



DISTRICT: D0259 - Wichita Public Schools
SCHOOL: Harry Street Elementary
SCHOOL NO: 1688
INTERNAL NO: 331

SECTION 1: Student Needs	Response
a. How many students are in the building?	318
b. Percentage of students with an IEP	17.9%
c. Percentage of students enrolled in ELL services	33.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	87.4%
e. What is the teacher to student ratio average?	12.05
f. What is the teacher to student ratio median?	12.86
g. Are the needs of foster care students being met? If no, what supports are needed?	Yes
h. Are there gaps in student success among race/ethnicity student subgroups	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	Harry Street follows the MTSS BLT process to ensure standards based core instruction and data based intervention instruction across all grade levels.
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 student and teacher screeners, Synergy Office Referral Data, Attendance rates
b. What are your targets/goals related to social/ emotional growth?	Increase the percentage of students scoring low and no risk on SAEBRS screener
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	ASQ
d. What are your targets/goals related to kindergarten Readiness?	Providing families information on Kindergarten readiness skills and at home resources for developing kindergarten readiness Providing information to community and families regarding pre-K opportunities
e. How are you measuring the success of individual plans of study?	NA
f. What are your targets/goals related to postsecondary completion/attendance?	Increasing school attendance rate of students and ensuring standards based academic instruction and monitoring academic progress of all students
g. How are you ensuring students are civically engaged?	Providing opportunities for students to learn about our community through welcoming community members, volunteers, and programs as well as designing and implementing community service projects.
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;#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?	26.6
How many are needed at this building (vacant & filled)?	26.60
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;#SRG Training;
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?	Social emotional character developmnet family events within classrooms Resources sent home 3x per year Academic evening activities for families
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;#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;#Emails from Teachers;#Phone Calls/Text Messages
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	91.60%
b. What is our building chronic absenteeism rate?	29.50%
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?	Paraprofessional Training;#Attendance/Truancy;#Child Study Team Ratios;
Can they be achieved with additional resources?	Yes
Why or why not?	Additional child study team members would allow for proactive supports for individual students and families in supporting the access to education 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.	Early literacy achievement, exposure to literacy and language development before entering school and throughout school age Transportation to and from school Access to preventive and timely medical care Mental health supports for individual students and wrap around services for families in crisis or hardships before and after school care

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<p>Identify the budget actions that should be taken to address and remove those barriers.</p>	<p>increased access to transportation for families & students who are not able to walk or drive to school due to safety, age, inclement weater, etc. increased allocation of social worker and counselor on-site medical care for preventive and minor medical care financial reources to purchase glasses for students funded and staff resources for before/after school program</p>
<p>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.</p>	<p>3 years</p>