

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

n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores *Small group instruction in lagging skills based on standards and formative assessments *Summer school for students identified as high risk for poor assessment scores *Volunteer reading buddies that come to the school to read with selected students *Teacher training in strategies for effectively teaching reading and math *Structured planning sessions to support teacher understanding of standards and planning for high quality instruction to help students meet standards 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? 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 teachers review ASQ data at the beginning of the		
SCHOOL NO     1828 INTERNAL NO       SIGURD 1: Student Needs     Response       SIGURD 2: Student Needs     411       A. Row many students are in the building?     431       C. Procentage of students: encoded in FLL Services     24.5%       C. Procentage of students: encoded in FLL Services     24.5%       C. Procentage of students: encoded in FLL Services     24.5%       C. Procentage of students: encoded in FLL Services     24.5%       C. Procentage of students: encoded in FLL Services     24.5%       C. What is the student to student ratio median?     24.5%       C. Procentage of student student student students are encoded?     Yes       C. No vehance a tiered system of support to target reading growth?     Yes       D. Do you have a tiered system of support to target reading growth?     Yes       D. Do you have a tiered system of support to target reading growth?     Yes       D. Do you have a tiered system of support to target reading growth?     Yes       D. Do you have a tiered system of support to target reading growth?     Yes       D. No you have a tiered system of support to target reading growth?     Yes       D. No you have a tiered system of support to target reading growth?     Yes       D. No you have a tiered system of support to target reading growth?     Yes       D. No you have a tiered system of support to target reading growth?     Yes       D. No you have a tiere		DISTRICT: D0259 - Wichita Public Schools
INTERNAL NO:         Depone           Section 1: Allow many students are in the building?         45           A memory students are in the building?         23.3%           B. Reventage of students within a IP         23.3%           C. Reventage of students within a IP         23.3%           B. Are there agas in discurs students to memory rescription in the student to student students and students		SCHOOL: Allen Elementary
Section 3: Student Needs         Response           A. How many students are in the building?         451           A. Row many students are in the building?         23.3%           C. Precentage of students with an IF.         23.3%           C. Precentage of students encoded in ELL services         24.4%           A. What is the took off to share rule in the student ratio average?         13.02           A. What is the took off to share rule in the student ratio average?         13.02           If no, what supports are needed?         12.06           In Do you have a tiered system of support rule in student student's supports are needed?         Yes           Do you have a tiered system of support to target rating growth?         Yes           Do you have a tiered system of support to target rating growth?         Yes           Do you have a tiered system of support to target rating growth?         Yes           Transhonel classessments to measure rating growth?         Yes           No you have a tiered system of support to target rating for all students to measure stores         "tripplementing trippets interventions in decoding and fluory"           Freeword gravitation stering?         Yes         "tripplementing trippets interventions in decoding and fluory"           Freeword gravitation stering?         Yes         "tripplementing trippets interventions in decoding and fluory"           Sector Stare add system of	SCH	100L NO: 1618
a. How may students are in the building? b. Forecating of students with an IP b. 23.3% b. Forecating of students with an IP b. 23.3% b. Forecating of students with an IP b. Advs. b.	INTE	RNAL NO: 303
a. How may students are in the building? b. Forecating of students with an IP b. 23.3% b. Forecating of students with an IP b. 23.3% b. Forecating of students with an IP b. Advs. b.		
b. Percentage of students with an IPP       23.3%         C. Percentage of students identified as AFRix (Free Lunch)?       24.4%         d. Percentage of students identified as AFRix (Free Lunch)?       24.3%         While is the teacher to student at an everage?       13.32         I. While is the teacher to student at an everage?       12.36         I. Are the reads of focts crass students being met?       Yes         I. Are there do focts crass students being met?       Yes         I. Do you have a tiered system of support to target reading growth?       Yes         I. Do you have a tiered system of support to target reading growth?       Yes         I. Do you have a tiered system of support to target reading growth?       Yes         I. Do you have a tiered system of support to target reading growth?       Yes         I. Do you have a tiered system of support to target reading growth?       Yes         I. Do you have a tiered system of support to target reading growth?       Yes         I. Do you have a tiered system of support to target students to coco an academic needs outside of the transitional discoore students in decoding and fluency         Transitional discoore students is students to to support to target students to maximize the transitional discoore students is dentified as high risk for poor students is dentified as hig		
c. Percentage of students enrolled in ELL services d. Percentage of students denoted as As Rels (Pre Lunch?) d. 35% e. What is the teacher to student ratio average? l. 33.2		
d. Brecentige of students identified as A-tikk. (Free Lunch)?       84.3%         What is the teacher to student ratio median?       13.392         What is the teacher to student ratio median?       12.86         What is the teacher to student ratio median?       12.86         A we hene dod forser care students being met2?       Ves         Is over have a steed system of support to target reading growth?       Yes         Do you have a steed system of support to target reading growth?       Yes         Do you have a steed system of support to target reading growth?       Yes         Do you have a steed system of support to target reading growth?       Yes         Do you have a steed system of support to target reading growth?       Yes         Do you have a steed system of support to target reading growth?       Yes         Do you have a steed system of support to target reading growth?       Yes         Reviewing state assessment data, what steps are you taking for all students to maximize their reading buildites that come to the school to read with selected students or effective teaching reading of students identified as high risk for poor assessments.         Structured planning for high quality instruction to heigh state assessments.       Yes         Coll we you set targets/goals related to social / emotional growth?       Yes         Structured planning for high quality instruction to heigh state for effective teaching reading of structards and planning for high qualit		
