

Building Needs Assessment 2023-2024 For 2024-25 Budget Planning (HB 2067)

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

Section X student Needs A low many student are in the building? 365 D. Percentage of students with an ITP 27.6% C. What is the teacher to student ratio median? 27.6% C. What is the teacher to student ratio median? 28.6% C. What is the teacher to student ratio median? 28.6% C. What is the teacher to student ratio median? 28.6% C. What is the teacher to student ratio median? 28.6% C. What is the teacher to student ratio median? 28.6% C. What is the teacher to student ratio median? 28.6% C. What is the teacher to student ratio median? 28.6% C. What is the teacher to student ratio of students students subgroups. 28.6% C. What is the results of students students students subgroups. 28.6% C. What is the students of students students students subgroups. 28.6% C. What is the students of students and checking on their persension students students and students and checking on their persension students students students are ready for students students students students are ready for students students students students are ready for students students students students students are		
De Percentage of Students with an IEP . De Percentage of Students sended in ELL services	SECTION 1: Student Needs	Response
C Percentage of students enrolled in ELL services A Percentage of students desired as ARRIS (Free Luncht)? B A64 A Percentage of students students and more desired? A What is the teacher to student ratio average? 15,72 What is the teacher to student ratio average? Yes (What is the reacher to student ratio average? Yes The meeds of foster care students being met? Yes In Are there gaps in student success among race/ethnictly student subgroups Ves In Are there gaps in student success among race/ethnictly student subgroups Ves Lo you have a tered system of support to trarget reading growth? Yes Lo you have a tered system of support to trarget reading growth? Ves Lo you have a tered system of support to trarget reading growth? Ves Lo you have a tered system of support to trarget reading growth? Ves Lo you have a terming opportunities for students to locus on academic needs outside of the control of support to transper students on students to cost on academic needs outside of the control of support to transper students on students to cost on academic needs outside of the control of support to transper students on students to maximize their control of support to transper students out of proficiency Levels 1 and 2 on state assessments? SECTION 2: State Board of Education Outcomes (please utilize your district RESA (exceediation) and star exceptions plant/ subtrict) B. What are your targets/goals related to social/ emotional growth? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten in your school, how do you determine students are ready for kindergarten in your school, how do you determine students are ready for kindergarten in your school, how do you determine students are ready for the testing support the only data we have. C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten in your school, how do you determine students are ready for kindergarten geoportimate in your school, how do you determ	a. How many students are in the building?	305
d. Percentage of students desirted as AR-Risk (Free Lunchy?) e. What is the teacher to student ratio wavage? f. What is the teacher to student ratio medium? g. We fine needs of foster care students being met? Yes fino, what supports are needed? h. Are there gaps in student success among race/ethnicity student subgroups Yes Lob you have a steed system of support to target releasing growth? Lob you have a steed system of support to target releasing growth? Yes Lob you have a steed system of support to target releasing growth? Yes Lob you have a steed system of support to target releasing growth? Yes Lob you have a steed system of support to target make growth? Yes Lob you have seed assessments to measure rading growth? Yes Lob you have seed sessements to measure rading growth? In Reviewing state assessment data, what steps are you taking for all students to maximabe their scores The relevant state of the stat		21.6%
E. What is the teacher to student ratio average? E. What is the teacher to student ratio median? E. What is the needs of floater care students, being met? The what supports are needed? The what supports are needed? The what supports are needed? The support of the student students when met and the supports of the support of the s	c. Percentage of students enrolled in ELL services	13.1%
E.What is the teacher to student ratio median? Are the needs of fother care students being met? Fin ow what supports are needed? Now that supports in student success among rece/ethnicity student subgroups Yes LOD you have lacified system of support to target reading growth? Yes LOD you have lacified system of support to target and growth? Now the variety students successed students successed students to focus on academic needs outside of the transitional classroom setting? In Dey us have learning opportunities for students to focus on academic needs outside of the transitional classroom setting? In Reviewing state assessment data, what steps are you taking for all students to maximize their intervention Croups: Cases within class support. Planning around SRG's Color students are successed students and checking on their progress On Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state sessessments? SECTION 2: State Board of Education Outsomes (please utilize your district KESA (acceptation) and state assessment and state assessments and the state of th	d. Percentage of students identified as At-Risk (Free Lunch)?	38.4%
