



DISTRICT: D0259 - Wichita Public Schools
SCHOOL: Allison Traditional Magnet
SCHOOL NO: 1804
INTERNAL NO: 202

SECTION 1: Student Needs	Response
a. How many students are in the building?	534
b. Percentage of students with an IEP	11.6%
c. Percentage of students enrolled in ELL services	5.8%
d. Percentage of students identified as At-Risk (Free Lunch)?	62.5%
e. What is the teacher to student ratio average?	15.22
f. What is the teacher to student ratio median?	12.60
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	Prior to each testing window, parents have received their student's most recent FastBridge Screener (Reading & Math) along with the benchmark cut score for their appropriate grade level. Also included are their student's previous State Assessment scores. Students receive the information as well and participate in building wide lessons and incentives in preparation for the tests.
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?	Our students engage in Second Step curriculum, along with school-based lessons based in our indentified core values.
b. What are your targets/goals related to social/ emotional growth?	All students receive the lessons during our 7th hour Advocacy classes.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	NA
d. What are your targets/goals related to kindergarten Readiness?	NA
e. How are you measuring the success of individual plans of study?	Our students work on career/post-secondary programs such as XELLO. These prorams are designed to assist students in identifying career interests, and how to plan for future education needs based on those findings.
f. What are your targets/goals related to postsecondary completion/attendance?	Our current goals are to see a 5% reduction in students who are scoring in the 'At Risk' level in reading.
g. How are you ensuring students are civically engaged?	As a traditional magnet school, we have a subtheme of 'Future Focused'. Each grade level participates in an annual event such as Reality U, Career Fair, and Middle School 101 for student preparedness. We also have a student council that oversees community engagement activities such as the annual Turkey Drive, and a school-wide community engagement event.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	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?	Yes
b. How many classified supports staff are currently employed?	36.16
How many are needed at this building (vacant & filled)?	36.16
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;#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?	Our district provides caregiver support such as the Homework Hotline, Behavior Hotline, and Technology HELP Desk. There is also an active Parent-Teacher Association, Site Council, and the school does provide opportunities for parent/caregivers to meet with teachers and staff. Those events are community engagement events such as our Fall Family Festival and Parent Teacher Conferences.
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?	93.20%
b. What is our building chronic absenteeism rate?	22.00%
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?	Scheduled Time/PD Time;#Paraprofessional Training;#Caseloads per Teacher;#Parent & Community Involvement;#Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	<p>Currently there is only one assistant principal for our school. Other schools in our district that are of similar enrollment size have at least two assistant principals. While we do have lower disciplinary rates for students, there are day-to-day responsibilities and activities that do require administrative leadership. Adding a second assistant principal would help to evenly distribute the responsibilities of building leadership, allowing for attention to instructional leadership and staff and student support.</p> <p>We also only have one school counselor who sees to the needs of all student schedules as well as the master schedule for the school. The counselor also sees to the Social/Emotional needs of our students and regularly meets with students to support them in that capacity. An additional counselor would enable our school to better meet the needs of our students in a more efficient manner.</p> <p>Being a magnet school, over 90% of our students rely on district transportation (buses) to get to and from school. I do have 1 administrative assistant who oversees our transportation for students. It takes up most of her time. Being able to have her full time would make our school communication and attention to transportation needs of students more efficient.</p>
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Some of our students arrive to middle school and have not mastered the grade level scales in previous years. Other concerns are student behavior within the classroom that disrupts the positive learning environment.
Identify the budget actions that should be taken to address and remove those barriers.	Additional funding and resources to allow for our school to have after school programs such as tutoring and mentoring. We also believe that additional funding for FTE for student support staff could assist in working with students who have disruptive behaviors.
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 budget actions would be implemented.	The BOE has set district goals and has a Strategic Plan for student success.