<ul> <li>e. What is the teacher to student ratio average?</li> <li>13.92</li> <li>What is the teacher to student ratio media?</li> <li>3.286</li> <li>3. Are the needs of foster care students being met?</li> <li>1.6. what supports are needed?</li> <li>4. Are there gaps in student success among resc/ethnicity student subgroups</li> <li>4. Are there gaps in student success among resc/ethnicity student subgroups</li> <li>4. Are there gaps in student success among resc/ethnicity student subgroups</li> <li>4. Are there gaps in student success among resc/ethnicity student subgroups</li> <li>4. Are there gaps in student success among resc/ethnicity student subgroups</li> <li>4. Do you have a leted system of support to target mark growth?</li> <li>4. Do you have leted sessements to measure reading growth?</li> <li>4. Do you have leted sessements to measure reading growth?</li> <li>4. Do you have leted sessement to measure reading growth?</li> <li>5. Do you have leted sessement data, what steps are you taking for all students to maximize their</li> <li>4. Revewing state assessment data, what steps are you taking for all students to maximize their</li> <li>5. Metwewing state assessment data, what steps are you taking for all students to maximize their</li> <li>6. Maxe you set targets/goals to move students out of proficiency Levels 1 and 2 on state</li> <li>5. Construction in baging state students out of proficiency Levels 1 and 2 on state</li> <li>5. Construction of balancia balanc</li></ul>		
I. What is the teacher to students being met?         I2.86           J. Are the needs of Inser care students being met?         Yes           If no, what supports are needed?         Yes           J. Are the needs of Inser care students being met?         Yes           J. Do you have a steed system of support to target rading growth?         Yes           J. Do you have a steed system of support to target rading growth?         Yes           J. Do you have a steed system of support to target rading growth?         Yes           J. Do you have a steed system of support to target rading growth?         Yes           J. Do you have a steed system of support to target rading growth?         Yes           J. Do you have local assessments to measure ending growth?         Yes           I. Releaving state assessment data, what steps are you taking for all students to maximice their trading in strategies for effectively teaching reading and math "Structured planning stessions to support teacher understanding of students identified as high risk for poor sassesments."           Sessment strate         Sessment strate standards           A. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessment.         Sessment strate standards           Sectrol V. State Board of fold rading bound in growth?         Yes           Sectrol V. State Board of fold rading profile		
	v	
If no, what supports are needed? If no, what supports are needed? Net there apps in student success among race/ethnicity student subgroups Ves I. Do you have a leved system of support to target ranking cowth? Ves I. Do you have a leved system of support to target ranking cowth? Ves I. Do you have a leved system of support to target ranking cowth? Ves I. Do you have a leved system of support to target ranking cowth? Ves I. Do you have local assessments to measure ranking growth? Ves I. Do you have local assessments to measure ranking growth? Ves I. Do you have local assessment data, what steps are you taking for all students to maxime their subsort students for students to focus on addemic needs outside of the students are school for students identified as high risk for poor sassesments? "Sources subsort students are stored as to focus on addemic needs outside of the students are school for students identified as high risk for poor sassessments? "Volunter reading buddies that come to the school to read with elected students reading and math "Structured planning sessions to support teaching reading and math "Structured planning sessions to support teacher understanding of students out of proficiency Levels 1 and 2 on state assessments? A leave you measuring social/emotional growth? A leave you measuring social/emotional growth? Students well targets/goals related to social/emotional growth? Students will be able to identify there emotions and elexance ready for office referral data, target readines skills that students need to be successful in kindergarten in your school, how do you determine students are ready for office referral for disruptive behavior and lighting/assault by 30% I. What are your targets/goals related to kindergarten Readiness? I. What are your targets/goals related to kindergarten Readiness? I. You have Kindergarten i		
A. Pet there gaps in student success among race/ethnicity student subgroups     Ves     Lo you have latered system of support to target making growth?     Ves     Do you have latered system of support to target making growth?     Ves     Do you have latered system of support to target making prowth?     Ves     Do you have latered system of support to target making prowth?     Ves     Ves     Do you have latered system of support to target making prowth?     Ves     Troplementing targeted interventions in decoding and fluency     Transitional disconsensetting?     In Reviewing state assessment data, what steps are you taking for all students to maximize their     "small group instruction in lagging skills based on standards and     formative assessment data, what steps are you taking for all students to maximize their     "small group indirection of student's itsuffied as high risk for poor     assessment scores     "volunteer rading buddies that come to the school to read with     selected students     "summer school for student's itsuffied as high risk for poor     assessment scores     "structured planning targeted interventions in decoding and     formath     secores     Section 2: State Board of Education Outcomes (please utilize your district RESA     Response     Section 2: State Board of Education Outcomes (please utilize your district RESA     Response     Section 2: State Board of Education Outcomes (please utilize your district RESA     Response     Section 2: State Board of Education Outcomes (please utilize your district RESA     Response     Section 2: State Board of Education Outcomes (please utilize your district RESA     Response     Section 2: State Board of Education Outcomes (please utilize your district RESA     Response     Section 2: State Board of Education Outcomes (please utilize your district RESA     Response     Section 2: State Board of Education Outcomes (please utilize your district RESA     Response     Rev are you measuring social/emotional growth?     Students will be abl		Yes
Do you have a tiered system of support to target making prowth?       Yes         Do you have local assessments to measure maint growth?       Yes         Lo you have local assessments to measure maint growth?       Yes         Do you have local assessments to measure maint growth?       Yes         The provide assessments to measure maint growth?       Yes         The you have local assessment somesure maint growth?       Yes         The you have local assessment somesure maint growth?       Yes         The you have local assessment somesure maint growth?       Yes         The you have local assessment somesure maint growth?       Yes         The you have local assessment somesure maint growth?       Yes         Small grow instruction in lagging skills based on standards and formative assessments socres       Youhneer reading buddies to come the school to read with selected students         Second assessment some students out of proficiency Levels 1 and 2 on state       Yes         Second assessments yes       Second Jesses and growth?       Yes         Second Jesses and you approximation on students with persons and utilizing and applying skills from social emotional growth?       Yes         Second Jessessments on addemt sourd of proficiency Levels 1 and 2 on state       Yes         Second Jesses and you applying skills from social emotional growth?       Second Jessessments you measuring social/emotional growth? <t< td=""><td>If no, what supports are needed?</td><td></td></t<>	If no, what supports are needed?	