Exercise the needs of foster care students being met? Inc. what supports are needed? Inc. what supports are needed? Inc. what support to a reget destinicity student subgroups Inc. Yes Intervention Groups: Intervention Circups: Int	e. What is the teacher to student ratio average?	15.72
if no, what supports are needed? In Air there gaps in student success among race/ethnicity student subgroups In One you have latered system of support to target making growth? In One you have local assessments measure reading growth? In One you have local assessments to measure reading growth? In One you have local assessments to measure making growth? In One you have local assessments to measure making growth? In One you have local assessments to measure making growth? In One you have local assessments to measure making growth? In One you have local assessment deats what steps are you taking for all students to maximize their reading growth in Intervention Groups: - Class within Class support - Planning around SRG's - Goal setting with individual students and checking on their progress - On Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state - Section 2: State Board of Education Outcomes (please utilize your district KESA) - Section 2: State Board of Education Outcomes (please utilize your district KESA) - Section 3: State Board of Education Outcomes (please utilize your district KESA) - Section 3: State Board of Education Outcomes (please utilize your district KESA) - Section 3: State Board of Education Outcomes (please utilize your district KESA) - Section 3: State Board of Education Outcomes (please utilize your district KESA) - Section 4: State Board of Education Outcomes (please utilize your district KESA) - Section 4: State Board of Education Outcomes (please utilize your district KESA) - Section 4: State Board of Education Outcomes (please utilize your district KESA) - Section 4: State Board of Education Outcomes (please utilize your district KESA) - Section 5: Section 5: Section 5: Section 5: Section 5: Section 6: Secti	f. What is the teacher to student ratio median?	12.86
h. Are their gaps in student success among race/ethnicity student subgroups Lo you have latered system of support to larget reading growth? Lo you have latered system of support to larget reading growth? Lo you have local assessments on measure reading growth? Nes Lo you have local assessments making for students to focus on academic needs outside of the transitional classroom setting? A require strain success and the success of success of success on academic needs outside of the success of success on setting? A require strain success and succes	g. Are the needs of foster care students being met?	Yes
h. Are their gaps in student success among race/ethnicity student subgroups Lo you have latered system of support to larget reading growth? Lo you have latered system of support to larget reading growth? Lo you have local assessments on measure reading growth? Nes Lo you have local assessments making for students to focus on academic needs outside of the transitional classroom setting? A require strain success and the success of success of success on academic needs outside of the success of success on setting? A require strain success and succes		
Lob you have a tiered system of support to target making growth? Yes		Yes
LO by our have a tiered system of support to target math growth? Ves		Yes
Lo Doy have local assessments to measure reading growth? Ves		
Lib Oyu 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? n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores - Class within Class support - Planning around SRG's - Goal setting with individual students and checking on their progress - Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments? - Nave you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments? - SECTION 2. State Board of Education Outcomes (please utilize your district KESA (excreditation) and Star Recognitions plan/ rubifes) a. How are you measuring social/emotional growth? - D. What are your targets/goals related to social/emotional growth? - C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? - C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? - C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten in your school, how do you determine students are ready for kindergarten in your school, how do you determine students are ready for kindergarten in your school, how do you determine students are ready for kindergarten in your school, how do you determine students are ready for kindergarten in your school, how do you determine students are ready for kindergarten in your school, how do you determine students are ready for kindergarten in your school, how do you determine students are ready for kindergarten in your school, how do you determine students are ready for kindergarten in your school, how do you determine students are ready for kindergarten in your school, how do you determine students are ready for kindergarten in your school, how do you determine students are ready for the tare the vall of this year, therefore the teacher input is the only in the have. - The Ages & Stages Questionnaire*. So	,	
transitional classroom setting? Intervention Groups: Class within Class support Planning around SRGTs Goal setting with individual students and checking on their progress On Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments? SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan / rubrics) A. How are you measuring social/emotional growth? D. What are your targets/goals related to social/ emotional growth? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten in jour school, how do you determine students are ready for kindergarten in jour school, how do you determine students are ready for kindergarten in jour school, how do you determine students are ready for kindergarten in jour school, how do you determine students are ready for kindergarten? The district measures growth by reviewing individual ances of need in School school in the profit of the fact that the profit of the fa		
