



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Dodge Literacy Magnet

SCHOOL NO: 1662

INTERNAL NO: 317

| SECTION 1: Student Needs | Response |
|--|--|
| a. How many students are in the building? | 548 |
| b. Percentage of students with an IEP? | 16.4% |
| c. Percentage of students enrolled in ELL services? | 10.4% |
| d. Percentage of students identified as At-Risk (Free Lunch)? | 70.6% |
| e. What is the teacher to student ratio average? | 14.73 |
| 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? | We are focused on intentional planning around our standards. Teachers are given time to plan with their standards. We are providing prescribed interventions and in some cases one-on-one support to close learning gaps. Teachers are very engaged in the professional development around LETRS and its implementation. We have implemented the use of KITE Mini's to teach students how to take an assessment (on an iPad) and to teach test-taking strategies and model test-taking thinking. Primary grades are supporting their intermediate classroom with testing support/motivation/encouragement. |
| o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments? | Yes |

DISTRICT: **D0259 - Wichita Public Schools**
 SCHOOL: **Dodge Literacy Magnet**
 SCHOOL NO: **1662**
 INTERNAL NO: **317**

| 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 the SAEBRS screener in the fall and spring. We also are committed to implementing Restorative Practices and the use of SEL circles throughout our day. |
| b. What are your targets/goals related to social/ emotional growth? | We are working towards 95% of students indicating they feel safe and belong at their school. |
| c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? | Students must be five on/before September 1. Parents complete the developmental screeners ASQ2 and ASQ3 at enrollment and that data is utilized by kindergarten teachers to structure learning and supports. |
| d. What are your targets/goals related to kindergarten Readiness? | 90% of kindergarten students will be proficient in letter names, letter sounds, and word segmenting. |
| e. How are you measuring the success of individual plans of study? | N/A |
| f. What are your targets/goals related to postsecondary completion/attendance? | N/A |
| g. How are you ensuring students are civically engaged? | <p>At Dodge Literacy Magnet, we are committed to fostering a rich understanding of civics among our students through an engaging literacy theme. Our approach emphasizes the importance of connections to the community, where students actively participate in local initiatives and learn the value of civic engagement.</p> <p>We are fortunate to have dedicated volunteers in our building who enrich our educational environment, providing mentorship and support that enhances our students' learning experiences. These volunteers play a crucial role in bridging the gap between classroom learning and real-world applications, helping students to see the relevance of their studies in the context of their community.</p> <p>Moreover, our curriculum integrates social studies and science learning, allowing students to explore civic concepts through various lenses. By connecting literacy with these subjects, we empower our students to think critically about their roles as informed citizens and to understand the impact of their actions within the broader society. Through this holistic approach, Dodge Literacy Magnet not only cultivates literacy skills but also nurtures a generation of engaged and responsible citizens.</p> |
| SECTION 3: Curriculum Needs | Response |
| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? | Summer School; Interventions; Class Within a Class; Other; Before/After School Support; We look for and provide opportunities to support our struggling students in smaller groups and one-on-one to close the gaps. |
| b. Are there appropriate and adequate instructional materials? | No |
| c. Is current technology appropriate? If no, what technology is needed to support the curriculum? | No; Dodge Literacy Magnet would like to see students utilizing laptops and NOT iPads in the 2nd-5th grades. We believe we would like to return to 1:1 technology for true integration into learning. Students also need appropriate headphones that will last. |

| 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. | 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? | 10.4 |
| How many are needed at this building (vacant & filled)? | 11.28 |
| 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; Other; Restorative Practices; SRG Training; LETRS Training; The staff at Dodge Literacy Magnet has completed ALL of the above trainings and work on the application of this learning every day. We believe it is imperative to ensure all NEW staff have access to this 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? | We have tried to provide these opportunities however parent attendance is very low to nonexistent. |
| 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; Seesaw; 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; Seesaw; District Wide Communication; Social Media; 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? | 90.50% |
| b. What is our building chronic absenteeism rate? | 35.60% |
| 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 |
|--|--|
| <p>a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?</p> | <p>Scheduled Time/PD Time; Instructional Technology Training; Paraprofessional Training; Curriculum; Parent & Community Involvement; Attendance/Truancy; Caseloads per Teacher; Physical Space for Learning; Child Study Team Ratios; Other: Address Below; Dodge Literacy Magnet would like a full-time psychologist and an additional counselor to help us address the mental health needs of our students. Plus an additional social worker to help us address attendance issues.</p> |
| <p>Can they be achieved with additional resources?</p> | <p>Yes</p> |
| <p>Why or why not?</p> | <p>By having additional CST resources we can better support and nurture our students, which in turn allows the student to become more academically successful.</p> |
| <p>b. Additional building unique identified items:</p> | <p>None</p> |
| <p>Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.</p> | <ol style="list-style-type: none"> 1. Targeting families to enroll more of our students in Pre-Kindergarten. 2. Additional allocation(s) for SPED support in the general education classrooms. The change in our model of providing services across the continuum in a general education building requires the need for more SPED support of students. 3. Dodge Literacy Magnet would like a para in EVERY classroom to support the general education tier one instruction. 4. We need a second full-time evening custodian to support the cleaning of our school. 5. Structured parenting classes to support our families in setting boundaries, limits, discipline, and academic support. |
| <p>Identify the budget actions that should be taken to address and remove those barriers.</p> | <ol style="list-style-type: none"> 1. Grow our Pre-K program. Offer more Pre-K at Dodge. 2. Increase SPED allocations (para/teacher) to improve support. 3. Increase general education allocations of paras for each classroom to support general education tier one instruction. 4. Increase the part-time evening custodian allocation to full-time. 5. Provide funds for a parent involvement worker to support parents/families. |
| <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 believe we could close the gap within 2-3 years with the above supports in place.</p> |