Do you have a tiered system of support to target making prowth?       Yes         Do you have local assessments to measure maint growth?       Yes         Lo you have local assessments to measure maint growth?       Yes         Do you have local assessments to measure maint growth?       Yes         The provide assessments to measure maint growth?       Yes         The you have local assessment somesure maint growth?       Yes         The you have local assessment somesure maint growth?       Yes         The you have local assessment somesure maint growth?       Yes         The you have local assessment somesure maint growth?       Yes         The you have local assessment somesure maint growth?       Yes         Small grow instruction in lagging skills based on standards and formative assessments socres       Youhneer reading buddies to come the school to read with selected students         Second assessment some students out of proficiency Levels 1 and 2 on state       Yes         Second assessments yes       Second Jesses and growth?       Yes         Second Jesses and you approximation on students with persons and utilizing and applying skills from social emotional growth?       Yes         Second Jessessments on addemt sourd of proficiency Levels 1 and 2 on state       Yes         Second Jesses and you applying skills from social emotional growth?       Second Jessessments you measuring social/emotional growth? <t< td=""><td></td><td></td></t<>		
Do you have a tiered system of support to target math growth?       Yes         Do you have local assessments to messure reading growth?       Yes         Do you have local assessments to messure reading growth?       Yes         Do you have local assessments to messure reading growth?       Yes         Do you have local assessments to messure reading growth?       Yes         In Device the provide the provid		
<ul> <li>b. by our have local assessments to measure mark growth?</li> <li>Ves</li> <li>Do you have Learning opportunities for students to focus on academic needs outside of the Transitional classromest to measure mark growth?</li> <li>Ne loop usine Learning opportunities for students to focus on academic needs outside of the Transitional classroom setting?</li> <li>Ne loop usine Learning opportunities for students to focus on academic needs outside of the Second Seco</li></ul>		
<ul> <li>Lo you have local assessments to measure math growth?</li> <li>Mo you have local assessments for students to focus on academic needs outside of the transitional classroom setting?</li> <li>Reviewing state assessment data, what steps are you taking for all students to maximize their scores</li> <li>Index assessments assessments assessments assessments are sout taking for all students to maximize their students identified as high risk for poor assessments across avoid to the school for students identified as high risk for poor assessments and and and math selected students identified as high risk for poor assessments and math growth?</li> <li>Sector and math growth?</li> <li>Yes and math are sourced as a students on the school to read with selected students identified as high risk for poor assessments?</li> <li>An we you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</li> <li>Sector A state and a state and and a state assessments?</li> <li>Sector A state and a state and a state and a students identified as high risk for poor assessments?</li> <li>Sector A state and a state and a state and a students are ready for kinders and and a state and and a state and a state and a polying skills from social emotional lessons and utilize grade apprivate scaling strategies when upset of frustrated, students will be able to solve conflict with peers using a routarded, students will be able to solve conflict with peers using a routard by growing process, decrease the number of officer areas for disruptive behavior and fighting assume by a students will be able to solve conflict with peers using a routarded provide instruction in readiness skills. Our goal is that students have within the first monther of the school year.</li> <li>If you have Kindergarten in your school, how do you determine students are ready for kindergarten achiers review ASQ data at the beginning of the school year.</li> <li>If you have kindergarten in your</li></ul>		
m. Do you have Learning opportunities for students to focus on academic needs outside of the ransitional classion setting? n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores Nolunteer reading buildes that come to the school to read with selected students "Teacher training in strategies for effectively teaching reading and math "Structured planning sciences on support teacher understanding of standards and planning for high quality instruction to help students meet standards sciences Structured planning sciences on support teacher understanding of standards and planning for high quality instruction to help students meet standards Steppose Structured planning sciences (plasse utilize your district KESA (accredition) and Star Recognitions plan/ rubrics) a. How are you measuring social/emotional growth? Students utilizing and applying skills from social emotional elesons tudents grate elesone on direct weeks on and tillize grade science tradents skills to a students have within the first montal strategies weeks on direct weeks and the skills to students need to be successful in kindergar		
transitional classroom setting?       *Implementing targeted interventions in decoding and fluency         scores       *Implementing targeted interventions in decoding and fluency         scores       *Implementing targeted interventions in decoding and fluency         scores       *Summer school for students identified as high risk for poor assessments         "Summer school for students identified as high risk for poor assessment scores       *Summer school for students identified as high risk for poor assessments         • Volanteer reading buddles that come to the school to read with telefetd students       *Trachter training in strategies for effectively teaching reading and math         • Sterror X:       *Sterror X:       *Sterror X:         • Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state       Response         SECTON 2: State Board of Education Outcomes (please utilize your district KESA       Response         SECTON 2: State Board of Education Outcomes (please utilize your district KESA       Response         SECTON 2: State Board of Education Outcomes (please utilize your district KESA       Response         SECTON 2: State Board of Education Outcomes (please utilize your district KESA       Response         Sectered students       SkEBRS data, office referral data, teacher observation on students utilizing and applying skills from social emotional lessons tudents will be able to solve conflict with peers using a restorative problem solving process, decrease the number of onfice referral for disrupti		
scores       *Small group instruction in lagging skills based on standards and formative assessments         *Summer school for students identified as high risk for poor assessment scores       *Summer school for students identified as high risk for poor assessment scores         *Summer school for students identified as high risk for poor assessment scores       *Summer school for students identified as high risk for poor assessment scores         • Nouncer reading buddles that come to the school to read with selected students       *Teacher training in strategies for effectively teaching reading and math         • Tax pour 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?       Students will be able to identify their emotions and utilize grade appropriate calming strategies when upset or frustrated, astrudents will be able to solve conflict with peers using a restorative problem solving process, decrease the number of office referral for disruptive behavior and fighting/assault by 30%         c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten.         d. What are your targets/goals related to kindergarten Readiness?       Kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful	m. Do you have Learning opportunities for students to focus on academic needs outside transitional classroom setting?	of the Yes
formative assessments       *Summer school for students identified as high risk for poor assessment scores         *Volunteer reading buddies that come to the school to read with selected students       *Teacher training instrategies for effectively teaching reading and math         *Structured planning for instrategies for effectively teaching reading addrades and planning for high quality instruction to help students meet standards         o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?       Yes         SECTION 22 State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan/tubrics)       Response         a. How are you measuring social/emotional growth?       SAEBRS data, office referral data, teacher observation on students utilizing and applying skills from social emotional graved training strategies when upset of rustrated, students will be able to identify their emotions and rustrated, students will be able to identify their emotions and rustrated, students will be able to solve conflict with peers using a restorative problem solving process, decrease the number of office referrals for disruptive behavior and fighting/assault by 30%         c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?       Kindergarten teachers will use intervention time during the 1st nine weeks of school to provide instruction in readiness skills to those identified as having gaps in readiness skills to those identified as having gaps in readiness skills to thore identified t	n. Reviewing state assessment data, what steps are you taking for all students to maxim	ize their *Implementing targeted interventions in decoding and fluency