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores - 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? SECTION 2: State Board of Education Outcomes (please willize your district KESA (carceditation) and stare Recognitions plant / rubins? a. How are you measuring social/emotional growth? D. What are your targets/goals related to social/ emotional growth? D. What are your targets/goals related to social/ emotional growth? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? 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*, Third Edition (ASQ-3)AND Ages & Stages Questionnaire social-fination 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/attendance? The district's 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? Essons on elections and government are conducted. SECTION 3: Curriculum Needs a. What extended learning apportunities are provided (after school programs, summer school programs, stu?) D. Are there appropriate and adequate instructional materials? Le		
Class within Class support Planning around SRG's Goal setting with individual students and checking on their progress On Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments? SECTION 2: State Board of Education Outcomes (please utilize your district KESA (excreditation) and star Recognitions plany rubrics) A. How are you measuring social/emotional growth? D. What are your targets/goals related to social/emotional growth? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Vindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Vindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Vindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Vindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Vindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Vindergarten in your school, how do you determine students are ready for kindergarten? The district measures growth by reviewing individual areas of needs. The students were used to take it his 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 district measures growth by reviewing individual areas of needs. The students were supported to skinders. G. 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. I. What are your targets/goals related to postsecondary completio		Intervention Groups:
- 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? SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan/ rubrics) a. How are you measuring social/emotional growth? b. What are your targets/goals related to social/ emotional growth? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? The Ages & Stages Questionaire*: Social-Emotional, Second Edition(ASQ:SE-2) provide a snapshot of children's developmental milestones, Eschers 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 4. 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? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/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 a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? D. Are there appropriate and adequate instructional materials? C. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32-272-3213 a. If high school we teach the subjects and areas of instruction necessary to meet the graduati		·
-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? SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plant/rubrics) a. How are you measuring social/emotional growth? b. What are your targets/goals related to social/emotional growth? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Kindergarten in your school, how do you determine students are ready for Ages & Stages Questionnaire*, Third Edition (ASQ-3)AND Ages & Stages Questionnaire*, Third Edition (ASQ-3)AND Ages & Stages Questionnaire*. 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 IEPPs. f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/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 Nieeds a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? Lessons on elections and government are conducted. SECTION 4: Educational Capacities pursuant to article 32-272-3218 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.	scores	1
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments? SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan/ rubrics) a. How are you measuring social/emotional growth? D. What are your targets/goals related to social/ emotional growth? D. What are your targets/goals related to social/ emotional growth? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? D. What are your targets/goals related to kindergarten Readiness? D. What are your targets/goals related to kindergarten Readiness? D. What are your targets/goals related to kindergarten Readiness? D. What are your targets/goals related to kindergarten Readiness? D. What are your targets/goals related to be plan of study? D. What are your targets/goals related to be plan of study? D. What are your targets/goals related to postsecondary completion/attendance? D. What are your targets/goals related to postsecondary completion/attendance? D. What are your targets/goals related to postsecondary completion/attendance? D. What are your targets/goals related to postsecondary completion are as follows: Increase the academic achievement and graduation rate. D. How are you ensuring students are civically engaged? Lessons on elections and government are conducted. SECTION 3: Curriculum Needs D. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? D. Are there appropriate and adequate instructional materials? D. Lessons on elections and government are conducted. SECTION 4: Educational Capacities pursuant to article 32-272-3218 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.		
O. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments? SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan / rubrics) a. How are you measuring social/emotional growth? D. What are your targets/goals related to social/ emotional growth? D. What are your targets/goals related to social/ emotional growth? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? C. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? 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) personal an interview of the school and part of the school and letter naming proficiency 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. It was a 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. B. How are you ensuring students are civically engaged? Lessons on elections and government are conducted. SECTION 3: Curriculum Needs a. What extended learning opportunities are provided (after school programs, etc.)? D. Are there appropriate and adequate instructional materials? Lessons on elections and g		
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan/ rubrics) a. How are you measuring social/emotional growth? b. What are your targets/goals related to social/ emotional growth? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? d. What are your targets/goals related to kindergarten Readiness? e. How are you measuring the success of individual plans of study? e. How are you measuring the success of individual plans of study? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/goals related to postsecondary completion/attendance? f. What are you ensuring students are civically engaged? Lessons on elections and government are conducted. section 3: Curriculum Needs a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72.3218 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.		progress
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan/ rubrics) a. How are you measuring social/emotional growth? b. What are your targets/goals related to social/ emotional growth? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? d. What are your targets/goals related to kindergarten Readiness? e. How are you measuring the success of individual plans of study? e. How are you measuring the success of individual plans of study? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/goals related to postsecondary completion/attendance? f. What are you ensuring students are civically engaged? Lessons on elections and government are conducted. section 3: Curriculum Needs a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72.3218 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.		
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan/ rubrics) a. How are you measuring social/emotional growth? b. What are your targets/goals related to social/ emotional growth? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? d. What are your targets/goals related to kindergarten Readiness? e. How are you measuring the success of individual plans of study? e. How are you measuring the success of individual plans of study? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/goals related to postsecondary completion/attendance? f. What are you ensuring students are civically engaged? Lessons on elections and government are conducted. section 3: Curriculum Needs a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72.3218 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.		
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan/ rubrics) a. How are you measuring social/emotional growth? b. What are your targets/goals related to social/ emotional growth? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? d. What are your targets/goals related to kindergarten Readiness? e. How are you measuring the success of individual plans of study? e. How are you measuring the success of individual plans of study? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/goals related to postsecondary completion/attendance? f. What are you ensuring students are civically engaged? Lessons on elections and government are conducted. section 3: Curriculum Needs a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72.3218 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.		
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan/ rubrics) a. How are you measuring social/emotional growth? 5. What are your targets/goals related to social/ emotional growth? 5. What are your targets/goals related to social/ emotional growth? 7. The district measures growth by reviewing individual areas of need via SAEBRS and supporting students in addressing those needs. The students are unable to take it this year, therefore the teacher input is the only data we have. 6. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? 7. The Ages & Stages Questionnaire*. Third Edition (ASQ.3)AND Ages & Stages Questionnaire*. Third Edition (ASQ.3)AND Ages & Stages Questionnaire*. Social-Emotional, Second Edition(ASQ.3-2) provide a snapshot of children's developmental milestones. Teachers use this information to ensure classrooms are ready to meet the needs of students. 6. What are your targets/goals related to kindergarten Readiness? 6. What are your measuring the success of individual plans of study? 7. 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. 7. If what are your targets/goals related to postsecondary completion/attendance? 7. The district's goals related to postsecondary completion are as follows: Increase the academic achievement and graduation rate. 8. How are you ensuring students are civically engaged? 8. Lessons on elections and government are conducted. 8. SECTION 3: Curriculum Needs 8. A. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? 9. Are there appropriate and adequate instructional materials? 1. Section 4: Educational Capacities pursuant to article 32.7.2-3218 1. If high school we teach the subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education.	o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state	Yes
SAEBRS	assessments?	
SAEBRS		
a. How are your measuring social/emotional growth? b. What are your targets/goals related to social/ emotional growth? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? The 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? e. How are you measuring the success of individual plans of study? e. How are your targets/goals related to postsecondary completion/attendance? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/goals related to postsecondary completion/attendance? f. What are you ensuring students are civically engaged? Lessons on elections and government are conducted. SECTION 3: Curriculum Needs a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? 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.	· · · · · · · · · · · · · · · · · · ·	Response
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 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 a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? Yes C. Is current technology appropriate? If no, what technology is needed to support the curriculum? 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.	(accreditation) and Star Recognitions plan/ rubrics)	
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 & Sta	a. How are you measuring social/emotional growth?	SAEBRS
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 & Sta		
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? Edition (ASQ-3) AND Ages & Stages Questionnaire*; Social-Emotional, Second Edition (ASQ-5S-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 a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? Ves Yes Yes SECTION 4: Educational Capacities pursuant to article 32.72-3218 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.	b. What are your targets/goals related to social/ emotional growth?	The district measures growth by reviewing individual areas of
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 a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? Yes C. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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.		need via SAEBRS and supporting students in addressing those
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 a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? Yes C. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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.		needs. The students were unable to take it this year, therefore
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? e. How are you measuring the success of individual plans of study? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/goals related to postsecondary completion/attendance? f. What are you ensuring students are civically engaged? Lessons on elections and government are conducted. SECTION 3: Curriculum Needs a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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.		the teacher input is the only data we have.
