



DISTRICT: D0259 - Wichita Public Schools
SCHOOL: Price-Harris Communications Magnet
SCHOOL NO: 1686
INTERNAL NO: 330

| SECTION 1: Student Needs | Response |
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| a. How many students are in the building? | 477 |
| b. Percentage of students with an IEP? | 18.2% |
| c. Percentage of students enrolled in ELL services? | 12.8% |
| d. Percentage of students identified as At-Risk (Free Lunch)? | 54.7% |
| e. What is the teacher to student ratio average? | 16.45 |
| 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? | We are using the questions given from the testing modules to get the students ready for the state testing. |
| 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 data and follow-through with students who struggle, teacher observation, circles and 2nd step curriculum. |
| b. What are your targets/goals related to social/ emotional growth? | The goal is reduce tier 1 and tier 2 office referrals and make sure that all students feel safety and belonging in the school. |
| c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? | ASQ data |
| d. What are your targets/goals related to kindergarten Readiness? | Educate parents Pre-K readiness Meeting students where they are in the classroom |
| e. How are you measuring the success of individual plans of study? | Following the GEI process to ensure that all students are making progress toward their perspective grade level targets. |
| f. What are your targets/goals related to postsecondary completion/attendance? | Develop a love of school and reading to push the students toward a lifetime of learning. |
| g. How are you ensuring students are civically engaged? | Community members are invited to present to students and share their experience in the world related to students. |
| SECTION 3: Curriculum Needs | Response |
| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? | Class Within a Class; Interventions; Before/After School Support; Other; Monart |
| b. Are there appropriate and adequate instructional materials? | Yes |
| c. Is current technology appropriate? If no, what technology is needed to support the curriculum? | No; Technology is needed to support our magnet theme along with a certified teacher to push our magnet theme forward. |

| 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? | No |
| b. How many classified supports staff are currently employed? | 6.03 |
| How many are needed at this building (vacant & filled)? | 6.03 |
| 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; Restorative Practices; SRG 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? | 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? | Help is available through the district or through appointment with office staff we always provide academic days along with social worker providing outside resources. |
| 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 |
| SECTION 8: School Data | Response |
| a. What is our building attendance rate? | 92.90% |
| b. What is our building chronic absenteeism rate? | 22.20% |
| 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? | Paraprofessional Training; Child Study Team Ratios; Caseloads per Teacher; Other: Address Below; Training to build the capacity of our staff to meet the diverse needs of an urban school. |
| Can they be achieved with additional resources? Why or why not? | Yes Each kindergarten through 2nd grade teacher should have a teacher aide in the classroom to help monitor for understanding and co-teach with the teacher meeting the needs of all students in the classroom. Each 3-5 grade team should have one dedicated teacher aide to co-teach with the teacher while meeting the educational and behavioral needs of all students. In order to meet the needs of staff and students a full-time child study team is needed to address behavior and academic needs within the building. A full-time instructional coach would be able to push the lever in the expectation of all classrooms having high structure, high engagement with the support needed for students to learn to their fullest potential. |
| 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 to grade-level proficiency may include behavioral challenges, attention and processing delays, social-emotional struggles, defiance and work avoidance, learning gaps and support needs. Addressing these through full-time structured support teams, positive reinforcement, and tailored interventions will help close gaps. |
| Identify the budget actions that should be taken to address and remove those barriers. | Allocations will need to increase to include additional paraprofessionals, full-time instructional coach, full-time counselor, full-time speech pathologist and full-time psychologist. |
| 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. | Two years. |