<ul> <li>Summer school for students identified as high risk for poor assessment scores         <ul> <li>Volunteer reading buddies that come to the school to read with selected students             <ul> <li>Teacher training in strategies for effectively teaching reading and math</li></ul></li></ul></li></ul>	scores	*Small group instruction in lagging skills based on standards and
assessment scores         "Volunteer reading buddies that come to the school to read with selected students         "Teacher training is strategies for effectively teaching reading and math         "Structured planning sessions to support teacher understanding of strandards and planning for high quality instruction to help students meet standards         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 KCSA Response (accorditation) 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 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?       Kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten?         c. If you measuring the success of individual plans of study?       n/a for elementary         f. Motar are your targets/goals related to kindergarten Readiness?       Kindergarten target readiness skills that students have within the first monts of the school year.         c. If you have Kindergarten in your school, how do you determine students?       Kindergarten teachers will use i		formative assessments
*Volunter reading buddies that come to the school to read with selected students         *Teacher training in strategies for effectively teaching reading and math         •Structured planning sessions to support teacher understanding of standards and planning for high quality instruction to help students meet standards         ••. 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 (screditation) and Star Recognitions plan/tubrics)         a. How are you measuring social/emotional growth?         b. What are your targets/goals related to 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 teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten.         d. What are your targets/goals related to kindergarten Readiness?       Kindergarten teachers will use intervention time during the structuon in readiness skills that students need to be successful in kindergarten.         d. What are your targets/goals related to kindergarten Readiness?       Kindergarten teachers will use intervention time during the structuon in readiness skills that students need to be success of individual plans of study?         r. Hy ou measuring the success of individual plans of study?       n/a for elementary         f. What are your targets/goals related to postsecondary completion/attendance?		*Summer school for students identified as high risk for poor
selected students <sup>2</sup> *Teacher training in strategies for effectively teaching reading and math         *Structured planning sessions to support teacher understanding of standards and planning for high quality instruction to help students meet standards         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 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 increase the readiness skills that students need to be school to provide instruction in readiness skills that students need to be school to provide instruction in readiness skills that students need to be school to provide instruction in readiness skills that students have within the first months of the school to provide instruction in readiness skills that students here school to provide instruction in readiness skills that students here school you zosse school to provide instruction in readiness skills to those identified as having gaps in readiness skills that students here school yea zosse skills that students here school you zosse skills to those identified as having gaps in readiness skills that students here school yea zosse skills that students here school yea zosse skills that students here school yea zose skills to those identified as having gaps in		assessment scores
*Teacher training in strategies for effectively teaching reading and math         *Tructured planning sessions to support teacher understanding of standards and planning for high quality instruction to help students meet standards         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?       SAEBS data, office referral data, teacher observation on students utilizing and applying skills from social emotional lessons         b. What are your targets/goals related to social/ emotional growth?       Students will be able to identify their emotions and utilize grade appropriate calming strategies when upset or frustrated, students will be able to solve conflict with peers using a restorative problem solving process, decrease the number of office referrals for disruptive behavior and fighting/assault by 30%         c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?       Kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten.         d. What are your targets/goals related to kindergarten Readiness?       Kindergarten teachers will use intervention time during the List nine weeks of school to provide instruction in readiness skills to those identified as having gaps in readiness skills. Our goal is to those identified as having gaps in readiness skills to those identified as having gaps in readiness skills to those identified as having		*Volunteer reading buddies that come to the school to read with
and math "Structured planning for high quality instruction to help students meet standards assessments? SECTION 2: State Board of Education Outcomes (please utilize your district KESA (eccreditation) 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? d. What are your targets/goals related to kindergarten Readiness? d. What are your targets/goals related to kindergarten Readiness? f. How are your measuring the success of individual plans of study? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/go		selected students
and math "Structured planning for high quality instruction to help students meet standards assessments? SECTION 2: State Board of Education Outcomes (please utilize your district KESA (eccreditation) 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? d. What are your targets/goals related to kindergarten Readiness? d. What are your targets/goals related to kindergarten Readiness? f. How are your measuring the success of individual plans of study? f. What are your targets/goals related to postsecondary completion/attendance? f. What are your targets/go		*Teacher training in strategies for effectively teaching reading
of standards and planning for high quality instruction to help students meet standards         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?         SAEBRS data, office referral data, teacher observation on students utilizing and applying skills from social emotional lessons         b. What are your targets/goals related to social/ emotional growth?         Students will be able to identify their emotions and utilize grade appropriate caiming strategies when upset or frustrated, students will be able to solve confict with peers using a restorative problem solving process, decrease the number of office referrals for disruptive behavior and fighting/assault by 30%         c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?       Kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten.         d. What are your targets/goals related to kindergarten Readiness?       Kindergarten teachers will use intervention time during the 1st nine weeks of school to provide instruction in readiness skills to those identified as have within the first months of the school year.         e. How are you measuring the success of individual plans of study?       n/a for elementary         f. What are your targets/goals related to postsecondary completion/attendance?       The district'		and math
