



DISTRICT: D0259 - Wichita Public Schools  
 SCHOOL: Jardine Technology Middle Magnet  
 SCHOOL NO: 1817  
 INTERNAL NO: 242

SECTION 1: Student Needs	Response
a. How many students are in the building?	499
b. Percentage of students with an IEP	18.2%
c. Percentage of students enrolled in ELL services	39.1%
d. Percentage of students identified as At-Risk (Free Lunch)?	84.8%
e. What is the teacher to student ratio average?	12.29
f. What is the teacher to student ratio median?	12.60
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	We have placed an emphasis on intervention planning and intervention instruction. In addition, we have expanded our tutoring program throughout our school day. Finally, we have updated our SIP to include research-based teaching strategies to maximize student achievement.
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?	We use SAEBERS data.
b. What are your targets/goals related to social/ emotional growth?	Our overall goal is to support our students. We have a dedicated support staff and a part-time Future Ready Advocate who works with our student body on social/emotional topics.  We are in the process of implementing Restorative Practice building-wide and we have developed a Restorative Response Team who is dedicated to helping regulate students within the classroom setting.  In addition, we have a part-time Behavior Interventionalist, who we would love to have full-time. This full-time position would allow us to do more targeted interventions with our highest need students.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We do not have kindergarten.
d. What are your targets/goals related to kindergarten Readiness?	N/A
e. How are you measuring the success of individual plans of study?	We implement and monitor the completion of Xello. In addition, we are moving forward with a plan to implement magnet tracks for our students that will support IPSs.
f. What are your targets/goals related to postsecondary completion/attendance?	Through our AVID and Career Exploration classes, our students are made aware of postsecondary options. In addition, our students research postsecondary options. Through these courses, we emphasize the importance of postsecondary completion an attendance so that our students can achieve their career goals.
g. How are you ensuring students are civically engaged?	Through our Leadership classes and our Second Step curriculum, we are teaching our students to be engaged, be good leaders, and be good citizens.

SECTION 3: Curriculum Needs	
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support;#Tutoring;#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	
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	
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?	36.67
How many are needed at this building (vacant & filled)?	40.67
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;#SRG Training;#Restorative Practices;
SECTION 6: Facility Needs	
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	
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?	When technology is required to complete a task (such as complete enrollment and upload a sports physical), we provide assistance to our parents. In addition, through community partnerships, Jardine hosts evening events to educate caregivers. Finally, our school district provides supports (such as the Homework Hotline) to assist caregivers.
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;#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?	Parent Link;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#Phone Calls/Text Messages
Is it adequate?	Yes

SECTION 8: School Data	
SECTION 8: School Data	Response
a. What is our building attendance rate?	89.40%
b. What is our building chronic absenteeism rate?	40.40%
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	
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;#Curriculum;#Parent & Community Involvement;#Attendance/Tuancy;
Can they be achieved with additional resources?	Yes
Why or why not?	With additional resources, Jardine has an increased ability to meet our goals. We have identified a number of resources that would go along way in meeting and exceeding the academic and social/emotional needs of your students. These resources are...  1. The Pando Initiative or two full-time Future Ready Advocates 2. The expansion of our Tutoring Program 3. Retaining two full-time counselors 4. A full-time Behavior Interventionalist 5 A School Resource Officer
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Programing to meet the behavioral needs of our students and access to highly-qualified staff and trained paraprofessionals are all barriers to achieving grade-level proficiency on assessments.
Identify the budget actions that should be taken to address and remove those barriers.	As stated above, I believe the below listed items will help address and remove our barriers:  The Pando Initiative or two full-time Future Ready Advocates 2. The expansion of our Tutoring Program 3. Retaining two full-time counselors 4. A full-time Behavior Interventionalist 5 A School Resource Officer
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.	If we were able to get the programing and staff listed above, we would free up administration to perform their academic leadership duties, which would greatly impact learning in the classroom. The turn-around time would be reduced significantly.