DISTRICT:	**D0259 - Wichita Public Schools**
SCHOOL:	**Bostic Traditional Magnet Elementary**
SCHOOL NO:	**1708**
INTERNAL NO:	**368**

SECTION 1: Student Needs	Response
a. How many students are in the building?	305
b. Percentage of students with an IEP	21.6%
c. Percentage of students enrolled in ELL services	13.1%
d. Percentage of students identified as At-Risk (Free Lunch)?	38.4%
e. What is the teacher to student ratio average?	15.72
f. What is the teacher to student ratio median?	12.86
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?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores	Intervention Groups: -Class within Class support -Planning around SRG's -Goal setting with individual students and checking on their progress
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?	SAEBRS
b. What are your targets/goals related to social/ emotional growth?	The district measures growth by reviewing individual areas of need via SAEBRS and supporting students in addressing those needs. The students were unable to take it this year, therefore the teacher input is the only data we have.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	The Ages & Stages Questionnaire*, Third Edition (ASQ-3)AND Ages & Stages Questionnaire*: Social-Emotional, Second Edition(ASQ:SE-2) provide a snapshot of children's developmental milestones. Teachers use this information to ensure classrooms are ready to meet the needs of students.
d. What are your targets/goals related to kindergarten Readiness?	Onset sound and letter naming proficiency
e. How are you measuring the success of individual plans of study?	At the elementary level an IEP would be a plan of study. IEP goal setting would be done by all staff who utilize IEPS's.
f. What are your targets/goals related to postsecondary completion/attendance?	The district's goals related to postsecondary completion are as follows: Increase the academic achievement and graduation rate.
g. How are you ensuring students are civically engaged?	Lessons on elections and government are conducted.

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Extended Year;#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
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	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?	18.6
How many are needed at this building (vacant & filled)?	18.60
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;

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?	No

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?	Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline
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?	Seesaw;#Parent Link;#District Wide Communication;#Newsletter;#Phone Calls/Text Messages;#School Website;#Emails from Teachers;#Social Media
Is it adequate?	Yes

SECTION 8: School Data	Response
a. What is our building attendance rate?	93.80%
b. What is our building chronic absenteeism rate?	16.70%
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

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?	Child Study Team Ratios;#Attendance/Truancy;#Parent & Community Involvement;#Paraprofessional Training;#Caseloads per Teacher;
Can they be achieved with additional resources?	Yes

Why or why not?	Paraprofessional Training is important. We are asking our paras to do some of the most intensive & academic work. However I think the opportunities to recieve the level of training to be more impactful may not be enough. I do believe that additional counselor support in a school building would be an important resource. The additional help could do more work individually with students and help them communicate emotions and promote more healthy problem solving and interaction between students. I believe this can help with attendance and improve the involvement of the parents too as they see their child learning and growing in new social skills. I beleive increasing the allocation to the counselor would be beneficial. We know that small teacher/student ratios are beneficial to students. Therefore more paras can help facilitate smaller groups.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Bostic continues to have an increase of more students that: Emotionally struggle in an academic environment (follow procedures; interact with peers; etc.); Have larger learning gaps that require more intensive interventions; Hurt others or themselves physically or emotionally when they become upset; Disrupt learning of others when emotionally overwhelmed and unable to handle feelings in a healthier way. Bostic is a pure magnet school and we sometimes get students through the hearing office who need extra support such as regular "check ins". We really are making the most of our resources. Something to consider is that Mixed Abilities does work to have their students work in general education classrooms when able. While this is a positive thing for all students, it also increases our class size and sometimes results in us pulling additional staff to "push in" Mixed Abilities students into multiple rooms during the same part of the day. More time allocated to paras is important to student success. The support our paras give allows our students opportunities to focus on critical skills each day so they can become fluent readers. We would appreciate an additional .05 para allocation for our school.We don't have reading or math specialists therefore the current resources are focusing many students in such intensive ways.
Identify the budget actions that should be taken to address and remove those barriers.	I believe that an additional .2 (one additional day at Bostic) of counselor would help support some of our students. I believe that an additional .5 para position can help support the emotional and academic success of our students also.
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.	Increase the number of students performing at a 3 or 4 on State Assessments by 50% by 2030