of standards and planning for high quality instruction to help students meet standards         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?         SAEBRS data, office referral data, teacher observation on students utilizing and applying skills from social emotional lessons         b. What are your targets/goals related to social/ emotional growth?         Students will be able to identify their emotions and utilize grade appropriate caiming strategies when upset or frustrated, students will be able to solve confict with peers using a restorative problem solving process, decrease the number of office referrals for disruptive behavior and fighting/assault by 30%         c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?       Kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten.         d. What are your targets/goals related to kindergarten Readiness?       Kindergarten teachers will use intervention time during the 1st nine weeks of school to provide instruction in readiness skills to those identified as have within the first months of the school year.         e. How are you measuring the success of individual plans of study?       n/a for elementary         f. What are your targets/goals related to postsecondary completion/attendance?       The district'		*Structured planning sessions to support teacher understanding
students meet standards         students meet standards         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?         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?         d. What are your targets/goals related to kindergarten Readiness?         d. What are your targets/goals related to kindergarten Readiness?         kindergarten teachers will be able to appropriate calming graphic skills that students need to be successful in kindergarten.         d. What are your targets/goals related to kindergarten Readiness?         kindergarten readiness skills that students need to be successful in kindergarten.         e. How are you measuring the success of individual plans of study?       n/a for elementary         r. How are you reagets/goals related to postsecondary completion/attendance?       n/a for elementary         f. What are your targets/goals related to postsecondary completion/attendance?       n/a for elementary         f. What are your targets/goals related to postsecondary completion/attendance?       n/a for elementary </td <td></td> <td></td>		
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?         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?         Kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten.         d. What are your targets/goals related to kindergarten Readiness?       Kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten.         d. What are your targets/goals related to kindergarten Readiness?       Kindergarten teachers will use intervention time during the 1st nine weeks of school to provide instruction in readiness skills to to increase there as have within the first months of the school year.         e. How are you measuring the success of individual plans of study?       n/a for elementary.         f. What are your targets/goals related to postsecondary completion/attendance?       The district's goals related to postsecondary completion/attendance?         e. How are y		
assessments?       Response         SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan/rubrics)       Response         a. How are you measuring social/emotional growth?       SAEBRS data, office referral data, teacher observation on students utilizing and applying skills from social emotional lessons         b. What are your targets/goals related to social/ emotional growth?       Students will be able to identify their emotions and utilize grade appropriate calming strategies when upset or frustrated, students will be able to solve conflict with peers using a restorative problem solving process, decrease the number of office referrals for disruptive behavior and fighting/assault by 30%         c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten.         d. What are your targets/goals related to kindergarten Readiness?       Kindergarten teachers will use intervention time during the 1st nine weeks of school to provide instruction in readiness skills to those identified as having gaps in readiness skills to those identified as having gaps in readiness skills to those identified as having gaps in readiness skills to those identified as having gaps in readiness skills to postsecondary completion/attendance?         e. How are you measuring the success of individual plans of study?       n/a for elementary         f. What are your targets/goals related to postsecondary completion/attendance?       The district's goals related to postsecondary completion are as follows: Increase graduati		
assessments?       Response         SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan/rubrics)       Response         a. How are you measuring social/emotional growth?       SAEBRS data, office referral data, teacher observation on students utilizing and applying skills from social emotional lessons         b. What are your targets/goals related to social/ emotional growth?       Students will be able to identify their emotions and utilize grade appropriate calming strategies when upset or frustrated, students will be able to solve conflict with peers using a restorative problem solving process, decrease the number of office referrals for disruptive behavior and fighting/assault by 30%         c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten.         d. What are your targets/goals related to kindergarten Readiness?       Kindergarten teachers will use intervention time during the 1st nine weeks of school to provide instruction in readiness skills to those identified as having gaps in readiness skills to those identified as having gaps in readiness skills to those identified as having gaps in readiness skills to those identified as having gaps in readiness skills to postsecondary completion/attendance?         e. How are you measuring the success of individual plans of study?       n/a for elementary         f. What are your targets/goals related to postsecondary completion/attendance?       The district's goals related to postsecondary completion are as follows: Increase graduati		
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan/ rubrics)         Response           a. How are you measuring social/emotional growth?         SAEBRS data, office referral data, teacher observation on students utilizing and applying skills from social emotional lessons           b. What are your targets/goals related to social/ emotional growth?         Students will be able to identify their emotions and utilize grade appropriate calming strategies when upset or frustrated, students will be able to solve conflict with peers using a restorative problem solving process, decrease the number of office referrals for disruptive behavior and fighting/assault by 30%           c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?         Kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten.           d. What are your targets/goals related to kindergarten Readiness?         Kindergarten teachers will use intervention time during the 1st increase the readiness skills that students have within the first months of the school year.           e. How are you measuring the success of individual plans of study?         n/a for elementary           f. What are your targets/goals related to postsecondary completion/attendance?         n/a for elementary           g. How are you ensuring the success of individual plans of study?         n/a for elementary           f. What are your targets/goals related to postsecondary completion/attendance?         n/a for elementary		e Yes
(accreditation) and Star Recognitions plan/ rubrics)       SAEBRS data, office referral data, teacher observation on students utilizing and applying skills from social emotional lessons         b. What are your targets/goals related to social/ emotional growth?       Students will be able to identify their emotions and utilize grade appropriate calming strategies when upset or frustrated, students will be able to solve conflict with peer using a restorative problem solving process, decrease the number of office referrals for disruptive behavior and fighting/assault by 30%         c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?       Kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten.         d. What are your targets/goals related to kindergarten Readiness?       Kindergarten teachers will use intervention time during the 1st nine weeks of school to provide instruction in readiness skills to those identified as having gaps in readiness skills. Our goal is to increase the readiness skills that students have within the first months of the school year.         e. How are you measuring the success of individual plans of study?       n/a for elementary         f. What are your targets/goals related to postsecondary completion/attendance?       n/a for elementary         g. How are you ensuring students are civically engaged?       community service projects, discussions and readings about		