kindergarten? Ages & Stages Questionaire*: 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 a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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.		·
kindergarten? Ages & Stages Questionaire*: 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 a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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.	c. If you have Kindergarten in your school, how do you determine students are ready for	The Ages & Stages Questionnaire*. Third Edition (ASQ-3)AND
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 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 a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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. Material milestones. Teachers use this information to ensure that needs of students. 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. The district's goals related to postsecondary completion are as follows: Increase the academic achievement and graduation rate. Extended Year;#Class Within a Class;#Interventions; Yes C. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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.		
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? e. How are you measuring the success of individual plans of study? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your ensuring students are civically engaged? Lessons on elections and government are conducted. SECTION 3: Curriculum Needs a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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.		
ensure classrooms are ready to meet the needs of students. d. What are your targets/goals related to kindergarten Readiness? e. How are you measuring the success of individual plans of study? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your ensuring students are civically engaged? Lessons on elections and government are conducted. SECTION 3: Curriculum Needs a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32-72-3218 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.		1 ' '
d. What are your targets/goals related to kindergarten Readiness? Onset sound and letter naming proficiency 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 a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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		1 '
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 a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? Yes c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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		lensure classrooms are ready to meet the needs of students.
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 a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? Yes c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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	d M/hatana and harata /aaala aala aala abaa liin danaanta Daadii aa 2	On and an address of a second and deather of a second
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 a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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.	d. What are your targets/goals related to kindergarten Readiness?	Onset sound and letter naming proficiency
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 a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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.		
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. B. How are you ensuring students are civically engaged? Lessons on elections and government are conducted. SECTION 3: Curriculum Needs a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? 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.	e. How are you measuring the success of individual plans of study?	, , , , , , , , , , , , , , , , , , , ,
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 a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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.		setting would be done by all staff who utilize IEPS's.
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 a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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.		
g. How are you ensuring students are civically engaged? Lessons on elections and government are conducted. SECTION 3: Curriculum Needs a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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.	f. What are your targets/goals related to postsecondary completion/attendance?	The district's goals related to postsecondary completion are as
SECTION 3: Curriculum Needs a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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.		follows: Increase the academic achievement and graduation rate.
SECTION 3: Curriculum Needs a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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.		
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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. Extended Year;#Class Within a Class;#Interventions; Yes Yes Wes Myschool is not a high school	g. How are you ensuring students are civically engaged?	Lessons on elections and government are conducted.
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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. Extended Year;#Class Within a Class;#Interventions; Yes Yes Wes Myschool is not a high school		
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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. Extended Year;#Class Within a Class;#Interventions; Yes Yes Wes Myschool is not a high school		
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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. Extended Year;#Class Within a Class;#Interventions; Yes Yes Wes Myschool is not a high school		
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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. Extended Year;#Class Within a Class;#Interventions; Yes Yes Wes Myschool is not a high school	SECTION 3: Curriculum Needs	Response
programs, etc.)? b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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. Response My school is not a high school		·
b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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. Yes Yes Yes Wes Myes Myes My school is not a high school		,,,
c. Is current technology appropriate? If no, what technology is needed to support the curriculum? SECTION 4: Educational Capacities pursuant to article 32.72-3218 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. Yes Response My school is not a high school		Yes
SECTION 4: Educational Capacities pursuant to article 32.72-3218 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. Response My school is not a high school		
SECTION 4: Educational Capacities pursuant to article 32.72-3218 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. Response My school is not a high school		
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.	curriculum;	
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.	CECTION 4 Ed. vi. d.C. vii. and the side of the second	
graduation requirements adopted by the state board of education.		
		liviy school is not a nigh school
b. Is every child in your school provided at least the following capacities:		
	b. Is every child in your school provided at least the following capacities:	

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

Sufficient oral and written communication skills to enable students to function in	Yes
complex and rapidly changing civilization.	
