



DISTRICT: D0259 - Wichita Public Schools
 SCHOOL NO: Gardiner Elementary
 SCHOOL NO: 1678
 INTERNAL NO: 327

SECTION 1: Student Needs	Response
a. How many students are in the building?	416
b. Percentage of students with an IEP	13.9%
c. Percentage of students enrolled in ELL services	27.6%
d. Percentage of students identified as At-Risk (Free Lunch)?	91.6%
e. What is the teacher to student ratio average?	13.29
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	A focus on the core instructional blocks of ELA and Math, ensuring that routines and curriculum are implemented with fidelity. Constant progress monitoring of students screened at the Some and High Risk categories, followed by appropriate intervention placement. Family engagement opportunities to promote literacy and math outside of school with parents and families.
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?	Through the SAEBRs screener several times during the year.
b. What are your targets/goals related to social/ emotional growth?	The district measures growth by reviewing individual areas of need via SAEBRs and supporting students in addressing those
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	The Ages & Stages Questionnaires®, Third Edition (ASQ-3) and Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2) provide a snapshot of children's developmental milestones. Teachers use this information to ensure classrooms are ready to meet that needs of students.
d. What are your targets/goals related to kindergarten Readiness?	Our goals are the same as the district goals: to increase Letter name, Letter sound, and Word Segmenting proficiency to 90% by the end of the year.
e. How are you measuring the success of individual plans of study?	NA
f. What are your targets/goals related to postsecondary completion/attendance?	NA
g. How are you ensuring students are civically engaged?	Students participate in various activities throughout the school year including Veteran's day and Fundraising for causes. We also have school ambassadors available for our 5th graders to practice leadership. Students are taught and modeled fair process for decision making in various situations. Social Studies curriculum includes civics and government topics.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School;#Interventions;#Class Within a Class;
b. Are there appropriate and adequate instructional materials?	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes
SECTION 4: Educational Capacities pursuant to article 32.72-3218	Response
a. If high school- we teach the subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education.	My school is not a high school
b. Is every child in your school provided at least the following capacities:	

Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
Sufficient knowledge of economic, social and political systems to enable students to make informed choices.	Yes
Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state and nation.	Yes
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes
SECTION 5: Staff Needs	
Response	
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines which requires every classroom to contain an educator who is certified in eye content area being taught in said classroom and meet the goals of the school?	Yes
b. How many classified supports staff are currently employed?	30.1
How many are needed at this building (vacant & filled)?	31.20
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	Yes
d. Are a principals and other key staff trained to provide instructional leadership and professional development to teachers?	Yes
e. What staff development is necessary for teachers to support students' success and meet the school improvement goals of the building?	Restorative Practices;#SRG Training;#LETRS Training;#Instructional Coaching;
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?	We host an academic parent night to coincide with our music programs. Teachers and students share and model strategies to support academic learning at home. We also host a number of Family Engagement events including STEM night and Cozy Day of Reading (literacy connections).
c. Do you have a active site council?	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No
e. What types of communication exist with families?	Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	District Wide Communication;#Social Media;#School Website
Is it adequate?	Yes
SECTION 8: School Data	
Response	
a. What is our building attendance rate?	90.20%
b. What is our building chronic absenteeism rate?	36.10%
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?	Instructional Technology Training;#Paraprofessional Training;#Parent & Community Involvement;#Attendance/Truancy;
Can they be achieved with additional resources?	Yes

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Why or why not?	The only one that can be better achieved with additional resources is Parent and Community Involvement, but we have Title 1 funds available through Family Engagement that is used for that purpose. The other areas often require additional time, which is a limited resource.
b. Additional building unique identified items: Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	None Student behaviors and the increase in identification of students with special needs. Student academic achievement and growth toward proficiency. Attendance - students are tardy, absent, or often called out of school early.
Identify the budget actions that should be taken to address and remove those barriers.	Retain support staff in the school to help decrease behaviors and provide academic support for struggling students. Keep summer school options going forward, perhaps cut down to 1/2 day with emphasis on literacy and summer learning loss Consider adding latchkey to support attendance (decrease tardies and students signed out early)
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.	At minimum one school year, possibly more.