a. How are you measuring social/emotional growth?       SAEBRS data, office referral data, teacher observation on students utilizing and applying skills from social emotional lesons         b. What are your targets/goals related to social/ emotional growth?       Students will be able to identify their emotions and utilize grade appropriate calming strategies when upset or frustrated, students will be able to solve conflict with peers using a restorative problem solving process, decrease the number of office referrals for disruptive behavior and fighting/assault by 30%         c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?       Kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten.         d. What are your targets/goals related to kindergarten Readiness?       Kindergarten teachers will use intervention time during the 1st nine weeks of school to provide instruction in readiness skills to those identified as having gaps in readiness skills. Our goal is to increase the readiness skills that students have within the first months of the school year.         e. How are your targets/goals related to postsecondary completion/attendance?       n/a for elementary         f. What are your targets/goals related to postsecondary completion/attendance?       m/a for elementary         g. How are you ensuring students are civically engaged?       community service projects, discussions and readings about	SECTION 2: State Board of Education Outcomes (please utilize your district KESA	Response
students utilizing and applying skills from social emotional lessons b. What are your targets/goals related to social/ emotional growth? Students will be able to identify their emotions and utilize grade appropriate calming strategies when upset or frustrated, students will be able to solve conflict with peers using a restorative problem solving process, decrease the number of office referrals for disruptive behavior and fighting/assault by 30% 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? f. What are your targets/goals related to kindergarten Readiness? f. What are your 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? g. How are you ensuring students are civically engaged? community service projects, discussions and readings about	(accreditation) and Star Recognitions plan/ rubrics)	
<ul> <li>b. What are your targets/goals related to social/ emotional growth?</li> <li>b. What are your targets/goals related to social/ emotional growth?</li> <li>c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?</li> <li>c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?</li> <li>d. What are your targets/goals related to kindergarten Readiness?</li> <li>d. What are your targets/goals related to kindergarten Readiness?</li> <li>c. How are you measuring the success of individual plans of study?</li> <li>n/a for elementary</li> <li>f. What are your targets/goals related to postsecondary completion/attendance?</li> <li>f. What are you ensuring students are civically engaged?</li> <li>c. How are you ensuring students are civically engaged?</li> </ul>	a. How are you measuring social/emotional growth?	SAEBRS data, office referral data, teacher observation on
<ul> <li>b. What are your targets/goals related to social/ emotional growth?</li> <li>b. What are your targets/goals related to social/ emotional growth?</li> <li>c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?</li> <li>c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?</li> <li>d. What are your targets/goals related to kindergarten Readiness?</li> <li>d. What are your targets/goals related to kindergarten Readiness?</li> <li>c. How are you measuring the success of individual plans of study?</li> <li>n/a for elementary</li> <li>f. What are your targets/goals related to postsecondary completion/attendance?</li> <li>f. What are you ensuring students are civically engaged?</li> <li>c. How are you ensuring students are civically engaged?</li> </ul>		students utilizing and applying skills from social emotional lessons
appropriate calming strategies when upset or frustrated, students will be able to solve conflict with peers using a restorative problem solving process, decrease the number of office referrals for disruptive behavior and fighting/assault by 30%c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?Kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten.d. What are your targets/goals related to kindergarten Readiness?Kindergarten teachers will use intervention time during the 1st nine weeks of school to provide instruction in readiness skills to those identified as having gaps in readiness skills. Our goal is to increase the readiness skills that students have within the first months of the school year.e. How are you measuring the success of individual plans of study?n/a for elementaryf. What are your targets/goals related to postsecondary completion/attendance?The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets.		
students will be able to solve conflict with peers using a restorative problem solving process, decrease the number of office referrals for disruptive behavior and fighting/assault by 30%         c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?       Kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten.         d. What are your targets/goals related to kindergarten Readiness?       Kindergarten teachers will use intervention time during the 1st nine weeks of school to provide instruction in readiness skills to those identified as having gaps in readiness skills. Our goal is to increase the readiness skills that students have within the first months of the school year.         e. How are you measuring the success of individual plans of study?       n/a for elementary         f. What are your targets/goals related to postsecondary completion/attendance?       The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets.         g. How are you ensuring students are civically engaged?       community service projects, discussions and readings about	b. What are your targets/goals related to social/ emotional growth?	Students will be able to identify their emotions and utilize grade
students will be able to solve conflict with peers using a restorative problem solving process, decrease the number of office referrals for disruptive behavior and fighting/assault by 30%         c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?       Kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten.         d. What are your targets/goals related to kindergarten Readiness?       Kindergarten teachers will use intervention time during the 1st nine weeks of school to provide instruction in readiness skills to those identified as having gaps in readiness skills. Our goal is to increase the readiness skills that students have within the first months of the school year.         e. How are you measuring the success of individual plans of study?       n/a for elementary         f. What are your targets/goals related to postsecondary completion/attendance?       The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets.         g. How are you ensuring students are civically engaged?       community service projects, discussions and readings about		appropriate calming strategies when upset or frustrated,
restorative problem solving process, decrease the number of office referrals for disruptive behavior and fighting/assault by 30%         c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?       Kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten.         d. What are your targets/goals related to kindergarten Readiness?       Kindergarten teachers will use intervention time during the 1st nine weeks of school to provide instruction in readiness skills to those identified as having gaps in readiness skills. Our goal is to increase the readiness skills that students have within the first months of the school year.         e. How are you measuring the success of individual plans of study?       n/a for elementary         f. What are your targets/goals related to postsecondary completion/attendance?       The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets.         g. How are you ensuring students are civically engaged?       community service projects, discussions and readings about		
office referrals for disruptive behavior and fighting/assault by 30%         c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?       Kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten.         d. What are your targets/goals related to kindergarten Readiness?       Kindergarten teachers will use intervention time during the 1st nine weeks of school to provide instruction in readiness skills. Our goal is to increase the readiness skills that students have within the first months of the school year.         e. How are you measuring the success of individual plans of study?       n/a for elementary         f. What are your targets/goals related to postsecondary completion/attendance?       The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets.         g. How are you ensuring students are civically engaged?       community service projects, discussions and readings about		
