



DISTRICT: **D0259 - Wichita Public Schools**
 SCHOOL: **Dodge Literacy Magnet**
 SCHOOL NO: **1662**
 INTERNAL NO: **317**

SECTION 1: Student Needs	Response
a. How many students are in the building?	530
b. Percentage of students with an IEP	14.0%
c. Percentage of students enrolled in ELL services	8.9%
d. Percentage of students identified as At-Risk (Free Lunch)?	76.6%
e. What is the teacher to student ratio average?	15.04
f. What is the teacher to student ratio median?	12.86
g. Are the needs of foster care students being met? If no, what supports are needed?	Yes
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?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores	We are implementing improved/targeted core instruction with the support of paras in some classrooms to aid in differentiation of learning. We are targeting learning gaps identified through screeners and diagnostics to provide interventions, intensifying for some students through small groups and triple-dipping opportunities to learn.
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?	We are utilizing the district SAEBRs screener and teacher observation.
b. What are your targets/goals related to social/ emotional growth?	Increase in student-student, student-teacher relational capacity, improved positive-negative interactions (in alignment with 3:1 ratio), and decrease in office referrals.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We take all 5 year old's. During the course of the first weeks of school, we do formal screeners (ASQ-2 , ASQ-3, Fastbridge) and informal screeners to determine handedness, letter identification, letter sounds, counting 0-20, colors, and print concepts.
d. What are your targets/goals related to kindergarten Readiness?	All kindergarten students will be proficient in word segmenting (90% or higher).
e. How are you measuring the success of individual plans of study?	Evidence of growth through progress monitoring data analysis, proficiency scales reporting, and Fastbridge screeners as it relates to individual goals.
f. What are your targets/goals related to postsecondary completion/attendance?	Ensuring preparation for middle school level
g. How are you ensuring students are civically engaged?	We provide opportunities for our students to participate in community service projects, connect with community organizations, and engage community members.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School;#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	
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. Is 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.	No
Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state and nation.	No
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.	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	
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?	34.1
How many are needed at this building (vacant & filled)?	34.10
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	Yes
d. Are a 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;#Other;
SECTION 6: Facility Needs	
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	
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?	Quarterly parent/family engagement events Website Social media posts
c. Do you have a 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;#Seesaw;#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;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#Phone Calls/Text Messages
Is it adequate?	Yes
SECTION 8: School Data	
SECTION 8: School Data	Response
a. What is our building attendance rate?	90.90%
b. What is our building chronic absenteeism rate?	34.40%
a. what is our district graduation rate?	N/A
b. What is our dropout rate?	N/A
c. What is our average comprehensive ACT Score?	N/A

SECTION 9: Other Data	
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?	Scheduled Time/PD Time;#Paraprofessional Training;#Curriculum;#Parent & Community Involvement;#Attendance/Truancy;
Can they be achieved with additional resources?	Yes
Why or why not?	We need more control over our building-level professional development in order to address the specific data-driven needs of our students. We need more resources/support for addressing truancy/attendance issues (ideas/initiatives). We need more structured/consistent training for paraeducators.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	We must continue to close the gaps that many of our students have in reading, writing, and math. In addition to gaps, consistent regular attendance at school continues to be an issue for some students.
Identify the budget actions that should be taken to address and remove those barriers.	Maintain or increase the current level of paraeducator staffing at Dodge Literacy Magnet. Continue to provide summer school learning opportunities for students who demonstrate gaps or delays in learning.
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 calendar school years