



DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: Clark Elementary
 SCHOOL NO: 1646
 INTERNAL NO: 312

SECTION 1: Student Needs	Response
a. How many students are in the building?	237
b. Percentage of students with an IEP	10.5%
c. Percentage of students enrolled in ELL services	4.2%
d. Percentage of students identified as At-Risk (Free Lunch)?	83.5%
e. What is the teacher to student ratio average?	12.12
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?	No We do not have a counselor on staff at this time at Clark to support our foster students.
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?	No
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	1. Standard based instruction. 2. Monitoring predictive interim data 3. Monitoring fastbridge data 4. Community members tutoring
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No
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?	T1: Core Principles: Demonstrate traits of a good character in a variety of settings, such as honesty, kindness, self-control, and perseverance T2: Decision Making Skills: Demonstrate responsible and effective decision making skills in a variety of settings T3: Problem Solving Skills: Develop, implement, and model effective problem solving skills in a variety of settings
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	ASQ
d. What are your targets/goals related to kindergarten Readiness?	Demonstrate and understanding in the organization of basic features of print.
e. How are you measuring the success of individual plans of study?	Collect individual data to see if students are meeting their goals.
f. What are your targets/goals related to postsecondary completion/attendance?	n/a
g. How are you ensuring students are civically engaged?	K-5 Kansas History Government Social Studies Standards
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Tutoring;#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.	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
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?	No
b. How many classified supports staff are currently employed?	19
How many are needed at this building (vacant & filled)?	20.00
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	No
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?	Math/Literacy Night Planning in progress for Parent University
c. Do you have a 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;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Social Media;#Emails from Teachers
Is it adequate?	Yes
SECTION 8: School Data	
SECTION 8: School Data	Response
a. What is our building attendance rate?	90.30%
b. What is our building chronic absenteeism rate?	38.10%
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

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SECTION 9: Other Data	
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a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Instructional Technology Training;#Attendance/Truancy;#Child Study Team Ratios;#Parent & Community Involvement;
Can they be achieved with additional resources?	Yes
Why or why not?	CST ratios and Instructional Technology Training can be achieved with additional resources. Attendance and parent involvement requires a bit more strategic planning.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Attendance, tardies, apathy from students and parents,
Identify the budget actions that should be taken to address and remove those barriers.	Incentives for attendance and timeliness. Latchkey programs. Resources for Parent Universities to include food and outside speakers. Afterschool clubs or programs that focus on extracurricular afterschool programs in elementary. Music in elementary school.
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.	2-3 years