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| **DISTRICT:** | **D0259 - Wichita Public Schools** |
| **SCHOOL:** | **Gammon Elementary** |
| **SCHOOL NO:** | **1677** |
| **INTERNAL NO:** | **355** |

| SECTION 1: Student Needs | Response |
|---|---|
| a. How many students are in the building? | 418 |
| b. Percentage of students with an IEP | 19.9% |
| c. Percentage of students enrolled in ELL services | 35.9% |
| d. Percentage of students identified as At-Risk (Free Lunch)? | 79.4% |
| e. What is the teacher to student ratio average? | 12.85 |
| f. What is the teacher to student ratio median? | 12.86 |
| g. Are the needs of foster care students being met? | No |
| If no, what supports are needed? | Clear communication between the school and agencies. Legal documents to ensure the safety of our students. Additional mental/emotional supports for kids. |
| 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 | -Targeted interventions and small group instructions for students who are low during progress monitoring and screening<br>-Teachers are completing LETRS<br>-Progress monitoring all students<br>-Students are setting their own goals. |
| 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, Office referral data. |
| b. What are your targets/goals related to social/ emotional growth? | -Gammon and the district review the data and help build support systems for each student and their needs. (SAEBRS)<br>-Restorative practices and using affective statements<br>-Decrease office referrals for distruptive behavior. |
| c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? | ASQ-2, ASQ-3. These provide a glimps into each student and if/when they have hit specific milestones in their early childhood. The school and teachers use this information to provide their classrooms are prepared to meet the needs of each and every student. |
| d. What are your targets/goals related to kindergarten Readiness? | Fall Fastbridge scores for word segementing, letter name and letter sound proficiency. ASQ information. |
| e. How are you measuring the success of individual plans of study? | N/A |
| f. What are your targets/goals related to postsecondary completion/attendance? | The districts goal is to increase graduation rate to 80% by 2025, with 70% of seniors graduating with one more market value asset. |
| g. How are you ensuring students are civically engaged? | Connecting Leader in Me with our community partners. |

| SECTION 3: Curriculum Needs | Response |
|---|---|
| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? | Before/After School Support;#Interventions;#Class Within a Class;#Summer School;#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. | Yes |
| 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? | No |
| b. How many classified supports staff are currently employed? | 29.9 |
| How many are needed at this building (vacant & filled)? | 32.80 |
| 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;#Restorative Practices;#Other;#SRG Training; NME |

| SECTION 6: Facility Needs | Response |
|---|---|
| a. Is there adequate space for student learning? | Yes |
| b. Are there necessary repairs and/or adjustment to the existing space that need to be made? | Yes |

| SECTION 7: Family Needs/Community Relations | 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? | N/A |
| 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;#District Wide Communication;#Social Media;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages;#Newsletter |
| Is it adequate? | Yes |
| f.    What types of communication/social media exists with your community? | District Wide Communication;#Social Media;#School Website |
| Is it adequate? | Yes |

| SECTION 8: School Data | Response |
|---|---|
| a.    What is our building attendance rate? | 91.20% |
| b.    What is our building chronic absenteeism rate? | 34.30% |
| 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? | Scheduled Time/PD Time;#Paraprofessional Training;#Curriculum;#Attendance/Truancy;#Child Study Team Ratios;#Parent & Community Involvement; |
|     Can they be achieved with additional resources? | Yes |
|     Why or why not? | PD Time- Needing time for staff to collaborate and deliver professional development based on specific building needs. More time to allow for observations of other teachers, make contact with parents and intentionally planning.<br><br>Paraprofessional Training- Need trainings to better understand the curriculum and strategies for reading and math. Training on structure and behavior management strategies. Training on how to support while teacher is doing whole group and how to assist. Curriculum- A new math curriculum. Giving teachers trainings and resources to use other than Dreambox.<br>Parent and community involvement - it could be helpful to have some modules of premade things that could be used to help educate parents in areas of need. Additionally, it is hard to have school staff work to find community partners, it could be helpful to have pairings done at a district level with community partners to help keep things equitable between schools.<br>CST- Having a full time CST would allow for us to have adults help with social and emotional behavioral concerns with students and to get our testing done without staff being overwhelmed with too much on the plate and not enough time.<br>Attendance – either more staff or more time is needed to contact parents and work with families to overcome barriers of getting to school. |
| b.    Additional building unique identified Items: | None |
|     Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments. | Students: A sense of belonging, attendance, language barriers, transportation, allowing time for flexibility to play.<br>Staff- Student behavior, time, staff attendance, all staffing positions being filled, substitutes.<br>Families: Transportation, involvement within the school day, poverty, language barriers.<br>Community: connection to the buildings since COVID, communication with staff and the schools needs, willingness to help support their events from school staff (give and take) |
|     Identify the budget actions that should be taken to address and remove those barriers. | Increase budget for paras and for subs to try and recruit them. Increase budget and allocation for CST staff to help with social/emotional needs and attendance issues.<br>Invest in more explicit math curriculum for core math and math intervention.<br>Increase budget would allow for teacher and para trainings to help support student academic growth. |
|     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. | District goal is to decrease the percentage of students performing at level 1 by 1-5% annually. |