



DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: Adams Elementary
 SCHOOL NO: 1614
 INTERNAL NO: 301

SECTION 1: Student Needs	Response
a. How many students are in the building?	374
b. Percentage of students with an IEP	15.5%
c. Percentage of students enrolled in ELL services	24.9%
d. Percentage of students identified as At-Risk (Free Lunch)?	91.7%
e. What is the teacher to student ratio average?	13.37
f. What is the teacher to student ratio median?	12.86
g. Are the needs of foster care students being met?	No
If no, what supports are needed?	Our Foster Care students need more opportunities for counselling services.
h. Are there gaps in student success among race/ethnicity student subgroups	Yes
i. Do you have a tiered system of support to target reading growth?	Yes
j. Do you have a tiered system of support to target math growth?	Yes
k. Do you have local assessments to measure reading growth?	Yes
l. Do you have local assessments to measure math growth?	Yes
m. Do you have Learning opportunities for students to focus on academic needs outside of the transitional classroom setting?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores	We have Varsity Tutoring to focus on our math needs for our 3rd-5th graders. We also have an after school STEALH program that meets every day of the week to support the academic and social needs of students in grades 2nd-5th and some 1st graders.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan/ rubrics)	Response
a. How are you measuring social/emotional growth?	SABERS
b. What are your targets/goals related to social/ emotional growth?	Our goal is to help students develop responsibility, self-discipline and to learn to make wise decisions about their safety, achievement, interactions, and surroundings. Conflict management skills are taught regularly in the classroom through Second Step because life-long success depends on self-discipline and managing conflict in a productive way.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	The Ages & Stages Questionnaires, Third Edition (ASQ-3), Social-Emotional Second Edition (ASQ-SE-2) provide a snapshot of children's developmental milestones. Teachers use this information to ensure students are placed in the appropriate classroom.
d. What are your targets/goals related to kindergarten Readiness?	Our goal for our kindergarten readiness is that teachers will be ready to meet the needs of our students no matter what level of exposure to literacy, numeracy and social skills they come to us with.
e. How are you measuring the success of individual plans of study?	NA
f. What are your targets/goals related to postsecondary completion/attendance?	NA
g. How are you ensuring students are civically engaged?	Junior Achievement, RIF, Rotary Club, Arts Partners, Eagles Broadcast, STEALTH, Gardening Club, Ladies and Gentlemen's Club.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support;#Tutoring;#Summer School;#Class Within a Class;#Interventions;
b. Are there appropriate and adequate instructional materials?	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes

SECTION 4: Educational Capacities pursuant to article 32.72-3218	
SECTION 4: Educational Capacities pursuant to article 32.72-3218	Response
a. If high school- we teach the subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education.	My school is not a high school
b. Is every child in your school provided at least the following capacities:	
Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
Sufficient knowledge of economic, social and political systems to enable students to make informed choices.	Yes
Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state and nation.	Yes
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	No
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	No
SECTION 5: Staff Needs	
SECTION 5: Staff Needs	Response
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines which requires every classroom to contain an educator who is certified in eye content area being taught in said classroom and meet the goals of the school?	Yes
b. How many classified supports staff are currently employed?	27.2
How many are needed at this building (vacant & filled)?	28.20
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	Yes
d. Are a principals and other key staff trained to provide instructional leadership and professional development to teachers?	Yes
e. What staff development is necessary for teachers to support students' success and meet the school improvement goals of the building?	LETRS Training;#Restorative Practices;
SECTION 6: Facility Needs	
SECTION 6: Facility Needs	Response
a. Is there adequate space for student learning?	Yes
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes
SECTION 7: Family Needs/Community Relations	
SECTION 7: Family Needs/Community Relations	Response
a. Do you have regular events to engage parents with teachers?	Yes
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use of technology that student will be required to use, ect.) are provided?	We have the district Homework helpline parents can utilize to get assistance with homework. We also have a district Help Desk for technology. We meet with parents at the beginning of the year to teach them about the standards that their children need to know and be able to do in each grade level. We also have parent nights that teach parents how to play games that enhance our reading and math program. During those nights we also provide parents with the tools necessary to play those games.
c. Do you have a active site council?	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No
e. What types of communication exist with families?	Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#PhoneCalls/Text Messages;#School Website
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Social Media;#School Website;#District Wide Communication
Is it adequate?	Yes

SECTION 8: School Data	
SECTION 8: School Data	Response
a. What is our building attendance rate?	91.20%
b. What is our building chronic absenteeism rate?	35.00%
a. What is our district graduation rate?	N/A
b. What is our dropout rate?	N/A
c. What is our average comprehensive ACT Score?	N/A
SECTION 9: Other Data	
SECTION 9: Other Data	Response
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Attendance;Truancy;#Parent & Community Involvement;#Paraprofessional Training;#Other: Address Below; We are a land locked building without a safe place for parents to drop off and pick up students. We have parents that continue to park on the south side of 9th Street, which makes it where we can't have cars going both ways on that street. The parents then try to let their students out on the south side of 9th Street. This is a safety concern. On the other side of the building is Oliver. Traffic is moving fast on this road and is a scary place for student to be let out. Some parents try to get their students to cross four lanes of traffic to come over to the north parking lot of the St. Marks Church. At this time St. Marks does let us use their parking lot, but they are getting frustrated with parents smoking on their grounds. We believe that adding a circle drive in our grassy area off of 9th Street would provide a safer option for parents to drop off and pick up their students.
Can they be achieved with additional resources?	Yes
Why or why not?	If we were to add a circle drive on 9th Street it would take more cars off of 9th Street and allow two lanes of traffic to still flow. It would also allow us to manage the traffic better by only allowing drop off to flow in one direction. This would make it so parents couldn't drop students off on the opposite side where they have to cross two lanes of traffic.
b. Additional building unique identified items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Attendance and tardiness is a barrier that we face daily. We want students to be here and on time for learning to progress in an efficient manner. We have several new paras that need additional training on specific curriculum and strategies to assist students at the small group level.
Identify the budget actions that should be taken to address and remove those barriers.	It would be beneficial to have a person to assist with attendance and truancy on a regular basis. Currently this is handled by our social worker, but with her other duties she struggles to devote the necessary time to truly focus on our students who are truant or continually tardy. To address training for our paras the district should have specific scheduled training on inservice days that pertain to the job duties that they handle on a daily basis. We have monthly training for our paras at the building level, but it doesn't seem to be enough to truly build the skill base that our paras are needing and requesting.
Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.	Our leadership team believes if we have a person who focuses on attendance daily and making contact with parents daily we would be able to maintain the growth that our students need. Leadership also believes that more training for paras during the school year would help students progress at the rate of growth necessary for students to reach proficiency in a couple of years.