DISTRICT:	**D0259 - Wichita Public Schools**
SCHOOL:	**Allen Elementary**
SCHOOL NO:	**1618**
INTERNAL NO:	**303**

SECTION 1: Student Needs	Response
a. How many students are in the building?	451
b. Percentage of students with an IEP	23.3%
c. Percentage of students enrolled in ELL services	24.4%
d. Percentage of students identified as At-Risk (Free Lunch)?	84.3%
e. What is the teacher to student ratio average?	13.92
f. What is the teacher to student ratio median?	12.86
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	
h. Are there gaps in student success among race/ethnicity student subgroups	Yes
i. Do you have a tiered system of support to target reading growth?	Yes
j. Do you have a tiered system of support to target math growth?	Yes
k. Do you have local assessments to measure reading growth?	Yes
l. Do you have local assessments to measure math growth?	Yes
m. Do you have Learning opportunities for students to focus on academic needs outside of the transitional classroom setting?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores	*Implementing targeted interventions in decoding and fluency *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
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan/ rubrics)	Response
a. How are you measuring social/emotional growth?	SAEBRS 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 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 current and local events

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?	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.	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.	No
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
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	Yes
d. Are a principals and other key staff trained to provide instructional leadership and professional development to teachers?	Yes
e. What staff development is necessary for teachers to support students' success and meet the school improvement goals of the building?	Instructional Coaching;#LETRS Training;#SRG Training;#Restorative Practices;#Other; Instructional strategies for math instruction as well as professional development on how math skills develop (math progressions)

SECTION 6: Facility Needs	Response
a. Is there adequate space for student learning?	Yes
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No

SECTION 7: Family Needs/Community Relations	Response
a. Do you have regular events to engage parents with teachers?	Yes
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use of technology that student will be required to use, ect.) are provided?	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
c. Do you have a active site council?	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes
e. What types of communication exist with families?	Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#PhoneCalls/Text Messages;#School Website
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Parent Link;#District Wide Communication;#Social Media;#School Website
Is it adequate?	Yes

SECTION 8: School Data	Response
a. What is our building attendance rate?	90.30%
b. What is our building chronic absenteeism rate?	38.60%
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?	Curriculum;#Parent & Community Involvement;#Attendance/Truancy;#Paraprofessional Training;#Physical Space for Learning;#Child Study Team Ratios;#Caseloads per Teacher;
Can they be achieved with additional resources?	Yes
Why or why not?	Yes - additional resources could support growing/building capacity with our paras to better support and provide instruction to students with unique needs, stronger math curriculum would help provide a better mathematical foundation for students as well as a math intervetnion curriculum is needed. District and building data has shown that our current curriculum and intervention options are not providing adequate support for students. Additionally, we are in need of a stronger reading intervention curriculum for struggling readers, especially in grades K-2. Our Mixed Abilities classrooms are very small and there are too many students and staff in those rooms, which create additional sensory issues for students.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	*language barriers of ESOL students, staffing to support having paras and highly qualified teacher for every classroom (currently, we can provide this in about 60% of classrooms), recruiting and retaining high quality staff, curriculum that is easy 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, increase high quality staff to teach interventions groups, increase transportation opportunities for all students, invest in curriculum for core reading and math, as well as intervention curriculum for reading and math
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.	5-7 years