



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Black Traditional Magnet Elementary

SCHOOL NO: 1624

INTERNAL NO: 305

SECTION 1: Student Needs	Response
a. How many students are in the building?	331
b. Percentage of students with an IEP?	19.3%
c. Percentage of students enrolled in ELL services?	12.4%
d. Percentage of students identified as At-Risk (Free Lunch)?	74.3%
e. What is the teacher to student ratio average?	16.18
f. What is the teacher to student ratio median?	12.67
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	N/A
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?	Professional Development training on Kite-minis, collaboration time, para training for security and monitoring, IEP managers reviewing accommodations for students, parent education and having parents write positive notes to students for testing days, testing buddies with younger grades, reviewing data from last year scores and kite-minis to define growth areas.
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?	SAEBRS, individual student goal monitored by Social Worker, Teacher, & Counselor.
b. What are your targets/goals related to social/ emotional growth?	Safety & belonging
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	ASQ and Kindergarten Round Up
d. What are your targets/goals related to kindergarten Readiness?	Fastbridge screeners & progress monitoring
e. How are you measuring the success of individual plans of study?	Progress monitoring & Fastbridge screeners
f. What are your targets/goals related to postsecondary completion/attendance?	Think College Thursdays
g. How are you ensuring students are civically engaged?	PBL projects on communities, Constitution Day, 2nd Step, Pledge of Allegiance daily, Star Spangled Banner in Music
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; Other; Battle of the Books, Area & All City Choirs, SCKMEA (state choir)
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.	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.	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	
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?	8.27
How many are needed at this building (vacant & filled)?	10.03
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	Yes
d. Are assistant 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;
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?	New Family Orientation, Meet Your Teacher Night/Open House, Parent/Teacher Conferences, Bookfair, Math/Science Night, Literacy/Reading Night, Carousel Skate Nights, Music Concerts
c. Do you have an active site council?	No
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

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SECTION 8: School Data	
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a. What is our building attendance rate?	90.70%
b. What is our building chronic absenteeism rate?	38.70%
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	
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?	Attendance/Tuancy; Child Study Team Ratios; Physical Space for Learning; Caseloads per Teacher; Other: Address Below; More sped paras and another sped teacher to cover IEP students. Full time CST, not part time. Seperate lunchroom and gym, not our gymateria combo. A 3rd KG teacher. Drop off lane for arrival/dismissal. Larger classrooms. Classroom walls, not fake accordian walls.
Can they be achieved with additional resources?	Yes
Why or why not?	If we had more SPED paras we could cover all IEP minutes without having to use my title paras to cover IEP minutes. If we had a full-time CST, we would be able to reach the needs of all our students and testing and attendance work. If we had a seperate lunchroom from the gym, we would be able to not have our entire schedule and lunch rely on our PE/specials schedule. We would really like a 3rd KG teacher since our KG classrooms are at 27 & 28 students, which is way too high for a KG classroom. We could really use another SPED teacher to adequately teach all of our students. We really need a drop/off pick/up driving lane to safely have students arrive and dismiss without getting out of their cars in a river of water when it rains. We could really use a bus lane to have more buses for the magnet students that want to come to BTM. We could really use larger classrooms to help students learn and grow effectively. We could really use classrooms with actual walls, not fake accordian walls that you can hear everything through between classrooms.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Attendance
Identify the budget actions that should be taken to address and remove those barriers.	Add an attendance clerk or 2nd social worker to help with attendance.
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.	3-5 years after all additional requests have been met.