



DISTRICT: D0259 - Wichita Public Schools
SCHOOL: Woodland Magnet Elementary
SCHOOL NO: 1800
INTERNAL NO: 376

| SECTION 1: Student Needs | Response |
|---|---|
| a. How many students are in the building? | 347 |
| b. Percentage of students with an IEP? | 16.7% |
| c. Percentage of students enrolled in ELL services? | 30.0% |
| d. Percentage of students identified as At-Risk (Free Lunch)? | 79.8% |
| e. What is the teacher to student ratio average? | 13.09 |
| 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? | 1. Emphasis on essential instructional practices. 2. Implementation of small group tiered interventions (Tiers 1, 2, and 3). 3. Tutoring services for English Language Arts (ELA). 4. Establishing goals for students, classrooms, and the overall building. 5. Execution of AVID (Advancement Via Individual Determination) initiatives. 6. Professional development focused on LETRS (Language Essentials for Teachers of Reading and Spelling) training. 7. Training and implementation of magnet theme programs. 8. Hosting Family Literacy Nights. 9. Setting WIG (Wildly Important Goals) for each grade level, concentrating on fluency and comprehension. 10. Training on TPT (Teachers Pay Teachers) strategies. |
| 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? | Classroom Goal trees/apples with worms in the classrooms. Students get a worm each time they meet a goal in the classroom. Tracked in the classroom and modified as needed. Teachers keep track of individual student goals through this system as well as charts in the student data binder. Data for ERASE plans and FBA is used for tier 3. Also other items we look at for this is student of the month, behavior data, attendance data, magnet checklist, calm down corner implementation. |
| b. What are your targets/goals related to social/ emotional growth? | Increase in daily attendance rates, decrease in behavior referrals. If students are attending school and showing positive behavior. |
| c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? | Student must be at least 5 years old. Parents take ASQ to determine the skillset that students have when they arrive at kinder. |
| d. What are your targets/goals related to kindergarten Readiness? | Woodland has Pre-K, but not all students attend Pre-K, or Pre-K at Woodland. The goals of Pre-K are learning how to be successful in school when working with others, then academic portions aligned with letter names, letter sounds, and concepts of print. |
| 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? | Junior Achievement organizes a career fair and a community garden that students and classes prepare and maintain, allowing the community to benefit from shared resources. Community members collaborate with Woodland to provide support for the school. Additional activities include Hispanic Heritage Night, Black Cultural Family Night, Health and Wellness events, Kansas Day celebrations, and Veterans Day observances. |

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| SECTION 3: Curriculum Needs | Response |
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| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? | Before/After School Support; Tutoring; 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? | No; We need the clear touch panels that other schools have/been getting since our smart boards are no longer supported when they break. |
| 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? | No |
| b. How many classified supports staff are currently employed? | 8.6 |
| How many are needed at this building (vacant & filled)? | 10.36 |
| 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; Other; Everyday Labs for attendance tracking, Active Schools training sessions, mathematics training programs, and opportunities for students to engage in response training. |
| SECTION 6: Facility Needs | Response |
| a. Is there adequate space for student learning? | No |
| 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? | Literacy night to provide tools and resources to parents to teach them how to help support their children with reading. |
| 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 |

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| SECTION 8: School Data | |
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| a. What is our building attendance rate? | 91.20% |
| b. What is our building chronic absenteeism rate? | 32.20% |
| 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 |
| SECTION 9: Other Data | |
| 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; Instructional Technology Training; Parent & Community Involvement; Attendance/Truancy; Child Study Team Ratios; Caseloads per Teacher; Physical Space for Learning; |
| Can they be achieved with additional resources? | Yes |
| Why or why not? | Woodland requires expanded learning space that accommodates small group instruction. The increase in the CST allocation is necessary to address the growing student population and their diverse needs. Additionally, we seek to reinstate funding for the math interventionist position that was previously eliminated. It is also essential to restore the allocation for the ESOL teacher, which is critical for our students. Furthermore, we recommend the continuation of funding for the attendance program at the district level. |
| 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 enhance student engagement, it is essential to boost average daily attendance, ensuring that students arrive at school punctually and are actively involved in their learning. This initiative should also focus on increasing parental involvement, particularly in tutoring programs. Additionally, offering higher compensation for tutors can incentivize more staff to participate in after-school tutoring sessions. As the academic and social-emotional needs of students grow, there is a pressing requirement for full-time Child Study Team (CST) members to effectively address these demands. This includes the necessity for a full-time Speech-Language Pathologist (SLP) and School Psychologist. Furthermore, Woodland currently lacks adequate physical space for small group instruction, which often leads to multiple groups sharing the same area or utilizing hallways as makeshift working spaces. Lastly, it is crucial to ensure that technology is consistently operational to support the learning environment. |
| Identify the budget actions that should be taken to address and remove those barriers. | The full-time CST position will necessitate an increased allocation of resources. Additionally, the Math Interventionist and ESOL roles will also require further funding. It is essential to continue financing the attendance program, as we have observed a notable rise in student attendance as a result of these efforts. We propose raising compensation for both classified and certified staff involved in tutoring, which will encourage more personnel to participate in before and after-school tutoring sessions. Furthermore, we recommend extending the number of hours permitted for volunteer site coordinators to foster greater engagement with parents and community members. Lastly, we must expedite the process of integrating new technology into classrooms, as current smart boards are ineffective, and both projectors and staff computers are becoming outdated and are experiencing slow connections. |
| 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. | End of the school year if items are implemented in the fall. |