



DISTRICT: **D0259 - Wichita Public Schools**
 SCHOOL: **Horace Mann Magnet**
 SCHOOL NO: **1818**
 INTERNAL NO: **236**

SECTION 1: Student Needs	Response
a. How many students are in the building?	596
b. Percentage of students with an IEP	14.1%
c. Percentage of students enrolled in ELL services	45.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	71.8%
e. What is the teacher to student ratio average?	14.09
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?	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	For the 23-24 school year, our middle school Math department is leveraging data from the predictive interim assessments as well as using the Kite minis to familiarize students with KAP like questions. Both of these opportunities will play a larger integral role during core math. The data will also be used to teach gaps during intervention. The math department and administrative team collaborated to create a math intervention protocol meant to leverage our current resources and to increase student achievement. How we fundamentally plan for our ELA blocks in our primary levels will change. As a dual language program, we are working towards a schedule that retains the amount of Language Arts instructional time for students in their 1st language while increasing the instructional time for language arts instruction in students' 2nd language. We continue moving forward towards a true two way dual language immersion model where students beginning in kinder are organized into heterogenous groups of English and Spanish L1 students receiving the same lessons through differentiation. Middle School Math: Assessing students using the mini kites and predictive interims and analyzing data. Middle School ELA: Fine tuned intervention for ELA. Ensuring students are placed appropriately. Middle School Social Studies: Collaboration between Spanish classes and providing exposure to DBQ. Preparing students for writing prompts. Elem: We quad sort student reading proficiency data to place students in appropriate intervention groups to address deficits and to challenge students who are proficient beyond their grade level with enrichment opportunities.
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?	Every teacher submits a SAEBSR assessment for each student.
b. What are your targets/goals related to social/ emotional growth?	We continue to work on addressing social / emotional needs by proactively engaging students with our weekly SEL 2nd Step lessons and by implementing our Restorative Practice framework into our school culture. Support Staff (CST) track time they spend regulating students. Admin tracks amounts of Incident Reports and the type of consequences (dispositions) issued to students. We strive to process any incident through a restorative practices lens. Accountability with an opportunity to restore the harm done. K-5 students also receive monthly tier 1 counselor lessons that align with the American School Counselor Association. Calming Kits distributed to each classroom. Middle School 2nd Step lessons delivered during Advocacy. 6th grade participates in "8 to Great" program. All K-5 receive bullying and harassment training.

c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Every parent must complete an ASQ (Ages and Stages Questionnaire) before the year begins. We also meet with incoming students during our language screener and our Introduction to Kindergarten orientation. Teachers also administer a language screener for all Spanish speaking families.
d. What are your targets/goals related to kindergarten Readiness?	We do not have a pre-kindergarten in our school. Many of our students have attended English only pre-k elsewhere. Considering we meet all of our students the year before they begin, teachers have an opportunity to work with students and parents ahead of time to let them know what they need to work on before the next school year.
e. How are you measuring the success of individual plans of study?	Our counselor is our point person of our IPOS. She and admin monitor time teachers spend on lessons to ensure lessons are being delivered. We also use Xello data for Middle School conferences and for IEPs when appropriate.
f. What are your targets/goals related to postsecondary completion/attendance?	N/A
g. How are you ensuring students are civically engaged?	There are many opportunities for our students to be a part of our school community through extracurricular activities. Students participate in student leadership organizations like Student Council, BAASE, and LAASE. There are also opportunities for students to volunteer at several school related events. We also fundraise for school and community needs such as the Turkey Drive.

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Tutoring;#Summer School;#Extended Year;#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.	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.	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.	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?	37.14
How many are needed at this building (vacant & filled)?	41.30
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;#SRG Training;#Restorative Practices;#Other; ESOL, Bilingual / Bilingual
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?	Internet Safety workshop. Motivational Parenting workshop. Parents have access to the district provided Behavior Hotline.
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;#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;#Emails from Teachers;#School Website;#Phone Calls/Text Messages
Is it adequate?	Yes
SECTION 8: School Data	
	Response
a. What is our building attendance rate?	93.90%
b. What is our building chronic absenteeism rate?	15.90%
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?	Curriculum;#Child Study Team Ratios;
Can they be achieved with additional resources?	Yes
Why or why not?	There are curriculum needs to specifically needed to address the development of our Spanish language arts program. We need the ability to assess and progress monitor our students Spanish reading fluency and comprehension skills. Ideally we would be able to assess Spanish Language proficiency (speaking, listening, reading, writing) at all levels as well.
b. Additional building unique identified items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Curriculum & Assessment: Spanish Reading Assessments: 2nd - 5th grade decodable reading fluency assessments in Spanish to help us progress monitor with use of decodable text. Access to assessments that help us understand students' reading comprehension abilities. We currently cannot assess reading comprehension in Spanish; we lack a standardized access to any reliable assessment. Our plan to access and implement this assessment did not get past our district's legal and/or technology department. We currently have no plan to move forward with this critical need for helping our students become bilingual and biliterate, which is our magnet school's mission. An additional resource we need 3rd - 8th grade to achieve results in Spanish language proficiency is the ability to assess students yearly on their ability to speak, listen, read, and write in Spanish using the AVANT Spanish Language proficiency assessment. This data informs teaching and learning across other core content areas as well, keeping in mind that science and social studies are both taught in Spanish. Middle School Instructional Coach: Currently our Middle School Instructional Coach's 1.0 FTE is split between 2 K-8 buildings at .5 each. I would like for our .5 coach to become a 1.0 to support our middle school teachers and students' full time. In addition to not having any FTE for a data leader / assessment coordinator, I believe this 1.0 FTE could be used to be here full time to take care of middle school instructional coaching, data leader / assessment coordinator responsibilities. An effective coach with time to actually work with teachers in the classroom beyond their PD and support collaboration would be invaluable. Also, having the same person support ongoing data driven instruction, decision making, and increased focus on assessment conditions/practices would be helpful in pushing our students and staff towards higher achievement. Middle School Spanish Teacher: An additional Spanish Language Arts teacher would allow for regular administration of CBMR (reading fluency) Spanish, intervention opportunities, and ability to have an Honors Spanish Language Arts class. The goal is for SLA standards to mirror our ELA standards. This would allow students to have a greater working knowledge of Language Arts standards. Have an interrelated Middle School Spanish teacher to support science and social studies pull out: Allows for students needing pullout in science, social studies, or Spanish Language arts access to a broader range of SPED services in a pull out environment.

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<p>Identify the budget actions that should be taken to address and remove those barriers.</p>	<p>If these items are not approved centrally per the Budget Request system, then it will be up to our school to re-prioritize our Title budget to pay for what is needed as best as possible.</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 budget actions would be implemented.</p>	<p>KAP results would be tracked yearly for ELA, Science, and Math. It is our hope that 4 years would yield the positive results necessary to achieve grade level proficiency on state assessments.</p>