



**DISTRICT:** D0259 - Wichita Public Schools

**SCHOOL:** L'Ouverture

**SCHOOL NO:** 1724

**INTERNAL NO:** 346

SECTION 1: Student Needs	Response
a. How many students are in the building?	232
b. Percentage of students with an IEP?	15.9%
c. Percentage of students enrolled in ELL services?	28.0%
d. Percentage of students identified as At-Risk (Free Lunch)?	89.7%
e. What is the teacher to student ratio average?	11.54
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	No
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?	Teachers are giving the mini-kite assessments to students and reviewing the results from those tests with students. Resources were made available to teachers for state assessment prep.
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?	We analyze behavior data collected weekly on our building tracking sheets.
b. What are your targets/goals related to social/ emotional growth?	Our goal is to reduce our out of school suspensions by 10% from 76 OSS to 68 OSS.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We use the data received from ASQ collected during enrollment.
d. What are your targets/goals related to kindergarten Readiness?	Sharing the ASQ results with parents, use the Kindergarten Readiness Day - Introduction to Kindergarten to prepare parents for what their students will need to know to be successful for the upcoming year
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?	Feedback is given to teachers during observations about the percentage of engagement of their students and a follow up conversation is had. Our building focuses on careers in the community with our Career day, community members and stakeholders present their careers to our students.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Interventions; Class Within a Class; Summer School; Tutoring;
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?	6.09
How many are needed at this building (vacant & filled)?	6.09
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 have a plan to create school-wide agendas for parents and have after school sessions to teach parents how to understand SRG's, Seesaw, ParentVue and our classwide agendas. Our goal is to increase parent involvement by offering resources to aid in the success of their students.
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; School Website; Emails from Teachers; PhoneCalls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Seesaw; District Wide Communication; Social Media; Parent Link; 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?	91.20%
b. What is our building chronic absenteeism rate?	33.80%
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?	Paraprofessional Training; Instructional Technology Training; Attendance/Truancy; Child Study Team Ratios;
Can they be achieved with additional resources?	Yes
Why or why not?	Our building has students with a lot of high trauma needs, it would be beneficial to have full time support for those areas. Staff needs Seesaw training and new staff could use basic technology training.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Barriers we find must often are mainly outside the building with parent engagement.
Identify the budget actions that should be taken to address and remove those barriers.	None can be identified at this time.
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.	Estimating two years.