



DISTRICT: D0259 - Wichita Public Schools
SCHOOL: Woodman Elementary
SCHOOL NO: 1802
INTERNAL NO: 377

SECTION 1: Student Needs	Response
a. How many students are in the building?	613
b. Percentage of students with an IEP?	25.8%
c. Percentage of students enrolled in ELL services?	22.2%
d. Percentage of students identified as At-Risk (Free Lunch)?	77.3%
e. What is the teacher to student ratio average?	14.15
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 Additional social emotional learning, transportation, communication with agencies & foster parents, mandatory SEL waivers.
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?	We are focusing our work on universal screeners to identify students not proficient and ensure appropriate interventions are in place to gain proficiency. Next year, once professional development is back at the building level, we plan to purposefully plan with teachers using "target, teach, assess" with an emphasis on engagement and collaboration.
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 are measuring this growth in reduction of office referrals and push in supports throughout the building.
b. What are your targets/goals related to social/ emotional growth?	Increase average daily attendance from 93.8% to 95% by end of May 2025.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Increase the percentage of Ages and Stages Questionnaires completed from 79.4% to 81% by end of September 2025.
d. What are your targets/goals related to kindergarten Readiness?	Teachers consistently apply word recognition routines each day with a high level of fidelity. The goal for Kindergarten Word Study is to increase from 60% to 90% by May 2025. For Kindergarten Letter Naming Fluency, the target is to rise from 49% to 90% by May 2025. Additionally, the aim for Kindergarten Letter Sound Fluency is to improve from 47% to 90% by May 2025.
e. How are you measuring the success of individual plans of study?	We have a data board that is updated monthly on progress. This is paired with progress monitoring checks to ensure progression is made with appropriate interventions.
f. What are your targets/goals related to postsecondary completion/attendance?	Our CST is currently working with strategic families to help identify and support families with attendance concerns. Our teachers are also now implementing a practice of reaching out to families after students have been absent two days in a row.
g. How are you ensuring students are civically engaged?	We are initiating plans for activities aimed at fostering a sense of belonging among students. Currently, we have established clubs for 4th and 5th graders to provide them with opportunities for focused engagement and leadership development. As part of our commitment to AVID, we will be implementing monthly career days during non-special professional development days.

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Extended Year; Interventions; Class Within a Class; Other; Girls on the Run now has been implemented for 3rd-5th grade girls.
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?	25.39
How many are needed at this building (vacant & filled)?	27.02
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; 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?	There are two parent evenings throughout the year, along with conferences, to focus on parent input and training.
c. Do you have an active site council?	No
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; 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
Is it adequate?	Yes

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SECTION 8: School Data	
Response	
a. What is our building attendance rate?	90.90%
b. What is our building chronic absenteeism rate?	33.20%
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	
Response	
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Paraprofessional Training; Parent & Community Involvement; Attendance/Truancy; Child Study Team Ratios;
Can they be achieved with additional resources?	Yes
Why or why not?	With 25% SPED in a building of 613+ (official counts range from 613-640 due to high mobility), it is very difficult to maintain adequate interventions and allow CST to manage jobs outside of SPED roles.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Adequate time and training throughout the building would allow for professional development of staff to meet the needs of the students. This should also be paired with an appropriate number of student to staff ratios, with emphasis on CST members.
Identify the budget actions that should be taken to address and remove those barriers.	Additional CST allocations, psych & social workers especially, would allow for these roles to spend time outside of SPED supports.
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.	3-5 years