



DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: Christa McAuliffe
 SCHOOL NO: 1664
 INTERNAL NO: 261

SECTION 1: Student Needs	Response
a. How many students are in the building?	847
b. Percentage of students with an IEP	12.2%
c. Percentage of students enrolled in ELL services	16.8%
d. Percentage of students identified as At-Risk (Free Lunch)?	42.5%
e. What is the teacher to student ratio average?	14.44
f. What is the teacher to student ratio median?	13.46
g. Are the needs of foster care students being met?	No
If no, what supports are needed?	More individual counseling. Part-time case manager for ComCare in house.
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	Focusing on teaching clarity and planning to the standards in middle school and exploratory classes. Students are monitoring their progress and setting goals. Elementary set their own WIG's focused on reading comprehension. Using Predictive Interims and adjusting teaching based on the data.
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 Second Step and mySAEBRS. SEL sessions in elementary twice per month provided by the counselor. Junior Achievement collaboration.
b. What are your targets/goals related to social/ emotional growth?	Increase positive interactions with adults. In elementary, the focus is on self-regulation. Increased use of circles and restorative conferences.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	ASQ and encouraging Pre-K.
d. What are your targets/goals related to kindergarten Readiness?	Recognize letters, sounds, and sight words including their name. Be able to work though conflict with other students.
e. How are you measuring the success of individual plans of study?	We use Xello and review data every quarter.
f. What are your targets/goals related to postsecondary completion/attendance?	Increase student graduation based off of district goals.
g. How are you ensuring students are civically engaged?	Xello and Junior Achievement. Students are also engaged through Leadership and AVID class.
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;#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?	No; Projectors are old and antiquated. Clear Touch panels are unreliable.
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.	No
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.	No

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	No
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?	58.5
How many are needed at this building (vacant & filled)?	58.50
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?	LETRS Training;#SRG Training;#Restorative Practices;#Instructional Coaching;#Other; Biography Driven Instruction training. Trauma Informed training.
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	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?	None except at the district level. Parents as teachers.
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;#Seesaw;#PhoneCalls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#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?	93.30%
b. What is our building chronic absenteeism rate?	21.60%
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/Tuancy;#Child Study Team Ratios;#Caseloads per Teacher;#Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	Additional paras and time for training. Payment for paras to stay after school and meet with paras. We are using workrooms as classrooms. CST could better serve students with a better ratio.
b. Additional building unique identified items:	None

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<p>Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.</p>	<p>During intervention time in elementary, teachers are not able to be in small groups with students due to teacher to student ratio.</p> <p>Mental health support. Meet students basic needs. Behavior issues that remove students from learning environment.</p> <p>No Data Leader/Assessment Coordinator.</p>
<p>Identify the budget actions that should be taken to address and remove those barriers.</p>	<p>Data Leader/Assessment Coordinator. Reading Intervention Teacher for Elementary.</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>2030</p>