



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Washington Elementary

SCHOOL NO: 1790

INTERNAL NO: 371

SECTION 1: Student Needs	Response
a. How many students are in the building?	470
b. Percentage of students with an IEP?	15.5%
c. Percentage of students enrolled in ELL services?	51.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	90.2%
e. What is the teacher to student ratio average?	14.21
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?	<p>We have put a large focus on better attendance this school year and have seen growth in this area. We also work hard on level of engagement and building a sense of belonging through Ron Clark Academy HOUSES, Opportunities to Respond, and Total Participation Techniques.</p> <p>We use AVID strategies to increase RIGOR and are one of 5 elementary schools in Wichita that is an AVID Elementary. Our upper grades use the interim assessments to work with students on assessment strategies. We have increased our parent involvement through many more family engagement opportunities and getting parents into the school to learn how they can support their childrens learning.</p>
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 Assessment
b. What are your targets/goals related to social/ emotional growth?	We use Second Step curriculum and Restorative Practices strategies to support our students social/emotional growth. There's a focus on manners through the Essential 55 as well as positive character trait lessons within our building, daily Eagle Excellence awards, Students of the Month, and various classroom incentives have made a huge impact on students. Our CST along with teachers create plans to assist students that need more individualized support creating goals based on specific needs.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	As a Title one public school, we take all students that enroll for kindergarten, regardless of whether they're "ready". However, we do have all parents take the ASQ to give us information as to where they are when they get to us.
d. What are your targets/goals related to kindergarten Readiness?	Parents take the ASQ for their Pre-K and Kinder aged children, some of this data appears skewed. We adjust as necessary to meet the many needs of the kids.
e. How are you measuring the success of individual plans of study?	Through various types of assessments such as paper/pencil, oral, observation, etc.
f. What are your targets/goals related to postsecondary completion/attendance?	As an AVID elementary school we put a huge focus on college. We are proud to say that 25 of our 5th graders applied for the AVID program in middle school and all 25 were accepted for next year! We have implemented career day based on an alignment across K-5 that builds student interest in a variety of college and career opportunities.
g. How are you ensuring students are civically engaged?	While Washington is over 90% free/reduced lunch our students are taught about taking care of people in their community at a very young age. We have food drives, and various clubs such as Girls on the Run, Ladies & Gentlemen's Club, and House Leaders that volunteer in the community. We also have each upper grade paired with a primary class so that kids are learning to look out for the younger ones. Teachers teach units about things that affect us globally such as the environment.
SECTION 3: Curriculum Needs	
Response	
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Tutoring; Before/After School Support; 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.	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.	Yes
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

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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?	14.44
How many are needed at this building (vacant & filled)?	15.51
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?	Other; We require more training for staff on mental health. Restorative Practices are wonderful for tiers 1& 2 behaviors, but this isn't meeting the needs of the students that have severe social/emotional needs. The mental health of our young children has become a MAJOR concern and in no way do we have the proper tools to deal with this.
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?	We have a "mom's group" that meets with our parent involvement person weekly. We also have monthly "Coffee Chat" meetings in which we bring people in from K-State, the city, our district, and school to work with parents on topics that are pertinent to them.
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?	91.30%
b. What is our building chronic absenteeism rate?	32.60%
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?	Child Study Team Ratios; Attendance/Truancy; Caseloads per Teacher;
Can they be achieved with additional resources?	Yes
Why or why not?	If we had more Child Study Team members to help address the many needs of our students, as well as the proper SPED support for the students we have, we would actually be able to meet more of the students' needs. Telling us to "push students in" more isn't what's always best for kids; it's what funding can take care of. Students with incredible social/emotional needs affect everybody in the classroom—the trauma that it can cause for all the other students is staggering. We know if we can pull some students out of the larger class settings and provide quieter, smaller groups for learning, most kids will perform better...not all day...but having the opportunities for smaller settings when kids need them is crucial. Our students need adequate space and quiet environments. Students can often be overstimulated by large general education rooms which can become unsafe when there isn't enough support to assist.
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 need para professionals and child study team specialists to support our SPED and ESL student needs, in addition to title 1 paras that can then support our students that come in with low language acquisition, due to factors outside of the school building, and all that those issues imply.
Identify the budget actions that should be taken to address and remove those barriers.	Funding needs to be address fairly and equitably.
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 budge actions would be implemented.	We believe in 3-4 years we would see huge growth in both ELA and Math with the right amount of trained support in our building