



DISTRICT: D0259 - Wichita Public Schools
SCHOOL: Kensler Elementary
SCHOOL NO: 1706
INTERNAL NO: 382

SECTION 1: Student Needs	Response
a. How many students are in the building?	488
b. Percentage of students with an IEP?	17.4%
c. Percentage of students enrolled in ELL services?	19.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	62.1%
e. What is the teacher to student ratio average?	14.30
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?	<p>Interim assessments play a crucial role in the educational process, providing teachers with valuable insights into student understanding and performance. By analyzing these assessments, educators can identify areas where students may be struggling and tailor their instruction accordingly. This targeted approach often involves retaught lessons, where concepts are revisited and reinforced to ensure comprehension.</p> <p>In addition to retaught lessons, interventions and tutoring are essential components of a comprehensive support system. These strategies allow for personalized assistance, enabling students to receive the help they need to overcome challenges and enhance their learning experience.</p> <p>Moreover, empowering students to set their own goals fosters a sense of ownership over their education. By tracking their progress, students can see their growth and achievements, which can motivate them to strive for continuous improvement.</p>
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?	SAEBERS Screeners.
b. What are your targets/goals related to social/ emotional growth?	Students will learn positive self image through Second Step and Leader in Me curriculum to be ready to grow and lead in society.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	ASQ and beginning of the year screeners. Some students are targeted for Pre-K instruction through screen for success.
d. What are your targets/goals related to kindergarten Readiness?	All students will know letter names and sounds by the end of kindergarten.
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?	As a Leader in Me School, students are taught how to be a leader and how their voice can make a difference, encouraging them to be actively engaged in our community.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; 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?	14.2
How many are needed at this building (vacant & filled)?	14.94
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?	Yearly Family Curriculum night and an Open House that provides information and training on how parents/families can support their children. In addition, parents receive one on one conferences with their child's teacher.
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?	Social Media; Newsletter; School Website; Phone Calls/Text Messages; District Wide Communication
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	93.10%
b. What is our building chronic absenteeism rate?	22.70%
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?	Attendance/Truancy;
Can they be achieved with additional resources?	Yes
Why or why not?	<p>Attendance...need for celebration of and support for getting students here,on time, every day.</p> <p>Brainstormed solutions include:</p> <ol style="list-style-type: none"> 1. Goal setting and celebrations by individuals, classes and school-wide. 2. Marketing of information to parents on the importance of being at school every day.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Making a quicker transition from learning to read to reading to learn. Too many students have been behind on early literacy skills and playing catch up since 2020.
Identify the budget actions that should be taken to address and remove those barriers.	Ensure that there is enough additional support (paras, lower class sizes) so that interventions can take place via MTSS structures.
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.	Steps have been taken to move from implementing decoding instruction to provide training on comprehension to enhance student success in the coming years.