



DISTRICT: D0259 - Wichita Public Schools
SCHOOL: Earhart Environmental Magnet Elementary
SCHOOL NO: 1658
INTERNAL NO: 392

SECTION 1: Student Needs	Response
a. How many students are in the building?	471
b. Percentage of students with an IEP?	20.0%
c. Percentage of students enrolled in ELL services?	9.1%
d. Percentage of students identified as At-Risk (Free Lunch)?	48.2%
e. What is the teacher to student ratio average?	16.35
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?	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?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	We are implementing the Kite Mini assessments to create experiences that closely resemble state assessments. This approach allows us to gather valuable insights that inform our instructional strategies, enabling us to effectively reteach material as needed. Additionally, we prioritize accurate placement of students in appropriate interventions by analyzing their Fastbridge scores, ensuring that each student receives the support tailored to their individual learning needs. This comprehensive strategy not only enhances student understanding but also fosters a more targeted and effective educational environment.
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. We are also utilizing the safety and belonging survey to show current mindsets and will utilize some of the questions with students later in the year to see if the results are more positive.
b. What are your targets/goals related to social/ emotional growth?	The district evaluates growth by assessing specific areas of need through the SAEBRS and the safety and belonging survey, while also providing support to students in meeting those needs.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	The Ages & Stages Questionnaires®, Third Edition (ASQ-3) and the Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2) offer valuable insights into children's developmental milestones. Educators utilize this data to prepare classrooms effectively, ensuring they address the diverse needs of their students.
d. What are your targets/goals related to kindergarten Readiness?	Onset sound and letter naming proficiency
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?	Engagement in community service and involvement in environmentally-focused initiatives.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Class Within a Class; Interventions;
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.	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	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?	6.59
How many are needed at this building (vacant & filled)?	6.59
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?	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	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?	None at the building. Some digital resources are provided on district webpage that we direct parents to.
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?	Parent Link; Seesaw; District Wide Communication; Social Media; Phone Calls/Text Messages; School Website; Emails from Teachers; Newsletter
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	93.20%
b. What is our building chronic absenteeism rate?	21.00%
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

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>Paraprofessional Training; Child Study Team Ratios; Caseloads per Teacher; Other: Address Below; We need additional SPED para support in order to meet the needs of all of our students. We currently have our students with SPED needs in one room at each grade level due to the limited number of paras we have.</p> <p>We also need a full-time Instructional Coach in order to combine our magnet-theme with the district expectations and provide support to the teachers on developing the best lessons possible.</p> <p>A full-time counselor is needed to meet the social emotional needs of our building. We currently have one 3 days a week and we struggle to meet the student's needs effectively on days she is not here.</p> <p>A full-psychologist is needed in order to adequately test all students that show they are in need. Currently we have to prioritize the biggest needs and sometimes have to push items out too far and needs are not met.</p>
<p>Can they be achieved with additional resources?</p>	<p>Yes</p>
<p>Why or why not?</p>	<p>To enhance the effectiveness of our educational environment, it is imperative that we secure funding to transition our Child Study Team (CST) to full-time status, as currently, three out of five members are part-time. This shift will not only provide our students with more consistent access to counseling services (Counselor) and testing services (Psychologist) but will also significantly bolster the overall instructional quality within our schools.</p> <p>By investing in a full-time coach for our building, we can ensure that this professional is present in classrooms on a regular basis. Their consistent involvement will facilitate co-teaching opportunities and allow them to assist teachers directly with instructional strategies. This collaborative approach will foster a more supportive learning atmosphere, ultimately leading to improved student outcomes and a more cohesive educational experience.</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>	<p>Limited Paraeducators: Impact: Insufficient support for instruction and meeting required minutes for students with special education needs. Current Strategy: Grouping all SPED students in one classroom to maximize para contact.</p> <p>Part-Time CST Members: Impact: Limited availability of the Counselor and Psychologist (0.6 FTE each), leading to scheduling challenges and increased workload for others. The Psychologist has had to ask for downtown support frequently this year and it seems we are still not able to test all of the students that we feel may qualify. Current Strategy: Higher commitment times from other CST members on days when the Counselor and Psychologist are not present.</p> <p>Part-Time Instructional Coach: Impact: The 0.5 FTE coach is unable to provide sufficient instructional feedback due to time constraints, affecting new teacher support and retention. Current Strategy: Coach's time is primarily spent in team meetings and professional development.</p>

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<p>Identify the budget actions that should be taken to address and remove those barriers.</p>	<p>Increase Paraeducator Staffing: Proposal: Advocate for additional funding or reallocate existing resources to hire more paraeducators. Benefit: More individualized support for students, better distribution of SPED students across classrooms.</p> <p>Full-Time CST Members: Psychologist and Counselor Proposal: Explore options to increase the FTE for the Counselor and Psychologist to full-time positions. Benefit: Improved availability for meetings, testing, and student support, reducing the strain on the part-time CST members.</p> <p>Combined Role: Instructional Coach and Assistant Principal: -Instructional Coach (50%): Provide ongoing instructional feedback to teachers; facilitate professional development sessions; support new teachers through mentoring and coaching. Assistant Principal (50%): Assist with administrative duties, including discipline, scheduling, and staff evaluations; support the principal in implementing school policies and initiatives; engage with parents and the community to foster a positive school environment.</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>We would show huge gains within a year.</p>