



DISTRICT: D0259 - Wichita Public Schools
SCHOOL: Levy Special Education Center
SCHOOL NO: 1715
INTERNAL NO: 299

SECTION 1: Student Needs	Response
a. How many students are in the building?	77
b. Percentage of students with an IEP	22.1%
c. Percentage of students enrolled in ELL services	11.7%
d. Percentage of students identified as At-Risk (Free Lunch)?	76.6%
e. What is the teacher to student ratio average?	5.31
f. What is the teacher to student ratio median?	5.38
g. Are the needs of foster care students being met?	No
If no, what supports are needed?	We could use more mental health workers for the trauma that some of the students have been through.
h. Are there gaps in student success among race/ethnicity student subgroups	No
i. Do you have a tiered system of support to target reading growth?	No
j. Do you have a tiered system of support to target math growth?	No
k. Do you have local assessments to measure reading growth?	No
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?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores	Individualized instruction and accommodations through IEPs, instructional time in the classroom through the master schedule
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No
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?	0
b. What are your targets/goals related to social/ emotional growth?	0
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	N/A
d. What are your targets/goals related to kindergarten Readiness?	N/A
e. How are you measuring the success of individual plans of study?	0
f. What are your targets/goals related to postsecondary completion/attendance?	0
g. How are you ensuring students are civically engaged?	0
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Graduation Support;#Extended Year;
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; Cleartouch screens for each class.
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.	Yes
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	
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?	13.5
How many are needed at this building (vacant & filled)?	15.50
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?	Instructional Coaching;#LETRS Training;#SRG Training;#Restorative Practices;#Other;
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?	No
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?	Teachers and related service providers work with parents at IEP.
c. Do you have a active site council?	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No
e. What types of communication exist with families?	Parent Link;#Social Media;#PhoneCalls/Text Messages;#Emails from Teachers;#District Wide Communication
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	District Wide Communication;#Social Media;#Emails from Teachers;#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?	30.30%
a. what is our district graduation rate?	0.4
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;#Attendance/Truancy;#Parent & Community Involvement;#Other: Address Below;#Curriculum; State paperwork for ESI as well as training for staff on deescalation techniques. An IEP meetings
Can they be achieved with additional resources?	Yes
Why or why not?	A assistant principal or a SEAL to help with paperwork for ESI as well as training for staff on deescalation techniques. Also so they can help with IEP meetings since our school is 100% special needs. A full time coach to train teachers on curriculum and benchmarks in the Unique program as well as the DLM instead of part time coach that is only here two days and every other Friday 1/2 day. Extra funding to get parents involved with the school more such as donuts and coffee with the principal or pastries for parents.
b. Additional building unique identified items:	None

DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: Levy Special Education Center
 SCHOOL NO: 1715
 INTERNAL NO: 299

<p>Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.</p>	<p>Students: Poverty, Feeling Disconnected/not motivated, Mental health issues, Attendance, Language/cultural differences, distractions Staff: Student behavior, attendance, injuries, expectations of student success Family: Poverty, feeling disconnected from school because of our students being bused from all parts of the city, transportation, lack of time/other distractions, Mental health/other health issues. Community: Deterioration of Social Norms, lack of supports for families in need, deterioration of support for education</p>
<p>Identify the budget actions that should be taken to address and remove those barriers.</p>	<p>Actions taken based on needs assessments Budget allocations to address school barriers Budget allocations to address safety concerns for staff and students</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>Increase grade level proficiency on the ELA state assessment from 21.42% to 25.00% for the class of 2030, 18.34% to 22.00% for the class of 2029, and 19.46% to 23.00% for the class of 2028.</p>