<ul> <li>c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?</li> <li>Kindergarten teachers review ASQ data at the beginning of the school year and target readiness skills that students need to be successful in kindergarten.</li> <li>d. What are your targets/goals related to kindergarten Readiness?</li> <li>Kindergarten teachers will use intervention time during the 1st nine weeks of school to provide instruction in readiness skills to those identified as having gaps in readiness skills. Our goal is to increase the readiness skills that students have within the first months of the school year.</li> <li>e. How are you measuring the success of individual plans of study?</li> <li>n/a for elementary</li> <li>f. What are your targets/goals related to postsecondary completion/attendance?</li> <li>g. How are you ensuring students are civically engaged?</li> <li>community service projects, discussions and readings about</li> </ul>		
kindergarten?school year and target readiness skills that students need to be successful in kindergarten.d. What are your targets/goals related to kindergarten Readiness?Kindergarten teachers will use intervention time during the 1st nine weeks of school to provide instruction in readiness skills to those identified as having gaps in readiness skills. Our goal is to increase the readiness skills that students have within the first months of the school year.e. How are you measuring the success of individual plans of study?n/a for elementaryf. What are your targets/goals related to postsecondary completion/attendance?The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets.g. How are you ensuring students are civically engaged?community service projects, discussions and readings about		
kindergarten?school year and target readiness skills that students need to be successful in kindergarten.d. What are your targets/goals related to kindergarten Readiness?Kindergarten teachers will use intervention time during the 1st nine weeks of school to provide instruction in readiness skills to those identified as having gaps in readiness skills. Our goal is to increase the readiness skills that students have within the first months of the school year.e. How are you measuring the success of individual plans of study?n/a for elementaryf. What are your targets/goals related to postsecondary completion/attendance?The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets.g. How are you ensuring students are civically engaged?community service projects, discussions and readings about		
d. What are your targets/goals related to kindergarten Readiness?       Kindergarten teachers will use intervention time during the 1st nine weeks of school to provide instruction in readiness skills to those identified as having gaps in readiness skills. Our goal is to increase the readiness skills that students have within the first months of the school year.         e. How are you measuring the success of individual plans of study?       n/a for elementary         f. What are your targets/goals related to postsecondary completion/attendance?       The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets.         g. How are you ensuring students are civically engaged?       community service projects, discussions and readings about		Kindergarten teachers review ASQ data at the beginning of the
d. What are your targets/goals related to kindergarten Readiness?Kindergarten teachers will use intervention time during the 1st nine weeks of school to provide instruction in readiness skills to those identified as having gaps in readiness skills. Our goal is to increase the readiness skills that students have within the first months of the school year.e. How are you measuring the success of individual plans of study?n/a for elementaryf. What are your targets/goals related to postsecondary completion/attendance?The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets.g. How are you ensuring students are civically engaged?community service projects, discussions and readings about	kindergarten?	school year and target readiness skills that students need to be
nine weeks of school to provide instruction in readiness skills to those identified as having gaps in readiness skills. Our goal is to increase the readiness skills that students have within the first months of the school year.e. How are you measuring the success of individual plans of study?n/a for elementaryf. What are your targets/goals related to postsecondary completion/attendance?The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets.g. How are you ensuring students are civically engaged?community service projects, discussions and readings about		successful in kindergarten.
nine weeks of school to provide instruction in readiness skills to those identified as having gaps in readiness skills. Our goal is to increase the readiness skills that students have within the first months of the school year.e. How are you measuring the success of individual plans of study?n/a for elementaryf. What are your targets/goals related to postsecondary completion/attendance?The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets.g. How are you ensuring students are civically engaged?community service projects, discussions and readings about		
nine weeks of school to provide instruction in readiness skills to those identified as having gaps in readiness skills. Our goal is to increase the readiness skills that students have within the first months of the school year.e. How are you measuring the success of individual plans of study?n/a for elementaryf. What are your targets/goals related to postsecondary completion/attendance?The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets.g. How are you ensuring students are civically engaged?community service projects, discussions and readings about		
those identified as having gaps in readiness skills. Our goal is to increase the readiness skills that students have within the first months of the school year.e. How are you measuring the success of individual plans of study?n/a for elementaryf. What are your targets/goals related to postsecondary completion/attendance?The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets.g. How are you ensuring students are civically engaged?community service projects, discussions and readings about	d. What are your targets/goals related to kindergarten Readiness?	
e. How are you measuring the success of individual plans of study?       n/a for elementary         f. What are your targets/goals related to postsecondary completion/attendance?       The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets.         g. How are you ensuring students are civically engaged?       community service projects, discussions and readings about		
e. How are you measuring the success of individual plans of study? n/a for elementary f. What are your targets/goals related to postsecondary completion/attendance? The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets. g. How are you ensuring students are civically engaged? community service projects, discussions and readings about		
e. How are you measuring the success of individual plans of study? n/a for elementary f. What are your targets/goals related to postsecondary completion/attendance? The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets. g. How are you ensuring students are civically engaged? community service projects, discussions and readings about		
<ul> <li>f. What are your targets/goals related to postsecondary completion/attendance?</li> <li>The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets.</li> <li>g. How are you ensuring students are civically engaged?</li> <li>community service projects, discussions and readings about</li> </ul>		months of the school year.
<ul> <li>f. What are your targets/goals related to postsecondary completion/attendance?</li> <li>The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets.</li> <li>g. How are you ensuring students are civically engaged?</li> <li>community service projects, discussions and readings about</li> </ul>	e. How are you measuring the success of individual plans of study?	n/a for elementary
follows: Increase graduation rate to 80% by 2025, with 70% of seniors graduating with one or more market value assets.         g. How are you ensuring students are civically engaged?       community service projects, discussions and readings about	· · · · · · · · · · · · · · · · · · ·	
g. How are you ensuring students are civically engaged? community service projects, discussions and readings about		
g. How are you ensuring students are civically engaged? community service projects, discussions and readings about		
		ווטוים אומטעמנוואן אונוו טווב טו וווטוים וווטו אפו אמעש מאטצוג.
	g. How are you ensuring students are civically engaged?	community service projects, discussions and readings about
	B. How are you chound statents are civically cligaged:	

DISTRICT:	
SCHOOL:	· ·
SCHOOL NO: INTERNAL NO:	
INTERNAL NO.	505
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support;#Summer School;#Extended Year;#Interventions;#Class Within a Class;#Tutoring;
b. Are there appropriate and adequate instructional materials? c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes 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	My school is not a high school
graduation requirements adopted by the state board of education.	
