DISTRICT:	**D0259 - Wichita Public Schools**
SCHOOL:	**Bryant Opportunity Academy Elementary**
SCHOOL NO:	**1669**
INTERNAL NO:	**239**

SECTION 1: Student Needs	Response
a. How many students are in the building?	29
b. Percentage of students with an IEP	100%
c. Percentage of students enrolled in ELL services	0.0%
d. Percentage of students identified as At-Risk (Free Lunch)?	96.6%
e. What is the teacher to student ratio average?	2.09
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 need better response and collaboration with foster.
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?	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	We have full participation this year. This is a first for our day school. We are analyzing this data and using it for reading intervention programing.
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?	General education SEL connected to ticket economy, SPED centered connections data.
b. What are your targets/goals related to social/ emotional growth?	Increase soft skill scoring in the SEL rubric. As students progress they are moved to the next behavioral tier.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	IEP based programming data.
d. What are your targets/goals related to kindergarten Readiness?	Focus on elements of LETRS and IEP goals.
e. How are you measuring the success of individual plans of study?	We are producing an IPS for general Ed tier movement.
f. What are your targets/goals related to postsecondary completion/attendance?	Soft skills focus
g. How are you ensuring students are civically engaged?	We are pushing off campus trips, trying to prepare capacity for future exploration in IPS programming

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Interventions;#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;

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.	Yes
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?	Yes
b. How many classified supports staff are currently employed?	11.9
How many are needed at this building (vacant & filled)?	14.90
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;#Restorative Practices;#Other;

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?	No

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?	SW Community Outreach
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;#District Wide Communication;#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	**Response**
a. What is our building attendance rate?	81.20%
b. What is our building chronic absenteeism rate?	83.30%
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?	Scheduled Time/PD Time;#Paraprofessional Training;#Curriculum;#Child Study Team Ratios;#Caseloads per Teacher;#Physical Space for Learning;#Other: Address Below; n/a
Can they be achieved with additional resources?	Yes
Why or why not?	We could look at lowering the level of students served at this facility, and increase K-4 services for incoming volume post COVID.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	IEP based and continue Tier Reading programing
Identify the budget actions that should be taken to address and remove those barriers.	Continue current resouces
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 budge actions would be implemented.	IEP based programing at day school