



DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: Black Traditional Magnet Elementary
 SCHOOL NO: 1624
 INTERNAL NO: 305

SECTION 1: Student Needs	Response
a. How many students are in the building?	320
b. Percentage of students with an IEP	16.3%
c. Percentage of students enrolled in ELL services	7.2%
d. Percentage of students identified as At-Risk (Free Lunch)?	78.8%
e. What is the teacher to student ratio average?	16.84
f. What is the teacher to student ratio median?	13.69
g. Are the needs of foster care students being met? If no, what supports are needed?	Yes
h. Are there gaps in student success among race/ethnicity student subgroups	No
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	Intentional data review as a whole staff; Intervention placements according to scores; Interim data for driving instruction; Mini-interims given for mastery of concepts.
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?	Social/emotional growth is measured by having the staff complete the SAEBRS survey through the FastBridge Assessment application. Students in grades 3-5 complete the SAEBRS Student Survey as well. There is also a decrease in referrals.
b. What are your targets/goals related to social/ emotional growth?	The targets/goals for the social behavior target is 13 and above for both the student and teacher survey; the academic behavior is at 10 and above for both the student and teacher survey; the emotional behavior is at 11 and above for the student survey and 16 and above for the teacher survey. The total of these three behaviors is 35 and above for the student survey and 37 and above for the teacher survey.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Kindergarten Readiness Snapshot; ASQ-3 and ASQ-SE2.
d. What are your targets/goals related to kindergarten Readiness?	ASQ data shared with KG teachers in order to determine targets/goals at the beginning of the calendar year.
e. How are you measuring the success of individual plans of study?	n/a
f. What are your targets/goals related to postsecondary completion/attendance?	n/a
g. How are you ensuring students are civically engaged?	PBL projects with a civics theme. Voting "booths" for President election to give demonstration of what voting looks like. Idea to implement votes within the school for "dress down" days (non-uniform), student jobs/council, etc. Involve students in more than Constitution Week (grades 3-5) to show importance of civic engagement.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Tutoring;#Summer School;#Interventions;#Class Within a Class;#Before/After School Support;
b. Are there appropriate and adequate instructional materials?	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes
SECTION 4: Educational Capacities pursuant to article 32.72-3218	Response
a. If high school- we teach the subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education.	My school is not a high school

b. Is every child in your school provided at least the following capacities:	
Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
Sufficient knowledge of economic, social and political systems to enable students to make informed choices.	Yes
Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state and nation.	Yes
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes
SECTION 5: Staff Needs	
Response	
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines which requires every classroom to contain an educator who is certified in eye content area being taught in said classroom and meet the goals of the school?	Yes
b. How many classified supports staff are currently employed?	12.35
How many are needed at this building (vacant & filled)?	17.61
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;#Instructional Coaching;#SRG Training;
SECTION 6: Facility Needs	
Response	
a. Is there adequate space for student learning?	No
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes
SECTION 7: Family Needs/Community Relations	
Response	
a. Do you have regular events to engage parents with teachers?	Yes
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use of technology that student will be required to use, ect.) are provided?	The homework hotline and the technology help desk provides assistance to students and parents. STEM family nights engage families in science, technology, engineering and mathematics. The district offered Parent University during 2019-2020 which allowed parents to see recorded technology assistance for their students.
c. Do you have a active site council?	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes
e. What types of communication exist with families?	Parent Link;#District Wide Communication;#Social Media;#Seesaw;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages;#Newsletter
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	District Wide Communication;#Social Media;#Emails from Teachers;#School Website;#Phone Calls/Text Messages
Is it adequate?	Yes
SECTION 8: School Data	
Response	
a. What is our building attendance rate?	92.40%
b. What is our building chronic absenteeism rate?	26.90%
a. what is our district graduation rate?	N/A
b. What is our dropout rate?	N/A
c. What is our average comprehensive ACT Score?	N/A
SECTION 9: Other Data	
Response	
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Physical Space for Learning;#Instructional Technology Training;#Attendance/Truancy;#Child Study Team Ratios;#Caseloads per Teacher;#Parent & Community Involvement;

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Can they be achieved with additional resources? Why or why not?	Yes Many (but not all) of our identified barriers could be achieved with additional resources and physical space. The items that could be addressed include: Instructional technology training, child study team ratio, physical space for learning and potentially parent/community involvement. A barrier that may not be addressed with additional resources is attendance/truancy. There are factors within the reasons for attendance and truancy that we (the school) cannot control or influence.
b. Additional building unique identified Items: Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	None Adequate staff for small group instruction Increase support staff for student needs (academic, behavior, social emotional) Teacher training for competency in technology (use--self and student) Additional space to avoid crowding in physical space (gym and lunchroom is one space; small classroom sizes with large number of students). Move Smartboard positions in classrooms so ALL students can see instruction
Identify the budget actions that should be taken to address and remove those barriers.	Budget actions that should be taken to address and remove barriers: Assess each school individually, not just based on enrollment numbers. Look closely at needs of demographics, speak with leadership and support staff (CST) specifically on the needs of the students and families. Allow for buildings to have differences in allocations for staff based on their needs and not the needs of the whole system because each school is unique.
Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budge actions would be implemented.	3 years