle School

SCHOOL NO: 1785

INTERNAL NO: 260

SECTION 1: Student Needs	Response
a. How many students are in the building?	469
b. Percentage of students with an IEP?	25.2%
c. Percentage of students enrolled in ELL services?	5.8%
d. Percentage of students identified as At-Risk (Free Lunch)?	63.1%
e. What is the teacher to student ratio average?	12.83
f. What is the teacher to student ratio median?	11.05
g. Are the needs of foster care students being met?	No
If no, what supports are needed?	Additional Social/Emotional supports in the form of support
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?	Ensuring proper studnet placement in math and literacy interventions Data collection, data dives, and informed professional development around engaged instruction, taxonomy levels, and instruction focused on grade-level standards Creating an assessment focused assessment environment by facilitating a "Drop everything and test" testing day in which state assessments take place across the building at the same time Incentiving and encouragement steps including an assessment kick-off assembly, assessment prep snacks and mints on testing days, test-prep lessons during advocacy, and testing celebration for students who are present and participate in assessments.
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?	Behavior Intervention Tracking, School-wide behavior data, Increased counseling and tracking student contact, Second-Step lessons, SAEBRS, Common area observation data collection
b. What are your targets/goals related to social/ emotional growth?	Decreasing of behavior incidents during the school year Decreasing behavior incidents in hallways/common areas Increase of successful restorative practices
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	N/A No Kindergarten
d. What are your targets/goals related to kindergarten Readiness?	N/A No Kindergarten
e. How are you measuring the success of individual plans of study?	8th Grade completion of 5-year plan, All grade levels participating in Xello
f. What are your targets/goals related to postsecondary completion/attendance?	100%of 8th Grade 5-Year plans completed
g. How are you ensuring students are civically engaged?	Quarterly Expectations Assemblies, Smart Cookies awards, Student of the Month awards, Common Sense Media Lessons (Digital Citizenship)
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Tutoring; Extended Year; Interventions; Class Within a Class; Graduation Support; Other;
b. Are there appropriate and adequate instructional materials?	No
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	No; Devices provided for teacher instruction does not support applications appropriate for the level of instruction teachers are seeking to provide. Clear touch devices and outdated surface pro's do not allow teachers to instruct as planned and changes their planning needs. Student devices in our building are made up of HP 440's which are being phased out of use and there is not appropriate support to maintain the current HP 440's. 178 of our returning students will still be using these devices which leads to barriers student device use for working in classrooms, intervention work, screeners, and state assesments.

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.	No
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	No
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.	No
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.	No
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?	No
b. How many classified supports staff are currently employed?	12.97
How many are needed at this building (vacant & filled)?	12.97
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?	SRG Training; Instructional Coaching; 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?	Famiy engagement events quarterly providing instructional/educational oportunities for parents to support their student in an educational setting
c. Do you have an active site council?	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes
e. What types of communication exist with families?	Parent Link; District Wide Communication; Social Media; Newsletter; Emails from Teachers; School Website;
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	District Wide Communication; Social Media; School Website; Emails from Teachers; Phone Calls/Text Messages
Is it adequate?	No
SECTION 8: School Data	Response
a. What is our building attendance rate?	0.907
b. What is our building chronic absenteeism rate?	35.60%
a. what is our district graduation rate?	N/A
b. What is our dropout rate?	0.003
c. What is our average comprehensive ACT Score?	N/A

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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?	Attendance/Tuancy; Parent & Community Involvement; Paraprofessional Training; Instructional Technology Training; Other: Address Below; Social/Emotional support for students before, during, and after the school day, primarily targeting students in foster care or who qualify for free/reduced lunches. Programs and resources that target social/emotional needs as well as student self-advocacy skills.
Can they be achieved with additional resources?	Yes
Why or why not?	Providing opportunities for students to receive social/emotional support outside of class time would build student capacity to participate in classtime for longer periods of time more frequently. This support could come in the form of various support groups specific to student group needs. By giving students space and time to build skills and problem solve outside of the class, we can lower/limit disruptions that occur in classrooms from behaviors that stem from a lack of skills or support. The goal is to free up student capacity to access learning and free up staff capacity to provide quality instruction during class time and active supervision in common area spaces. We have seen a positive impact from the addition of another counselor having the ability to have 1 counselor per grade level to support more frequently and we want to expand on the improvement we have seen through increase SEL support.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Losing time to access learning and understanding through classroom disruptions caused by but not limited to disregulation due to a lack of basic needs being met, lack of emotional regulation skills, lack of communication/self/advocacy skills. Over the course of the school year, support staff have responded to over 1100 calls to support disregulation in the classroom. Each call takes an average of 3 minutes to respond to which means that each occurrence is causing 2-6 minutes of classroom disruption which adds up to a large amount of instructional time/work time being lost each period/day/quarter of school.
Identify the budget actions that should be taken to address and remove those barriers.	4 additional level B supplementals that can be assigned to staff members who can organize Social/Emotional/skill support groups before, during, and after school. Each group organizer would utilize student behavior data to identify needs and each group would have a specific focused behavior or skill they would be supporting. The group leaders would also be in charge of tracking and monitoring data that would allow us to make decision on who needs continued support, who can graduate from the support, and do we have room to fold new students into the groups for support.
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.	We anticipate that if we are able to identify group leaders and begin groups within the first couple weeks of the 26-27 school year, we could see imprvement improvement to the % of students scoring proficiency on state assessments as early as the 26-27 school year assessment window.