



**DISTRICT:** D0259 - Wichita Public Schools  
**SCHOOL:** Jefferson Elementary  
**SCHOOL NO:** 1698  
**INTERNAL NO:** 336

SECTION 1: Student Needs	Response
a. How many students are in the building?	381
b. Percentage of students with an IEP?	17.8%
c. Percentage of students enrolled in ELL services?	50.7%
d. Percentage of students identified as At-Risk (Free Lunch)?	86.1%
e. What is the teacher to student ratio average?	15.16
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?	Each grade level has WIGS, leads and measures. Students have individual goals, and we frequently progress monitor and analyze student growth. We have a CST team that teachers bring student concerns to. We work on increasing student attendance by setting goals and have Falcon Stars group.
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 administer the SAEBRS screener twice a year. Students took mySAEBRS and the Belonging Survey in the fall. We monitor ratio of interactions. Our behavior interventionist has a Falcons Take Flight leadership group. Prime Fit mentors several students. Our Pando representative has lunch buddy groups.
b. What are your targets/goals related to social/ emotional growth?	Teachers have a goal of facilitating at least 3 Relational/Proactive circles per week and using Restorative Questions. We also have a goal to increase student belonging to 90%.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Based on ASQ data filled out by parents during enrollment. Our school offers Pre-K.
d. What are your targets/goals related to kindergarten Readiness?	Increase the percentage of Ages and Stages Questionnaires completed from 79.4% to 81% by the end of September 2024.
e. How are you measuring the success of individual plans of study?	We do not currently have any teachers at that level in LETRS at this time.
f. What are your targets/goals related to postsecondary completion/attendance?	Increase academic achievement and graduation rate. By 2029, graduation rate will rise to 85%, increasing from 79.2% in 2023.  Graduation Rate for 2024: 84.3%*
g. How are you ensuring students are civically engaged?	Social studies, Science instructional blocks, Second Step, expectations and procedures taught throughout the building and in classrooms, various student leadership groups.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Summer School; Interventions; Class Within a Class; Other; We have applied for the STEALTH grant.
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; Not enough devices to support the newcomer program and all students.

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?	No
b. How many classified supports staff are currently employed?	11.44
How many are needed at this building (vacant & filled)?	12.32
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; Other; ESOL strategies, AVID, Coteaching strategies, cooperative learning strategies, additional support staff and specialist 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 are continuously brainstorming ways to engage parents in supporting their child's learning. We utilize Seesaw as a tool to communicate and share student work.
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?	District Wide Communication; Social Media; School Website; Phone Calls/Text Messages; Emails from Teachers; Newsletter
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	92.30%
b. What is our building chronic absenteeism rate?	27.20%
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?	Scheduled Time/PD Time; Paraprofessional Training; Parent & Community Involvement; Attendance/Truancy; Child Study Team Ratios; Caseloads per Teacher; Physical Space for Learning; Other: Address Below; Transportation for students who walk, being able to create a school day schedule that works for Jefferson to better meet the needs of our students, more resources for students who have severe mental health needs.
Can they be achieved with additional resources?	Yes
Why or why not?	The case loads of our current support staff is overwhelming and they aren't always able to assist when needed because they don't have 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.	More support for our Newcomers classrooms, and our special education classrooms, additional time for quality professional development based off of building needs, application of current professional development, smaller class sizes, flexibility in building our own unique to Jefferson schedule.
Identify the budget actions that should be taken to address and remove those barriers.	More allocation for support staff and more allocation for smaller classroom size. Keep full time allocation with benefits for paraeducators.
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.	3 to 5 years.