	Yes
Sufficient knowledge of economic, social and political systems to enable students to	res
make informed choices.	
Sufficient understanding of governmental processes to enable the students to	Yes
understand the issues that affect his or her community, state and nation.	
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 sultural	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural	res
and historical heritage.	
Sufficient training or preparation for advanced training in either academic or vocational	Yes
fields so as to enable each child to choose and pursue life work intelligently.	
Sufficient levels of academic or vocational skills to enable students to compete favorably	Yes
with their counterparts in surrounding states, in academics or in job market.	
CECTION E. Chaff Name	Dannaura
SECTION 5: Staff Needs	Response
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students	Yes
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?	
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.?	
d. Are a principals and other key staff trained to provide instructional leadership and	Yes
	163
professional development to teachers?	L. L. L. HETPET III HEPE
e. What staff development is necessary for teachers to support students' success and meet the	Instructional Coaching;#LETRS Training;#SRG
school improvement goals of the building?	Training;#Restorative Practices;
SECTION 6: Facility Needs	Response
a. Is there adequate space for student learning?	Yes
	No
lb. Are there necessary repairs and/or adjustment to the existing space that need to be made?	INO
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	INO
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	INO
SECTION 7: Family Needs/Community Relations	Response
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers?	Response Yes
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? b. What types of caregiver training programs (teaching guardians how to give students help with	Response Yes Parent Orientation
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers?	Response Yes Parent Orientation Intro to Kindergarten
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? b. What types of caregiver training programs (teaching guardians how to give students help with	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? b. What types of caregiver training programs (teaching guardians how to give students help with	Response Yes Parent Orientation Intro to Kindergarten
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes Seesaw;#Parent Link;#District Wide Communication;#Newsletter;#Phone Calls/Text
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes Seesaw;#Parent Link;#District Wide
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate? f. What types of communication/social media exists with your community?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes Seesaw;#Parent Link;#District Wide Communication;#Newsletter;#Phone Calls/Text Messages;#School Website;#Emails from Teachers;#Social Media
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes Seesaw;#Parent Link;#District Wide Communication;#Newsletter;#Phone Calls/Text
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate? f. What types of communication/social media exists with your community?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes Seesaw;#Parent Link;#District Wide Communication;#Newsletter;#Phone Calls/Text Messages;#School Website;#Emails from Teachers;#Social Media
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate? f. What types of communication/social media exists with your community? Is it adequate? SECTION 8: School Data	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes Seesaw;#Parent Link;#District Wide Communication;#Newsletter;#Phone Calls/Text Messages;#School Website;#Emails from Teachers;#Social Media Yes Response
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate? f. What types of communication/social media exists with your community? Is it adequate? SECTION 8: School Data a. What is our building attendance rate?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes Seesaw;#Parent Link;#District Wide Communication;#Newsletter;#Phone Calls/Text Messages;#School Website;#Emails from Teachers;#Social Media Yes Response 93.80%
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate? f. What types of communication/social media exists with your community? Is it adequate? SECTION 8: School Data a. What is our building attendance rate? b. What is our building chronic absenteeism rate?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes Seesaw;#Parent Link;#District Wide Communication;#Newsletter;#Phone Calls/Text Messages;#School Website;#Emails from Teachers;#Social Media Yes Response 93.80% 16.70%
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate? f. What types of communication/social media exists with your community? Is it adequate? SECTION 8: School Data a. What is our building attendance rate? b. What is our building chronic absenteeism rate? a. what is our district graduation rate?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes Seesaw;#Parent Link;#District Wide Communication;#Newsletter;#Phone Calls/Text Messages;#School Website;#Emails from Teachers;#Social Media Yes Response 93.80% 16.70% N/A
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate? f. What types of communication/social media exists with your community? SECTION 8: School Data a. What is our building attendance rate? b. What is our district graduation rate? b. What is our dropout rate?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes Seesaw;#Parent Link;#District Wide Communication;#Newsletter;#Phone Calls/Text Messages;#School Website;#Emails from Teachers;#Social Media Yes Response 93.80% 16.70% N/A N/A
