



DISTRICT: **D0259 - Wichita Public Schools**

SCHOOL: **Stanley Elementary**

SCHOOL NO: **1782**

INTERNAL NO: **367**

SECTION 1: Student Needs	Response
a. How many students are in the building?	436
b. Percentage of students with an IEP?	25.2%
c. Percentage of students enrolled in ELL services?	19.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	82.1%
e. What is the teacher to student ratio average?	13.59
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?	No
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?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	<ul style="list-style-type: none"> <li>- Using KITE mini assessments to collect, assess, and reteach content.</li> <li>- Narrowed focus on professional learning to focus on lesson planning and data discussions.</li> <li>- Feedback loop from instructional leadership team (admin and instructional coach) classroom walk through data collection to leave feedback and guide professional learning.</li> <li>- Instructional learning schedule aligned as a building to increase effectiveness and provide the most amount of structured learning time.</li> <li>- Identifying the most appropriate least restrictive environment for SPED students and the supports needed in their instructional settings.</li> <li>- Creating a para schedule that ensures all class with in a class SPED students receive their require support (when available).</li> <li>- Building improvement plan that is data driven with WIGS and Leads.</li> <li>- Quarterly whole school data discussions.</li> </ul>
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes

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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?	Collecting tier 1 behavior data, office referrals, IEP goals, SAEBRs, behavior rating scale.
b. What are your targets/goals related to social/ emotional growth?	<p>T1: Social Awareness: Demonstrate awareness of others' thoughts, feelings, and differences (the student appropriately reacts to others in a variety of situations).</p> <p>T2: Interpersonal Skills: Demonstrate communication and social skills to interact effectively within relationships.</p> <p>T1: Core Principles: Demonstrate traits of good character in a variety of settings, such as honesty, kindness, self-control, and perseverance.</p> <p>T2: Decision Making Skills: Demonstrate responsible and effective decision making skills in a variety of settings.</p> <p>T3: Problem Solving Skills: Develop, implement, and model effective problem solving skills in a variety of settings.</p>
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	<p>As a school we share information with families and we work with our Pre-K classrooms to make sure students have opportunities to work on the skills that will help them in kindergarten. We incorporate available times in specials classes (PE and library), have students walk to the kitchen to get their snacks, align agendas with Pre-K and kindergarten to have the same beginning of the year kindergarten assessment to reference. We then share district provided information on starting kindergarten. We also work to ensure families of Pre-K and current kindergarten students complete the ASQ.</p> <p>Overall as a district, there is limited criteria other than being 5 before August 31st as to whether students are allowed to begin kindergarten.</p>
d. What are your targets/goals related to kindergarten Readiness?	<p>Goal: Clear communication of expectations (attendance) and improvement with engaging parents as part of the learning process through understanding milestones and the impact on academic/behavioral growth.</p> <p>For those students who are in our building for Pre-K, we collect and share student's current data as it relates to Kindergarten WIGS (letter name, letter sound, word segmenting, subitizing 1-10, and counting to 20).</p>
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?	<p>Beyond the building initiatives like the turkey drive and heart challenge, we have started a 4th/5th grade leadership group this year that rotates students every quarter. This leadership group has done projects with the whole building like kindness challenges, pull tab collection, partner class (older with younger grade) reading, and creating resources (like bookmarks) to provide to younger students to encourage reading.</p> <p>We have also started an art club this year, that has completed community service projects for the building like creating attendance signs and games for for our annual carnival.</p>
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

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.	No
Sufficient knowledge of economic, social and political systems to enable students to make informed choices.	No
Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state and nation.	No
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	No
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	No
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?	No
b. How many classified supports staff are currently employed?	18.49
How many are needed at this building (vacant & filled)?	18.49
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	No
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; Other; -Creating lesson plans with critical content that also includes research based engagement techniques. -Trauma informed behavior response training (Conscious Discipline).
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?	PTO and Site Council meetings (combined at this time due to lack of attendance). We attempted Parent Universities this year but had limited attendance so we will revamp these for next year.
c. Do you have an active site council?	No
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?	District Wide Communication; Social Media; School Website
Is it adequate?	No
SECTION 8: School Data	Response
a. What is our building attendance rate?	91.10%
b. What is our building chronic absenteeism rate?	30.80%
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?	Scheduled Time/PD Time; Parent & Community Involvement; Attendance/Truancy; Child Study Team Ratios;
Can they be achieved with additional resources?	Yes
Why or why not?	<p>Yes we would be able to address our barriers if we had appropriate support available.</p> <p>This year we were a welcoming building and gained around 80 new students but lost instructional support. Due to absences throughout the year, we have not been able to cover SPED minutes with fidelity on a regular basis without using Title-funded staff.</p> <p>We also pay for 1/2 our social worker's and counselor's salary although we have the needs for our building for these positions to be funded by the district. We would otherwise be able to allocate those Title funds that we use for them to have additional learning opportunities before/during school or even lunch groups during the day.</p>
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	<p>The first barrier to overcome is attendance. With the new students we welcomed this year, chronic absenteeism has increased. We would like to increase family support to help with the importance of regular attendance and being on time or not leaving early.</p> <p>The second barrier would be parent/community support. The need for parents being actively involved in their students learning is crucial for their success.</p> <p>The third barrier is adequate supports. We do not have adequate support to ensure SPED minutes are being covered with fidelity and we do not have adequate support to consistently address the social and emotional needs that our students have that are impeding their ability to focus on academics.</p>
Identify the budget actions that should be taken to address and remove those barriers.	<ul style="list-style-type: none"> <li>- District and building initiatives for attendance. We currently have building initiatives but they only impact students and we know the problem often lies with the adult. We aren't quite sure of ideas on how to impact parents.</li> <li>- District and building initiatives for family engagement. Our building currently does "fun" activities because they are the ones that parents will attend. It would be nice to have some district programming that could support buildings by creating ideas that could be shared with all of the buildings to help create a consistent message for all families (ie: curriculum introduction nights, community partners like WPD/YMCA holding programs at various buildings to help with parenting, etc)</li> <li>- Fully funding our social worker and/or counselor from the district budget instead of our building Title budget. This would allow us to allocate the funds to other ideas and supports we have to increase student success like lunch group, before/after school tutoring, updated materials like manipulatives and research based interventions, etc.</li> </ul>
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.	We estimate it would take 2-3 school years before the adequate amount of students at Stanley would be able to achieve grade level proficiency. We would need adequate supports in place first for us to address the social and emotional needs of our students to get them to school, ready to learn, and safe. After we are able to ensure students are at school and ready to learn, then we can continue to focus on our academics and move the needle toward all students being proficient on their early screeners and then state assessments.

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