



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Cessna Elementary

SCHOOL NO: 1640

INTERNAL NO: 388

SECTION 1: Student Needs	Response
a. How many students are in the building?	353
b. Percentage of students with an IEP?	24.4%
c. Percentage of students enrolled in ELL services?	6.8%
d. Percentage of students identified as At-Risk (Free Lunch)?	83.0%
e. What is the teacher to student ratio average?	13.48
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?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Growth in reading proficiency - every class, every day will make sure that students participate in word recognition lessons. These lessons look different in each grade level. Each grade level works on phonemic awareness, decoding routines, and fluency routines. There is a dedicated section in each grade level's daily schedule to include these three areas. In addition to the word recognition routine, we also have dedicated times for language comprehension routines. These routines include vocabulary, comprehension skills, and responding to reading through writing. In order to determine if students are growing in word recognition skills, we progress monitor every student at the level that is appropriate to show growth. This data is used to guide instruction in both core and intervention lessons. To determine growth in language comprehension, we use the district-provided proficiency scales to show how students grow throughout the school year. The action steps for math fact fluency include having a 10-minute time dedicated to fact fluency during math core lessons, in addition to more practice during a 30-minute math intervention. Each grade level has a fact fluency standard that each student should master by the end of the school year. To determine if the students have mastered the facts for the grade level, we use the district fact fluency routine which has a quick assessment embedded in its curriculum.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes

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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 are keeping track of two different sets of data. One set of data is our incident referrals. One area within our incident referrals that we are particularly focused on is the assault on peers. We are focused on giving students the skills they need to solve problems using their words, rather than using physical aggression. Another area we are monitoring is the number of times students elope from the classroom. We are also looking at data from the district's check-in app that is used by members of the Child Study Team. Again, we are working on giving students the coping skills to work through difficult areas.
b. What are your targets/goals related to social/ emotional growth?	One goal is to reduce the number of office referrals that are coded as assault on peers, essentially students putting hands on each other when upset. The other goal we have is to reduce the number of times students elope from the classroom.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Students who turn 5 before August 31st of that school year are eligible for kindergarten. When parents of kindergarteners enroll their child for kindergarten, they also complete the ASQ, which is a questionnaire that gives teachers an idea of what skills the student's parents see them doing at home. This information is helpful to teachers by giving them an understanding of the adaptive, social, and academic skills the students are coming to school with. In addition to the ASQ, students who attend Pre-K in our district, will have Fastbridge data that can also be used to determine the readiness of a student for kindergarten.
d. What are your targets/goals related to kindergarten Readiness?	Our targets for students to be ready for kindergarten are students are able to communicate their needs while at school, manage emotions, work with their peers with limited adult assistance, recognize their names in writing, count to 30, subitize numbers to 5, understands parts of the spoken language such as syllables and sounds, verbally retell a story, and verbally answer questions about basic details of a story.
e. How are you measuring the success of individual plans of study?	Data is collected based on the goals written on the student's IEP. This data can be collected by the general education teacher, the IEP case manager, or the special education para that works with the student.
f. What are your targets/goals related to postsecondary completion/attendance?	When applicable, teachers will teach about different careers within a unit of study. For example, when students read an informational text about dinosaurs, students will also learn about paleontologists or geologists. Students will learn how much education is needed for this career and what skills would be required for the career. In addition to this, we have guest speakers who come to the school to talk with the students about their careers. Another example would be a police officer coming to speak to a class of students as completing a unit of study on community helpers.
g. How are you ensuring students are civically engaged?	Students are given the opportunity to participate in field trips to different locations in the city throughout the school year. Often the field trips that students participate in are generally connected to the learning that they are completing in the classroom. Students also participate in lessons that contain social studies standards that are connected to being productive citizens in their community. From learning about community helpers in prekindergarten and kindergarten students to learning about the functions of the three branches of government in the fourth and fifth grades. Students also take part in relational circles in their classrooms where they are engaged and valued as a member of the classroom community. Relational circles are something that every classroom at our school schedules into the daily routine.

