



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Irving Elementary

SCHOOL NO: 1694

INTERNAL NO: 334

SECTION 1: Student Needs	Response
a. How many students are in the building?	446
b. Percentage of students with an IEP?	18.2%
c. Percentage of students enrolled in ELL services?	60.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	89.9%
e. What is the teacher to student ratio average?	15.96
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?	We are currently collaborating with students in grades three to five to enhance their understanding of question formats and to effectively utilize technology, thereby minimizing user errors. Additionally, students are engaging in practice tests for reading and math to familiarize themselves with the testing experience. These practice assessments occur monthly, with one focused on reading and another on math. Students are informed of their scores and are encouraged to set improvement goals. Goal setting is a practice implemented across all grade levels, utilizing their screener tests and data.
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 use the Safety an Belonging survey data. We also use SAEBR Data.
b. What are your targets/goals related to social/ emotional growth?	To ensure that students feel secure in the school environment, we prioritize the presence of trusted adults within the building. If students experience feelings of frustration, sadness, or other intense emotions, they are encouraged to request breaks and engage in discussions with a member of our Child Study Team. Additionally, we collaborate with individual students to establish personalized goals that address their specific needs in areas such as emotional regulation and problem-solving.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We ensure that all participants meet the age requirements for enrollment. Families are asked to provide information through the Ages and Stages Questionnaire during the enrollment process. Additionally, we offer a variety of resources to support children preparing for Kindergarten, including Kindergarten Readiness packs from Scholastic.
d. What are your targets/goals related to kindergarten Readiness?	Our objective is to ensure that students have adapted to the school environment, both socially and emotionally, while also recognizing letter names and sounds, and progressing towards word segmentation.
e. How are you measuring the success of individual plans of study?	We are able to see progress monitoring score for those students who fall in the Tier 2 or Tier 3 for academics.
f. What are your targets/goals related to postsecondary completion/attendance?	We are dedicated to fostering an environment that encourages all students to maintain consistent attendance. To recognize and reward this commitment, we have established several school-wide incentives and awards that are distributed each month. Each week, the class with the highest attendance percentage at every grade level is honored with a light-up star to display on their door, symbolizing their achievement. Additionally, students who achieve perfect attendance throughout the month receive a certificate of recognition. Every quarter, one class from the entire school is awarded the prestigious Golden Clock and the Best Attendance Award. At the end of the academic year, students who have maintained perfect attendance will also receive a special award certificate, acknowledging their remarkable commitment. To enhance daily attendance, we introduced the "Caught in Your Seat" initiative in January. Each class selects a random number corresponding to a student in the room, allowing that student to enter their name into a daily drawing. Each day, two students are announced as winners and invited to collect a prize.
g. How are you ensuring students are civically engaged?	We have scheduled a day dedicated to Junior Achievement, during which representatives will engage with students in classrooms throughout the day. This initiative provides teachers with the opportunity to support students as they learn essential business concepts and real-world lessons, including personal economics, the distinction between wants and needs, responsible citizenship, taxation, voting, entrepreneurship, resource management, supply chains, career pathways, collaboration skills, and STEM education, among other topics. In our daily operations, we emphasize the importance of restorative practices and justice. Students are encouraged to take responsibility for their actions, whether positive or negative, and to work towards making amends while setting goals for improvement. Although this process can sometimes be challenging, we remain committed to repeating it as long as necessary.

SECTION 3: Curriculum Needs	
	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Class Within a Class; Interventions; Summer School;
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?	11.44
How many are needed at this building (vacant & filled)?	11.44
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;
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
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 this time.
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; 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?	Social Media; Parent Link; Seesaw; District Wide Communication; Newsletter; 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?	89.70%
b. What is our building chronic absenteeism rate?	39.50%
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	
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a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Parent & Community Involvement; Attendance/Tuancy; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	Hardest part is the attendance and that the parents are the drivers and the responsible ones for getting little kids to school. If we were allowed to provide gas cards or buses I do think we would have more kids here and on time.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	We need the kids to be here in attendance.
Identify the budget actions that should be taken to address and remove those barriers.	Providing all families with transportation. When families live in a bad area they don't want their kids to walk and sometimes they don't have money for gas
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.	Achieving results comparable to those obtained in a classroom setting may take over 20 years. Until assessments are designed to incorporate total participation techniques that promote interactivity, we are unlikely to see similar outcomes. The ability of students to demonstrate their skills in a real-world environment, through conversational dialogue and problem-solving, is challenging to replicate with traditional paper-and-pencil or multiple-choice tests.