



DISTRICT: D0259 - Wichita Public Schools
SCHOOL: Peterson Elementary
SCHOOL NO: 1760
INTERNAL NO: 384

| SECTION 1: Student Needs | Response |
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| a. How many students are in the building? | 321 |
| b. Percentage of students with an IEP? | 22.1% |
| c. Percentage of students enrolled in ELL services? | 5.3% |
| d. Percentage of students identified as At-Risk (Free Lunch)? | 50.5% |
| e. What is the teacher to student ratio average? | 12.25 |
| 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? | Attempting to channel our focus/energy on the comprehension piece for our elementary students. We are looking at the growth matrix regarding aReading (comprehension) and incorporating more writing professional learning as well as strategies that help with comprehension. |
| 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 safety/belonging data. |
| b. What are your targets/goals related to social/ emotional growth? | In line with district's strategic plan of getting 90% of students feeling that they are safe and belong at Peterson. |
| c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? | Several factors: age, ASQ, and information from Pre-K and other teams. |
| d. What are your targets/goals related to kindergarten Readiness? | We focus on our screener data (letter names, letter sounds, and word segmenting). |
| e. How are you measuring the success of individual plans of study? | Whether goals have been met or not as well as if we are seeing growth in screener data. |
| f. What are your targets/goals related to postsecondary completion/attendance? | Our goal is to be at the district goal of 94% ADA and we try and emphasize this by rewarding students with good attendance. |
| g. How are you ensuring students are civically engaged? | We try and hit on SEL items through Second Step as well as through the Social Studies curriculum (particularly in intermediate when discussing how our government is set up) |
| SECTION 3: Curriculum Needs | Response |
| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? | 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 |

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| SECTION 4: Educational Capacities pursuant to article 32.72-3218 | Response |
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| 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? | 7.92 |
| How many are needed at this building (vacant & filled)? | 8.24 |
| 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; Restorative Practices; SRG Training; LETRS Training; |
| 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? | No |
| 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 do not have any meetings/trainings set up like this. |
| 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 |
| 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 |
| Is it adequate? | Yes |
| SECTION 8: School Data | Response |
| a. What is our building attendance rate? | 92.70% |
| b. What is our building chronic absenteeism rate? | 23.50% |
| 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 |

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| SECTION 9: Other Data | Response |
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| a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues? | Parent & Community Involvement; Child Study Team Ratios; Attendance/Truancy; |
| Can they be achieved with additional resources? | Yes |
| Why or why not? | I believe we would be better equipped to help our population with more support (particularly CST) to directly help with attendance, parent involvement, and to help with our students that need more supports. |
| 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 Targeted intervention groups (more support to create smaller groups) More comprehension strategies/skills taught during Core |
| Identify the budget actions that should be taken to address and remove those barriers. | More professional learning for our staff regarding instructional strategies and comprehension strategies (district-wide PL). |
| 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. | Unsure. |