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SECTION 3: Curriculum Needs	
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a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School; 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; We need more devices in our building. We are currently at one device for every two students in 1st through 5th grades. Additional devices in the upper elementary grades would help our teachers and students more appropriately plan to share their understanding of a skill or topic.
SECTION 4: Educational Capacities pursuant to article 32.72-3218	
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.	Yes
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	
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?	13.2
How many are needed at this building (vacant & filled)?	13.20
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	
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

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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?	We have three family engagement events each school year where we take the opportunity to educate our families in one of our three goal areas. In August, we have Open House, where we share information with our families about several things; however, the most important is building positive relationships with our students and staff. In October, we host a STEM carnival where parents interact with their students in math and science activities. We host a Winter Read Day in February that supports families with literacy activities that families can complete at home. At the end of the year, we invite families to a Family Field Day where we engage families in math activities and provide resources for math activities that can be done throughout the summer. In addition to these days, we have a family calendar that is sent to all families. Within our family calendar, there are math and literacy activities that families can do each month with their students. This family calendar also has resources on how to support a student's social-emotional health throughout the school year.
c. Do you have an 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; Seesaw; District Wide Communication; Social Media; Newsletter; Emails from Teachers; School Website; PhoneCalls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	District Wide Communication; Social Media; Phone Calls/Text Messages
Is it adequate?	Yes
SECTION 8: School Data	
Response	
a. What is our building attendance rate?	91.20%
b. What is our building chronic absenteeism rate?	33.00%
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

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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?	Parent & Community Involvement; Attendance/Truancy; Child Study Team Ratios;
Can they be achieved with additional resources?	Yes
Why or why not?	<p>Our team identified that we would be able to address the attendance issues with our families if we had more opportunities for transportation for them. Several of our students live within 2.5 miles of our school; therefore, they do not qualify for district transportation. However, our families do tend to struggle with getting their kids to school because of lack of cars or finances for gas money. When the weather is poor, families tend to keep their students at home instead of making them walk to school. We could address these concerns with additional resources such as Uber gift cards, gas cards, or bus passes. In addition, we would like to have some support with connecting our families together within the neighborhood to set up carpools.</p> <p>Our team addressed the parent and community involvement by offering parents child care and food while they attended parent workshops dedicated to topics that they need support in. According to a parent survey sent out this school year and last school year, most of our parents are seeking support with student behaviors at home as well as support for mental health needs. When we attempted a parent workshop this school year, we only had 10 parents attend. We will continue to host parent workshops but will try different timeframes to see if we can find a time that has better attendance.</p> <p>With the CST, we do have a full-time team; however, we pay for 0.3 of the salary of the social worker and psych out of the title budget. If the district could buy the entire CST salaries, we could</p>
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	<ol style="list-style-type: none"> 1. Attendance - we need students to be at school in order for them to learn. 2. Behaviors - students need to be regulated so they can learn. 3. Basic Needs Met - students need food and clothing to feel supported in their learning. 4. Additional PD for Teachers - teachers need more professional development on understanding the depth of knowledge that is expected of students on the state assessments. 5. A paraprofessional in every classroom in the school. 6. Updated technology.

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<p>Identify the budget actions that should be taken to address and remove those barriers.</p>	<ol style="list-style-type: none">1. Money for Uber cards, gas cards, or bus passes. A full time social worker that is paid for by the district, not partially funded by the school Title 1 budget.2. A full time behavior intervention teacher paid for by the district, not school Title 1 budget.3. More freedom to purchase items that students need such as food, clothing, shoes, coats, etc.4. So many of our teachers are within their first five years of teaching. They need more time to understand the depth of knowledge that is required for students to do well on state assessments. This can be accomplished with more time to plan. We can use money to plan outside of the school day, such as before or after school, or on a weekend.5. Funding a paraprofessional in each classroom would benefit our school in that two adults would be able to team together to support the entire class. With two adults in each classroom, there is more opportunity to teach students in small groups. This would allow for more individualized instruction and support with social emotional needs of students.6. We have not received new technology since the COVID shutdown. We currently have a two-to-one ratio of iPads in 1st-5th grades. It would be helpful for our upper elementary students to have Chromebooks back in the classrooms.
<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>We would be hopeful that with these additional supports that we could begin to increase the percentage of students moving from level 1 to level 2 and level 2 to level 3 on the state assessments within five years.</p>