



DISTRICT: D0259 - Wichita Public Schools  
 SCHOOL: Colvin Elementary  
 SCHOOL NO: 1653  
 INTERNAL NO: 390

SECTION 1: Student Needs	Response
a. How many students are in the building?	602
b. Percentage of students with an IEP	21.1%
c. Percentage of students enrolled in ELL services	48.5%
d. Percentage of students identified as At-Risk (Free Lunch)?	90.5%
e. What is the teacher to student ratio average?	13.32
f. What is the teacher to student ratio median?	13.69
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	
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 analyze not only state assessment data, but our formative and informative data during the school year frequently and adjust our instruction to meet the needs of students. Our WIGS, lead and lag measures are based on up to date data and our action plans are designed to target student areas of growth. We meet weekly to discuss our progress, what's working as well as what is not working and make any adjustments necessary.
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?	Teachers use Sabers data to identify needs and growth.
b. What are your targets/goals related to social/ emotional growth?	Our targets/goals are to see an increase in students who are able to regulate themselves using strategies learned through Zone Of Regulation and Restorative Practices.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Pre-K and incoming KDG student parents take the ASQ. The data gathered from these is then shared with KDG teachers.
d. What are your targets/goals related to kindergarten Readiness?	Our goal is for students to have a solid awareness of letter sounds and the correlation between letter names and letter sounds.
e. How are you measuring the success of individual plans of study?	Quarterly progress reports are used and sent home to parents.
f. What are your targets/goals related to postsecondary completion/attendance?	NA
g. How are you ensuring students are civically engaged?	NA
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Class Within a Class;#Interventions;
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. 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.	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

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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
<b>SECTION 5: Staff Needs</b>	
<b>Response</b>	
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?	35.89
How many are needed at this building (vacant & filled)?	42.01
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?	Restorative Practices;#SRG Training;#LETRS Training;#Instructional Coaching;
<b>SECTION 6: Facility Needs</b>	
<b>Response</b>	
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?	No
<b>SECTION 7: Family Needs/Community Relations</b>	
<b>Response</b>	
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 have a homework hotline. We meet with parents at the beginning of the year to go over the technology their students will use and how to help them with that. We have conferences twice a year to share how parents can help their students. We also have meeting with parents throughout the year as needed.
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;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Emails from Teachers;#Parent Link;#Seesaw;#District Wide Communication;#Social Media;#School Website;#Phone Calls/Text Messages
Is it adequate?	Yes
<b>SECTION 8: School Data</b>	
<b>Response</b>	
a. What is our building attendance rate?	91.40%
b. What is our building chronic absenteeism rate?	32.70%
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
<b>SECTION 9: Other Data</b>	
<b>Response</b>	
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Attendance/Truancy;#Parent & Community Involvement;#Caseloads per Teacher;#Child Study Team Ratios;
Can they be achieved with additional resources?	Yes
Why or why not?	Funding for additional staff (Child Study Team, Special Education Teachers) would allow for us to better meet the needs of our student population. We will continue to create opportunities for parent involvement within the building.
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 have a very high ESOL population which creates barriers in addition to truancy concerns that create barriers.

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<p>Identify the budget actions that should be taken to address and remove those barriers.</p>	<p>Funds that could be targeted toward attendance and truancy focused programs would be helpful. Parent education nights could help to target attendance concerns as well as academic achievement goals for all learners. Summer tutoring and/or academic focused reading and math programs could also help to achieve these goals.</p>
<p>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.</p>	<p>It would take a year to two years to establish and grow these programs. By year three, we would hope to see significant growth toward achieving grade level proficiency on state assessments.</p>