



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Gammon Elementary

SCHOOL NO: 1677

INTERNAL NO: 355

SECTION 1: Student Needs	Response
a. How many students are in the building?	447
b. Percentage of students with an IEP?	20.1%
c. Percentage of students enrolled in ELL services?	36.5%
d. Percentage of students identified as At-Risk (Free Lunch)?	75.6%
e. What is the teacher to student ratio average?	14.56
f. What is the teacher to student ratio median?	12.67
g. Are the needs of foster care students being met? If no, what supports are needed?	No Better matches for placement, improved communication between schools and agencies.
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?	No
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?	- Administering Kite Mini Assessments to provide students with exposure to test-taking strategies and standards-based content. - Teachers analyzing assessment data to make informed decisions about reteaching and instructional adjustments. - Implementing targeted reading intervention groups to address specific skill gaps and strengthen foundational literacy. - Engaging students in goal setting by having them track their reading progress and take ownership of their learning.
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?	Safety and Belong Survey
b. What are your targets/goals related to social/ emotional growth?	To increase Safety and Belonging to 90%.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	ASQ
d. What are your targets/goals related to kindergarten Readiness?	Onset sounds
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?	Leader in Me, doing a food drive, partnerships with local churches, YMCA and Walmart.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Interventions; Class Within a Class; Other; Girls Who Gode, Girls on the Run.
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 1:1 for ease of state assessments.

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.	No
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.	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?	19.29
How many are needed at this building (vacant & filled)?	19.47
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?	None
c. Do you have an 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; Seesaw; 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?	Social Media; Emails from Teachers; Parent Link; Seesaw; District Wide Communication; School Website; Phone Calls/Text Messages
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	90.80%
b. What is our building chronic absenteeism rate?	34.10%
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; Attendance/Truancy; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	<p>1. Professional Development (PD) Time - Flexible PD options like online modules or microlearning sessions, additional funding for substitutes to allow more teacher release time, more designated PD days within the district calendar specifically for planning.</p> <p>2. Paraeducator Training - Dedicated para PD sessions built into professional learning days, online training modules that paras can access flexibly, structured mentoring or shadowing opportunities with experienced staff, additional funding or stipends for paras to attend off-site training.</p> <p>3. Attendance/Truancy - Additional social workers or family liaisons to support attendance outreach, incentive programs to encourage improved attendance, stronger partnerships with community organizations for transportation and family support.</p> <p>4. Physical Space for Learning - Reconfiguring current spaces for better utilization, additional portable classrooms or expansion plans.</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.	<p>1. Academic Barriers: Gaps in foundational skills (e.g., phonics, number sense); Lack of individualized instruction; Inconsistent implementation of interventions</p> <p>2. Attendance & Engagement Barriers: Chronic absenteeism or tardiness; Lack of student motivation or engagement; Limited parental involvement; Students not seeing the relevance of assessments or academic success in their future.</p> <p>3. Social-Emotional & Behavioral Barriers: Trauma or adverse childhood experiences (ACEs); Lack of self-regulation skills; High levels of anxiety or test-related stress; Behavioral challenges</p> <p>4. Instructional & Staffing Barriers: Shortage of qualified teachers and support staff; Limited collaboration time for teachers to analyze data and adjust instruction; Teacher turnover</p> <p>5. Language & Cultural Barriers: English Learners (ELs) struggling with academic language; Lack of culturally responsive teaching; Misalignment between home language and school expectations</p> <p>6. Resource & Equity Barriers: Limited access to technology or learning materials at home; Food insecurity, housing instability; Differences in access to early childhood education</p> <p>7. Testing & Assessment Barriers: Misalignment between daily instruction and assessment format; Lack of formative assessments to guide instruction.</p>

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<p>Identify the budget actions that should be taken to address and remove those barriers.</p>	<ul style="list-style-type: none">- Academic Support & Intervention Fund additional interventionists and instructional support staff (e.g., reading and math specialists, tutors, paraprofessionals).- Attendance & Engagement Invest in family engagement coordinators or liaisons to support attendance outreach and parent communication. Provide funding for attendance incentives and engagement programs (e.g., recognition for improved attendance, home visits). Allocate resources for transportation assistance to remove attendance barriers for students with challenges getting to school.- Social-Emotional & Behavioral Support More dedicated time in the schedule to support SEL work, additional time and training for staff, qualified behavior interventionist.- Professional Development & Staffing Time in schedule to do this. Paying substitutes to cover.- Social-Emotional & Behavioral Support Hire full time behavior interventionist, expand mental health services through partnerships with external providers for in-school counseling.
<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 budge actions would be implemented.</p>	<p>This is a new calibration for state assessments and we need this year to get new baseline scores.</p>