



**DISTRICT:** D0259 - Wichita Public Schools

**SCHOOL:** Seltzer Elementary

**SCHOOL NO:** 1772

**INTERNAL NO:** 362

SECTION 1: Student Needs	Response
a. How many students are in the building?	494
b. Percentage of students with an IEP?	22.3%
c. Percentage of students enrolled in ELL services?	22.7%
d. Percentage of students identified as At-Risk (Free Lunch)?	54.9%
e. What is the teacher to student ratio average?	15.78
f. What is the teacher to student ratio median?	12.67
g. Are the needs of foster care students being met? If no, what supports are needed?	No We have 23 foster students with a part time Child Study Team. I need a Full Time Psychologist and a Full Time Social Worker, with each of these positions being the same person all 5 days of the week. With Foster Students comes a significant amount of Social Emotional needs that can't be met without a full time Child Study Team.
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?	1. Predictive Interim data is being used to differentiate core reading instruction. 2. Predictive Interim data is being used to plan for Tier 1 instruction to help students that are Tier 1 on Fastbridge but still not passing the State Assessment. 3. Fastbridge data is being used to put students in skill deficit based intervention groups for Tier 2 and Tier 3 instruction. 4. Teachers are trained where needed on Tier interventions to ensure fidelity to intervention instruction. Students set individual goals and track their own data in data notebooks with fluency for Tier 2 and 3 and Comprehension for Tier 1.
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?	Monitoring student referrals for growth and additional needs and to see that referrals are going down.
b. What are your targets/goals related to social/ emotional growth?	1. Set time each day to teach 2nd Step Curriculum. 2. Set time each day to teach the Seltzer Life Skill of the Week. 3. Implementation and training of Restorative Practices. 4. Refinement of STOIC structured classrooms and routines in order to have safe and structured environment. Student referrals will continue to go down as we refine our implementation of our curriculums and STOIC.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Parents are filling out the ASQ upon enrollment, this data is used to gather information on student readiness.
d. What are your targets/goals related to kindergarten Readiness?	Find and enroll younger siblings that could benefit from school based Pre-k.
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?	At an elementary level we are teaching social emotional skills and life skills every day during 2nd Step/Social Emotional part of our schedule to teach students the skill they need to be productive citizens.

SECTION 3: Curriculum Needs	
	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School; Extended Year; 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?	15.63
How many are needed at this building (vacant & filled)?	18.82
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?	Parent Nights and activities given at PT Conferences, such as teaching kinder parents how to use alphabet arcs.
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; Emails from Teachers; School Website; PhoneCalls/Text Messages; Newsletter
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Parent Link; Seesaw; District Wide Communication; Newsletter; Emails from Teachers; School Website; Phone Calls/Text Messages
Is it adequate?	Yes

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SECTION 8: School Data	
Response	
a. What is our building attendance rate?	93.30%
b. What is our building chronic absenteeism rate?	19.50%
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?	Child Study Team Ratios; Attendance/Truancy;
Can they be achieved with additional resources?	Yes
Why or why not?	After Site Council, Leadership Meeting, and Feedback from staff we have set a goal to improve our chronic absenteeism and tardy data. We have set goals and tasks to implement for the next year to bring awareness to families and to monitor attendance data. This work is time intensive and needs the involvement of the Social Worker. We currently have 542 students in our school, having a full time CST and Social Worker would help us achieve our goals with absenteeism.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	We currently have 542 students in our building even though at the top of this report is shows under 500, those numbers are old. We are slated to get another Mixed Abilities room significantly increasing our enrollment even more. This will impact our need for more CST help. Below is a summary of information. Seltzer Elementary Current Summary  Enrollment: 542  Foster Students: 23  SPED: 105  Coming from PreK as of now: 13 SPED  New MA Classroom: 15ish  Siblings that will come with new MA Students: 15ish or possibly more  Students in PreK needing tested for MA: 3  CST Allocations: Speech: 1.3 (this will not be enough for new MA) Psychologist: .8 (not enough currently, will not be able to handle new MA and rising enrollment) Social Worker: .8 (not enough currently, will not be able to
Identify the budget actions that should be taken to address and remove those barriers.	Is there any other school in the District with 550-600 students, 115-125 or more SPED students with a part time CST? Could these numbers be looked at and could Seltzer be allocated CST with the same equity as any other building? Keeping in mind we are non-title and we are not able to buy up any additional support needed.
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.	Mixed abilities students are not assessed in quite the same way regular education students are assessed. They would be able to show academic, social and emotional growth with the addition of needed support staff.