



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Jackson Elementary

SCHOOL NO: 1628

INTERNAL NO: 318

SECTION 1: Student Needs	Response
a. How many students are in the building?	335
b. Percentage of students with an IEP?	35.2%
c. Percentage of students enrolled in ELL services?	11.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	70.7%
e. What is the teacher to student ratio average?	13.76
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?	Some teachers have utilized the KITE state interim state tests to look at standards that students fell below proficiency. Teacher created small groups to focus on standards that were below target and taught mini-lessons.
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?	Teachers complete SAEBRS twice a year.
b. What are your targets/goals related to social/ emotional growth?	USD259 uses a parent/student survey twice a year to measure safety and belonging. The district target is 90% by 2029. Teachers will teach belonging lessons at the beginning of the year and continue throughout the school year.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	The ASQ survey is administered every fall during the enrollment period. Educators utilize the data to assess the skills of incoming kindergarten students.
d. What are your targets/goals related to kindergarten Readiness?	The district goal for parents to complete the ASQ is 81%. Jackson met that goal with 95% surveys completed.
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?	Attendance goal for the district to increase to 93.8%. Jackson's attendance percentage is 92.9% in January 2025. Jackson's goal for May is 95% attendance.
g. How are you ensuring students are civically engaged?	Students participate in Constitution Day, mock election voting, and KS History.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Extended Year; Tutoring; 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?	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?	15.93
How many are needed at this building (vacant & filled)?	18.83
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?	The district has Parents as Teachers programs.
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; 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; Newsletter; 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?	92.00%
b. What is our building chronic absenteeism rate?	28.00%
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; Instructional Technology Training; Paraprofessional Training;
Can they be achieved with additional resources?	Yes
Why or why not?	Increased paraprofessional support is essential to expand the number of intervention groups aimed at addressing specific reading and math deficiencies. By forming smaller groups, both paraprofessionals and teachers can provide more tailored and explicit instruction that meets the individual needs of students.
b. Additional building unique identified items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Targeted professional development is essential to provide tailored training that addresses the specific needs of our staff. Such development is crucial to maintain fidelity to the district's word recognition block.
Identify the budget actions that should be taken to address and remove those barriers.	There is a need for more paraprofessionals to assist teachers in classrooms and to establish additional intervention groups.
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.	The district is focusing on decreasing the percentage of level 1. With the new state assessment this spring, we will wait for new guidelines and cut scores.