



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Spaght Science and Communications Magnet

SCHOOL NO: 1693

INTERNAL NO: 333

SECTION 1: Student Needs	Response
a. How many students are in the building?	480
b. Percentage of students with an IEP?	13.5%
c. Percentage of students enrolled in ELL services?	43.1%
d. Percentage of students identified as At-Risk (Free Lunch)?	92.1%
e. What is the teacher to student ratio average?	13.64
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?	This year we are incorporating KITE minis to try to help students practice test taking skills and build stamina. We are also building time into our professional development plan that allows time for teachers to discuss the depth of the targets and what the level of rigor needed to give opportunities to achieve the targets. We provide support in classrooms during core instruction to help with monitoring understanding and differentiated instruction.
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 measure social emotional growth through our behavior calls, office referrals, and positive office referrals.
b. What are your targets/goals related to social/ emotional growth?	Our goal is to decrease the amount of time that our students are out of the classroom unregulated. As a staff we continue to train on de-escalation techniques and ways to be proactive. Students receive a lesson on SEL daily in class through relational and restorative circles.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	The Ages and Stages Questionnaires (ASQ3 and ASQ:SE-2) provide snapshots of children's development milestones. Teachers use this information to ensure classrooms are ready to meet the needs of students.
d. What are your targets/goals related to kindergarten Readiness?	100% of our students will know their letter names and sounds, phoneme segmentation, and word segmentation by the end of the school year.
e. How are you measuring the success of individual plans of study?	Progress Reports
f. What are your targets/goals related to postsecondary completion/attendance?	N/A
g. How are you ensuring students are civically engaged?	We have student ambassadors that represent each class in fourth and fifth grade. These students lead building- wide initiatives. The group is in charge of being the liaison for their class to relate ideas and problem solve building issues. We also have Spaght Squads that help to develop leadership skills.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School; Interventions; Class Within a Class; 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.	No
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.	No
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?	15.52
How many are needed at this building (vacant & filled)?	16.89
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?	LETRS Training; Instructional Coaching; 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?	We started a program called Bridges Out of Poverty in partnership with HopeNet in January. The program helps families identify resources and create family structure. We make sure all of our parent events have a link to learning activities and students are able to practice grade level skills.
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; 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; District Wide Communication; Seesaw; Social Media; Emails from Teachers; School Website; Phone Calls/Text Messages; Newsletter
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	90.10%
b. What is our building chronic absenteeism rate?	35.40%
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

DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: Spaght Science and Communications Magnet
 SCHOOL NO: 1693
 INTERNAL NO: 333

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?	Parent & Community Involvement; Attendance/Truancy; Other: Address Below; Staff Vacancies Schedules due to vacancies Staff attendance/Sub shortage
Can they be achieved with additional resources?	No
Why or why not?	The issues are personnel/staffing issues. Maybe adding incentives for staff or sub attendance.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	To achieve grade-level proficiency on assessments, it is essential to address several barriers that hinder student success. One significant challenge is the presence of students entering the school setting below grade level, often due to factors such as not attending school prior to kindergarten or first grade, as well as mobility issues that disrupt their learning continuity. Additionally, students require support in building stamina, particularly during moments of productive struggle. Moreover, persistent issues such as tardiness and early departures further complicate the learning environment. These behaviors not only disrupt the flow of instruction but also contribute to gaps in knowledge and understanding. Addressing these behavioral concerns is vital, as they can significantly impede the overall learning experience and hinder students' ability to reach their full potential.
Identify the budget actions that should be taken to address and remove those barriers.	More funding for Pre-K programs to help with early interventions.
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.	Decrease the % of students below benchmark on 3rd grade Reading from 56.5% to 53% by May 2025.