



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Wilbur Middle School

SCHOOL NO: 1833

INTERNAL NO: 291

SECTION 1: Student Needs	Response
a. How many students are in the building?	779
b. Percentage of students with an IEP?	24.4%
c. Percentage of students enrolled in ELL services?	7.6%
d. Percentage of students identified as At-Risk (Free Lunch)?	60.7%
e. What is the teacher to student ratio average?	13.77
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?	Interventions, Enrichments, and positive growth incentives
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?	Second Step lesson completion and looking at our restorative practices data
b. What are your targets/goals related to social/ emotional growth?	That our students feel emotionally and physically safe at Wilbur Middle School. We look at safety and belonging survey and at our attendance data.
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?	Looking at Xello lessons and second step lesson completion
f. What are your targets/goals related to postsecondary completion/attendance?	To help prepare our students to be successful in high school and beyond
g. How are you ensuring students are civically engaged?	We are allowing student voice within our building. We have student leadership group that brings concerns and student friendly engagement activities. We also send multiple students to the capitol building to work for a day each year.
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?	18.4
How many are needed at this building (vacant & filled)?	20.97
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?	Instructional Coaching; SRG Training; Restorative Practices; Other; Capturing Kids Hearts
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?	We talk about success strategies during family engagement opprotunities.
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?	Social Media; Newsletter; School Website
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	0.909
b. What is our building chronic absenteeism rate?	35.80%
a. what is our district graduation rate?	N/A
b. What is our dropout rate?	0.002
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?	Paraprofessional Training; Attendance/Tuancy; Parent & Community Involvement; Child Study Team Ratios; Caseloads per Teacher;
Can they be achieved with additional resources?	Yes
Why or why not?	CST team ratios would address the truancy and attendance concerns. With more support we could provide more interventions and help with social emotional needs. They could help address the increase with mental health concerns and the growing number of IEP services needed. Family Engagement funds would help to provide more services and events to our parents such as math nights etc. Para professional training-Could help support our staff on how to provide interventions for our students. Training could also help our safety and belong through training of restorative practices and trauma informed training. We would love for our staff to all be trained in Capturing kids heart to support this as well
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	ESOL full time teacher and another para-With increasing ESOL population at Wilbur a full time teacher would be beneficial to support with ILP's and academic instruction. Capturing Kids Hearts would be a beneficial training to support all staff when working with students that are coming to us with increased amounts of trauma. We would like more financial aid so that we can support kids with tutoring before school and during lunch times. We would like equity and inclusion buses for after school events to support all of our student needs. We would like shuttles or buses for parents/guardians that don't have transportation to be picked up for family engagement events We would like a full time BHSL allocation and a behavioral interventionist to support with the increase in behavioral and mental health needs. Third administration to help with CST needs and behavioral increase
Identify the budget actions that should be taken to address and remove those barriers.	If provided more allocation for ESOL we would hire a certified staff member to support those ILP's and accommodations. Capturing kids heart allocation would provide training and implementation amongst all staff More supplemental allocation could help provide tutoring throughout different times during the school day Sped busing for students who can not ride a bus with their general education peers is needed to allow equitable access to after school functions Busing/Shuttles for parents in areas farther than 2.5 miles from our school that don't have transportation may help increase attendance at our family engagement functions. BHSL and behavioral interventionist could help with FBA and Erase plans and help support kids in classrooms.
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 budget actions would be implemented.	We would hope to see immediate improvement within each academic school year.