<ul> <li>Is every child in your school provided at least the following capacities:</li> </ul>	N1
Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	No
Sufficient knowledge of economic, social and political systems to enable students to make informed choices.	No
Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state and nation.	No
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Νο
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	No
Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	No
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	No
SECTION 5: Staff Needs	Response
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines which requires every classroom to contain an educator who is certified in eye content area being taught in said classroom and meet the goals of the school?	Yes
b. How many classified supports staff are currently employed?	30.6
How many are needed at this building (vacant & filled)?	33.40
. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	Yes
d. Are a principals and other key staff trained to provide instructional leadership and professional development to teachers?	Yes
e. What staff development is necessary for teachers to support students' success and meet the school improvement goals of the building?	Instructional Coaching;#LETRS Training;#SRG Training;#Restorative Practices;#Other; Instructional strategies for math instruction as well as professional development on how math skills develop (math progressions)
	Response Vos
a. Is there adequate space for student learning?	Response Yes No
a. Is there adequate space for student learning?	Yes
a. Is there adequate space for student learning? b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes
a. Is there adequate space for student learning? b. Are there necessary repairs and/or adjustment to the existing space that need to be made? SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers?	Yes No Response Yes
a. Is there adequate space for student learning? b. Are there necessary repairs and/or adjustment to the existing space that need to be made? 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	Yes No Response Yes quarterly family events to provide learning opportunities for parents that focus on reading at home, applying/practicing math
<ul> <li>a. Is there adequate space for student learning?</li> <li>b. Are there necessary repairs and/or adjustment to the existing space that need to be made?</li> <li>b. ECTION 7: Family Needs/Community Relations</li> <li>a. Do you have regular events to engage parents with teachers?</li> <li>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?</li> </ul>	Yes No Response Yes quarterly family events to provide learning opportunities for parents that focus on reading at home, applying/practicing math skills in the community, using technology, understanding grades
<ul> <li>a. Is there adequate space for student learning?</li> <li>b. Are there necessary repairs and/or adjustment to the existing space that need to be made?</li> <li>b. Exercise Section 7: Family Needs/Community Relations</li> <li>a. Do you have regular events to engage parents with teachers?</li> <li>b. What types of caregiver training programs (teaching guardians how to give students help with nomework, use of technology that student will be required to use, ect.) are provided?</li> <li>c. Do you have a active site council?</li> </ul>	Yes No Response Yes quarterly family events to provide learning opportunities for parents that focus on reading at home, applying/practicing math skills in the community, using technology, understanding grades student data and progress
<ul> <li>a. Is there adequate space for student learning?</li> <li>b. Are there necessary repairs and/or adjustment to the existing space that need to be made?</li> <li>SECTION 7: Family Needs/Community Relations</li> <li>a. Do you have regular events to engage parents with teachers?</li> <li>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?</li> <li>c. Do you have a active site council?</li> <li>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</li> </ul>	Yes No Response Yes quarterly family events to provide learning opportunities for parents that focus on reading at home, applying/practicing math skills in the community, using technology, understanding grades, student data and progress Yes
<ul> <li>a. Is there adequate space for student learning?</li> <li>b. Are there necessary repairs and/or adjustment to the existing space that need to be made?</li> <li>b. Are there necessary repairs and/or adjustment to the existing space that need to be made?</li> <li>b. SECTION 7: Family Needs/Community Relations</li> <li>a. Do you have regular events to engage parents with teachers?</li> <li>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?</li> <li>c. Do you have a active site council?</li> <li>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</li> <li>e. What types of communication exist with families?</li> <li>ls it adequate?</li> </ul>	Yes Response Yes quarterly family events to provide learning opportunities for parents that focus on reading at home, applying/practicing math skills in the community, using technology, understanding grades, student data and progress Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#PhoneCalls/Text
SECTION 6: Facility Needs a. Is there adequate space for student learning? b. Are there necessary repairs and/or adjustment to the existing space that need to be made? 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?	Yes No Response Yes quarterly family events to provide learning opportunities for parents that focus on reading at home, applying/practicing math skills in the community, using technology, understanding grades, student data and progress Yes Yes Yes Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#PhoneCalls/Text Messages;#School Website

D0259 - Wichita Public Schools Allen Elementary

SCHOOL: SCHOOL NO:

DISTRICT:

1618

SCHOOL NO	•	1618
INTERNAL NO		303
SECTION 8: School Data	Response	
a. What is our building attendance rate?	90.30%	
b. What is our building chronic absenteeism rate?	38.60%	
	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	Curriculum; #Parent & Community	
non-assessment related issues?	Involvement;#Attendance/Truancy;#Paraprofes	sional
	Training;#Physical Space for Learning;#Child Stu	dy Team
	Ratios;#Caseloads per Teacher;	
Can they be achieved with additional resources?	Yes	
Why or why not?	Yes - additional resources could support growing	ø/huilding
why of why not:	capacity with our paras to better support and pr	
	to students with unique needs, stronger math c	
	help provide a better mathematical foundation	for students as
	well as a math intervetnion curriculum is needed	d. District and
	building data has shown that our current curricu	lum and
	intervention options are not providing adequate	
	students. Additionally, we are in need of a stron	
	-	
	intervention curriculum for struggling readers, e	
	grades K-2. Our Mixed Abilities classrooms are	very small and
	there are too many students and staff in those r	ooms, which
	create additional sensory issues for students.	
<ul> <li>Additional building unique identified Items:</li> </ul>	None	
Identify the barriers that must be overcome for each student to achieve grade level	*language barriers of ESOL students, staffing to	support having
proficiency on assessments.	paras and highly qualified teacher for every class	
proneiency on assessments.		• •
	we can provide this in about 60% of classrooms)	
	retaining high quality staff, curriculum that is ea	sy to use and
	highly engaging, attendance	
Identify the budget actions that should be taken to address and remove those barriers.	*increase pay benefits for classified staff, increa	se high quality
identity the budget actions that should be taken to address and remove those barrers.		
	staff to teach interventions groups, increase trai	•
	opportunities for all students, invest in curriculu	m for core
	reading and math, as well as intervention currice	ulum for reading
	and math	
Identify the amount of time the board estimates it will take for each student to achieve	5-7 years	
grade level proficiency on the state assessments if the budge actions would be		
implemented.		
implemented.		