



**DISTRICT:** D0259 - Wichita Public Schools  
**SCHOOL:** Linwood Elementary  
**SCHOOL NO:** 1718  
**INTERNAL NO:** 343

SECTION 1: Student Needs	Response
a. How many students are in the building?	450
b. Percentage of students with an IEP?	18.4%
c. Percentage of students enrolled in ELL services?	32.4%
d. Percentage of students identified as At-Risk (Free Lunch)?	83.8%
e. What is the teacher to student ratio average?	14.02
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?	-Allowing teachers time to process, analyze, and plan instruction based on Fastbridge data, specifically AReading and CBMR. -Allowing teachers time to plan for rigorous and engaging instruction. -Fidelity to reading intervention daily, with continuous progress monitoring to help make informed instructional decisions. -Classroom, IR, & ESOL staff engaged in professional learning for language essentials for teachers of reading and spelling (LETRS) throughout the school year.
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?	SAEBRS Screener
b. What are your targets/goals related to social/ emotional growth?	-Students positively greeted by at least two adults before instruction begins. -Relational circles a minimum of time per day in each classroom. -2nd Step Curriculum taught at least 3x per week during designated 2nd Step time.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	The ASQ (ages & Stages) questionnaire is administered to incoming kindergarten families. Students also attend the first three days of school in a staggered attendance model in which they learn procedures, routines, and get to know their teachers.
d. What are your targets/goals related to kindergarten Readiness?	-Increase Kdg WS from 47% to 75% by May 2025. -Increase Kdg LNF from 40% to 80% by May 2025. -Increase LSF from 48% to 80% by May 2025.  Kdg Lead Measure - Students will be given a double dose of alphabet cards focusing on letter names and letter sounds, taking place once in the morning AKR and once in the afternoon.
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?	Bright Future Academy for ur 4th & 5th Grade students. Through classroom instruction (teaching our students about civic affairs and decision making based on the needs of our neighborhood community).

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;
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?	13.06
How many are needed at this building (vacant & filled)?	13.56
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?	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 host an adult literacy program 3x per week which supports our parents with language acquisition. Parents join our first grade decoding block daily to support thier learning.
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; 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
Is it adequate?	Yes

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SECTION 8: School Data		Response
a. What is our building attendance rate?		91.50%
b. What is our building chronic absenteeism rate?		30.50%
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		Response
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?		Paraprofessional Training; Attendance/Truancy; Scheduled Time/PD Time;
Can they be achieved with additional resources?		No
Why or why not?		-Attendance Works has been helpful in reaching families with truancy communication. -PD time has required professional learning which can limit teacher guided professional learning. -Time is always the needed resource.
b. Additional building unique identified Items:		None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.		-Social/emotional needs of students. -Mental health needs of students. -Consistency in attendance for students who struggle with chronic absenteeism.
Identify the budget actions that should be taken to address and remove those barriers.		-Additional support to help with home visits and family contact for students struggling with chronic absenteeism and truancy.
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.		Our district's strategic plan outlines a five year cycle to reach our academic and social-emotional goals.