



DISTRICT: **D0259 - Wichita Public Schools**
 SCHOOL: **Gordon Parks**
 SCHOOL NO: **1625**
 INTERNAL NO: **247**

SECTION 1: Student Needs	Response
a. How many students are in the building?	452
b. Percentage of students with an IEP	21.2%
c. Percentage of students enrolled in ELL services	9.1%
d. Percentage of students identified as At-Risk (Free Lunch)?	82.5%
e. What is the teacher to student ratio average?	11.84
f. What is the teacher to student ratio median?	13.46
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?	No
k. Do you have local assessments to measure reading growth?	Yes
l. Do you have local assessments to measure math growth?	No
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	Middle School students are doing the mini kite assessments to acquire authentic practice of the state assessment questions as they relate to our targets. Students in both middle school and elementary are identifying success in academics using a scale in the standard reference grading system.
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 campus uses the SABRS (Social Academic Behavior Risk Screeners) Assessment each year.
b. What are your targets/goals related to social/ emotional growth?	SABRS overall score for high risk will decrease by 10 % by the end of the 23-24 school year for each grade level. This will be done by: 1. Each classroom will continue to use the social contract to build community 2. Restorative Practice Pro-Active circles will be used daily w/ morning check-in circles k-8th grade
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	During the enrollment week, all students entering kindergarten will participate in the USD 259 ASQ screener for Kindergarten Readiness.
d. What are your targets/goals related to kindergarten Readiness?	All students will be able to identify letter names. All Students will be able to identify numbers 0-10. All students will be able to identify their first and last names.
e. How are you measuring the success of individual plans of study?	Progress monitoring is completed regularly.
f. What are your targets/goals related to postsecondary completion/attendance?	n/a
g. How are you ensuring students are civically engaged?	Students are a part of the KAY club and the Student Council.
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.	No
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?	34.53
How many are needed at this building (vacant & filled)?	37.33
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?	SRG Training;#Instructional Coaching;#LETRS Training;
SECTION 6: Facility Needs	
SECTION 6: Facility Needs	Response
a. Is there adequate space for student learning?	No
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?	At Gordon Parks, we partner with Storytime Village to provide literacy nights with families that engage parents in providing literacy support for our student k-3rd grade.
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?	90.50%
b. What is our building chronic absenteeism rate?	39.90%
a. what is our district graduation rate?	N/A
b. What is our dropout rate?	0.021
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;#Parent & Community Involvement;#Physical Space for Learning;#Caseloads per Teacher;#Attendance/Truancy;
Can they be achieved with additional resources?	Yes
Why or why not?	GPA has increased student enrollment consistently for the last 5 years and with this increase we have had an increase in students with Special Education Needs, thus the case loads for our Sped teachers continue to increase. With this increase our science and social studies classes have increased but we only have one teacher for each subject for 6-8th grade. We also have a need for an auditorium or a space to hold concerts and band classes. Our band has grown in numbers and are cramped in the current space and our orchestra students are sharing a classroom as their space. So, resources to increase learning space capacity and additional allocations for a social studies and science teacher are needed to achieve our building needs.
b. Additional building unique identified items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	For the middle school science program, due to our building needs of an additional lab space, science teachers do not have the capacity to combine classes to conduct labs in science; thus causing a possible deficit in the ability to increase proficiencies on the state science assessments.
Identify the budget actions that should be taken to address and remove those barriers.	Bond election for additional classroom space and auditorium space without fixed seating to allow for band and orchestra students to have a learning/performance space.
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.	Due to multiple data points and situations that are factored into a student meeting proficiency on the science state assessment, I cannot identify the exact time frame for the proficiency levels to meet the standard but the estimated time would be by the end of the 25-26 SY.