



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Kelly Liberal Arts Academy

SCHOOL NO: 1704

INTERNAL NO: 338

SECTION 1: Student Needs	Response
a. How many students are in the building?	428
b. Percentage of students with an IEP?	27.3%
c. Percentage of students enrolled in ELL services?	7.5%
d. Percentage of students identified as At-Risk (Free Lunch)?	75.5%
e. What is the teacher to student ratio average?	13.93
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?	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?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	This year we have implemented KITE mini-assessments to help students become familiar with the look of an assessment, familiarize themselves with the language, and learn how to use test taking strategies. Staff have utilized these to teach standards they need to focus on more. We have begun to focus on comprehension strategies including vocabulary, but on a very small scale at this point.
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?	District level: SAEBRS assessment (teacher and student versions). Our district also administered a Safety and Belonging Survey.
b. What are your targets/goals related to social/ emotional growth?	We are looking for an increase in positive responses on the Safety and Belonging Survey that will be readministered in April 2025.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Our district asks families to complete the ASQ-3/ASQ-4 during enrollment. This gives teachers and families information on developmentally appropriate skill levels.
d. What are your targets/goals related to kindergarten Readiness?	Our goal is to increase the number of families completing this during enrollment.
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?	We provide opportunities for students to take field trips and interact with community members. We have a student council that provides opportunities for the school community to see how to work through various processes, fundraise for local nonprofits, and we also have a Paxton's Blessings Box that many classrooms engage with through leadership of their teacher or other groups to learn how to give back to their community.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School; Extended Year; Interventions; Class Within a Class;
b. Are there appropriate and adequate instructional materials?	No
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.	No
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.	No
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?	Yes
b. How many classified supports staff are currently employed?	18.6
How many are needed at this building (vacant & filled)?	19.48
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; Our staff needs support in providing and meeting the needs of students who struggle with their social and emotional skills. There is a skill deficit that students enter school with, and we are not appropriately informed/qualified enough to adequately support, nor do our schedules allow flexibility for, this. Our staff needs instructional strategy support specifically in the areas of reading comprehension and engagement strategies.
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 currently do not offer any caregiver training programs but have asked to have programs such as Parents as Teachers be in our buliding and have brainstormed other ways we might be able to partner with community resources. This needs attention.
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; Newsletter; Emails from Teachers; School Website; Phone Calls/Text Messages
Is it adequate?	Yes

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SECTION 8: School Data	Response
a. What is our building attendance rate?	91.80%
b. What is our building chronic absenteeism rate?	26.60%
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; Curriculum; Parent & Community Involvement; Attendance/Truancy; Child Study Team Ratios; Caseloads per Teacher; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	We have partnered with mental health agencies in previous years but recently they didn't have enough service providers to support our students again this year. Our CST ratios could be improved so that we can support our students in a more well-rounded way.
b. Additional building unique identified items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Attendance. School Readiness (academically and socially). Technology/Social media. Family Engagement. Traditional educational environment that doesn't meet the needs of today's learners.
Identify the budget actions that should be taken to address and remove those barriers.	Attendance - incentive program for families that will help get their students to school. School Readiness - we have previously supported families with books and literacy materials for students prior to coming to Pre-K/Kdg; we can continue to look at needs and resources needed. We would love to be able to brainstorm ways schools and communities can be in partnership with one another so that families have the resources they need for their students to be successful walking into Kdg. Technology/Social Media - not sure what budget items are needed for this other than awareness of this as an intense problem. It would be beneficial for outreach of some type that would help our families understand the negative impacts this has. Family Engagement- continue to focus funds and planning around intentional opportunities to engage families. Traditional education environment not meeting the needs of today's learners - we need to be able to consider alternative ways to support students when they enter school that provide them the necessary social and emotional supports to be regulated and ready to learn the academic content teachers are expected to provide. Our traditional system (from the way our schedule is set, to the type of academic outcomes expected) needs to be revised.
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.	3-5 years.