



DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: Buckner Performing Arts Magnet Elementary
 SCHOOL NO: 1634
 INTERNAL NO: 378

SECTION 1: Student Needs	Response
a. How many students are in the building?	325
b. Percentage of students with an IEP	19.4%
c. Percentage of students enrolled in ELL services	3.4%
d. Percentage of students identified as At-Risk (Free Lunch)?	74.8%
e. What is the teacher to student ratio average?	12.22
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	Using data to drive those decisions on who needs intervention
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 use second step curriculum to teach SEL 20 minutes daily. This is done at the same time for all students. I have also added additional support to each classroom during that time. There are 2 staff in each room. Interactions between students and teachers is what is used to measure what more support we might need.
b. What are your targets/goals related to social/ emotional growth?	I want students to be able to interact appropriately and positively with peers and adults. I want them to facilitate conversations about concerns with one another without being angry.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We determine this through some universal testing, their age, and if they have gone to pre-K.
d. What are your targets/goals related to kindergarten Readiness?	I would like to see a pre kindergarten screener put in place to test the students to determine their background knowledge and areas that they are struggling in.
e. How are you measuring the success of individual plans of study?	Setting goals and targets for each child and progress monitoring each student to show areas of growth and where additional assistance is needed.
f. What are your targets/goals related to postsecondary completion/attendance?	Improving attendance is something we need to work on. We have a high absenteeism and are working with parents to help get students to school and on time.
g. How are you ensuring students are civically engaged?	We add engagement strategies to all lessons throughout the day that require students to work together.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Class Within a Class;#Interventions;#Summer School;
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.	No
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.	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?	27.8
How many are needed at this building (vacant & filled)?	27.80
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;
SECTION 6: Facility Needs	
Response	
a. Is there adequate space for student learning?	No
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?	None at this time
c. Do you have a active site council?	No
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;#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?	District Wide Communication;#Social Media;#School Website
Is it adequate?	Yes
SECTION 8: School Data	
Response	
a. What is our building attendance rate?	90.10%
b. What is our building chronic absenteeism rate?	37.60%
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	
Response	
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Paraprofessional Training;#Parent & Community Involvement;#Attendance/Truancy;#Child Study Team Ratios;#Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	We have very high social emotional needs at our building and do not have enough support personal to meet those demands.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	smaller groups for reading and math interventions which requires more staff. We also need their basic needs met not only physically but socially.

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Identify the budget actions that should be taken to address and remove those barriers.	Additional staff, variety of mental health help, more SEL options to address a variety of needs.
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.	3-5 years