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate? f. What types of communication/social media exists with your community? Is it adequate? SECTION 8: School Data a. What is our building attendance rate? b. What is our building chronic absenteeism rate? a. what is our district graduation rate?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes Seesaw;#Parent Link;#District Wide Communication;#Newsletter;#Phone Calls/Text Messages;#School Website;#Emails from Teachers;#Social Media Yes Response 93.80% 16.70% N/A
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate? f. What types of communication/social media exists with your community? SECTION 8: School Data a. What is our building attendance rate? b. What is our building chronic absenteeism rate? a. what is our district graduation rate? b. What is our dropout rate?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes Seesaw;#Parent Link;#District Wide Communication;#Newsletter;#Phone Calls/Text Messages;#School Website;#Emails from Teachers;#Social Media Yes Response 93.80% 16.70% N/A N/A
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate? f. What types of communication/social media exists with your community? SECTION 8: School Data a. What is our building attendance rate? b. What is our building chronic absenteeism rate? a. what is our district graduation rate? b. What is our dropout rate?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes Seesaw;#Parent Link;#District Wide Communication;#Newsletter;#Phone Calls/Text Messages;#School Website;#Emails from Teachers;#Social Media Yes Response 93.80% 16.70% N/A N/A
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate? f. What types of communication/social media exists with your community? Is it adequate? SECTION 8: School Data a. What is our building attendance rate? b. What is our building attendance rate? a. what is our district graduation rate? b. What is our dropout rate? c. What is our average comprehensive ACT Score?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes Seesaw;#Parent Link;#District Wide Communication;#Newsletter;#Phone Calls/Text Messages;#School Website;#Emails from Teachers;#Social Media Yes Response 93.80% 16.70% N/A N/A N/A
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate? f. What types of communication/social media exists with your community? Is it adequate? SECTION 8: School Data a. What is our building attendance rate? b. What is our building chronic absenteeism rate? a. what is our district graduation rate? b. What is our dropout rate? c. What is our average comprehensive ACT Score?	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes Seesaw;#Parent Link;#District Wide Communication;#Newsletter;#Phone Calls/Text Messages;#School Website;#Emails from Teachers;#Social Media Yes Response 93.80% 16.70% N/A N/A N/A N/A Response
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate? f. What types of communication/social media exists with your community? Is it adequate? SECTION 8: School Data a. What is our building attendance rate? b. What is our district graduation rate? b. What is our district graduation rate? c. What is our dropout rate? c. What is our average comprehensive ACT Score? SECTION 9: Other Data a. Based on your building leadership team analysis, what are the barriers your school faced with	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes Seesaw;#Parent Link;#District Wide Communication;#Newsletter;#Phone Calls/Text Messages;#School Website;#Emails from Teachers;#Social Media Yes Response 93.80% 16.70% N/A N/A N/A N/A N/A Response Child Study Team Ratios;#Attendance/Truancy;#Parent & Community Involvement;#Paraprofessional Training;#Caseloads
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have a active site council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exist with families? Is it adequate? f. What types of communication/social media exists with your community? Is it adequate? SECTION 8: School Data a. What is our building attendance rate? b. What is our district graduation rate? b. What is our district graduation rate? c. What is our dropout rate? c. What is our average comprehensive ACT Score? SECTION 9: Other Data a. Based on your building leadership team analysis, what are the barriers your school faced with	Response Yes Parent Orientation Intro to Kindergarten Parent Teacher Conferences District Support for Homework and Behavior Hotline Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes Seesaw;#Parent Link;#District Wide Communication;#Newsletter;#Phone Calls/Text Messages;#School Website;#Emails from Teachers;#Social Media Yes Response 93.80% 16.70% N/A N/A N/A N/A N/A Response Child Study Team Ratios;#Attendance/Truancy;#Parent &

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

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. Additional building unique identified Items: None Identify the barriers that must be overcome for each student to achieve grade level Bostic continues to have an increase of more students that: proficiency on assessments. 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. believe that an additional .2 (one additional day at Bostic) of Identify the budget actions that should be taken to address and remove those barriers. 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 Increase the number of students performing at a 3 or 4 on State grade level proficiency on the state assessments if the budge actions would be Assessments by 50% by 2030 implemented.