



DISTRICT: **D0259 - Wichita Public Schools**

SCHOOL: **Allison Traditional Magnet**

SCHOOL NO: **1804**

INTERNAL NO: **202**

SECTION 1: Student Needs	Response
a. How many students are in the building?	536
b. Percentage of students with an IEP?	16.6%
c. Percentage of students enrolled in ELL services?	6.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	60.3%
e. What is the teacher to student ratio average?	14.49
f. What is the teacher to student ratio median?	11.78
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?	<p>We prioritize empowering students by fostering a deep understanding of their academic data. We believe that awareness is the first step toward ownership and pride in their educational journey. Through the implementation of Standard Reference Learning, we guide students in identifying and addressing key standards and targets that align with their academic learning needs.</p> <p>Our approach is holistic; we not only focus on the students but also actively involve their families. During conferences, we share insightful data with parents, facilitating meaningful discussions that help set achievable goals for future performance, particularly concerning state assessments. This collaborative effort ensures that both students and their families are engaged in the learning process, creating a supportive environment for academic growth.</p> <p>Additionally, we utilize screener data throughout the school year to monitor student progress toward their established goals. This ongoing assessment allows us to tailor our instructional strategies, ensuring that each student receives the support they need to thrive. By fostering a culture of data literacy and goal-setting, we equip our students with the tools necessary for success in their academic endeavors.</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?	We have advisement lessons using Second Step Curriculum and we have students do self-assessments to gauge their connection with school. We also use the Safety and Belonging Survey to assess students' feelings and sense of belonging throughout the school year.
b. What are your targets/goals related to social/ emotional growth?	Our goal for each student is to feel a sense of community and belonging at school. We strive to develop relationships so each student has at least one trusted adult that they feel comfortable coming to for support or who can find resources to help support them in their social emotional needs.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	N/A
d. What are your targets/goals related to kindergarten Readiness?	N/A
e. How are you measuring the success of individual plans of study?	We use Xello to help students develop their individual plan of studies.
f. What are your targets/goals related to postsecondary completion/attendance?	Our goal is to help students be future ready and prepared for the academic rigors of high school to help improve the graduation rate. Establishing foundational work habits, study skills and character traits to help them be successful. We strive to have more than 90% daily attendance rate the entire school year.
g. How are you ensuring students are civically engaged?	Engaging students with the community is crucial for helping them recognize the various possibilities and opportunities available to them. Additionally, it is essential to instill values such as stewardship, empathy, and resilience, enabling them to collaborate effectively with diverse individuals within the community.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Tutoring; 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.	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? How many are needed at this building (vacant & filled)?	6.03 9.42
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?	Restorative Practices; SRG 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?	We provide workshops and open houses for families and the community to learn about school, the school systems, and how to navigate and communicate within those systems. How to navigate their ParentVue accounts so they can monitor their student's academic progress and attendance.
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? Is it adequate?	Parent Link; District Wide Communication; Social Media; Emails from Teachers; School Website; PhoneCalls/Text Messages Yes
f. What types of communication/social media exists with your community? Is it adequate?	Parent Link; District Wide Communication; Social Media; Emails from Teachers; School Website; Phone Calls/Text Messages Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	92.80%
b. What is our building chronic absenteeism rate?	23.00%
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; Child Study Team Ratios; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	<p>We firmly believe that by implementing more targeted training for our paraprofessionals, we can significantly enhance the learning experience and eliminate existing barriers to education. Currently, our CST ratios are insufficient to meet the growing social-emotional needs of all students, which is a pressing concern. The introduction of a Categorical Program has further stretched our already limited resources, making it imperative that we address these challenges head-on.</p> <p>To effectively support our students, we propose the addition of another counselor and a full-time psychologist. These roles are essential for providing the necessary support and guidance that our students require. Furthermore, improving the physical spaces designated for students with disabilities is crucial. We need to ensure that they have access to facilities that adequately meet their needs, particularly concerning toileting and movement throughout the building.</p> <p>By addressing these critical areas, we will be better equipped to meet the diverse needs of our students. This proactive approach will not only enhance their social-emotional well-being but also foster character development, ultimately leading to a more inclusive and supportive educational environment.</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>To enhance our educational framework, the introduction of dedicated math and reading interventionists is essential. These professionals would focus on targeted interventions across the entire building, ensuring that students receive the support they need to thrive academically. Their responsibilities would include implementing intervention groups, closely monitoring student progress, and collaborating with teachers to develop effective strategies for accommodating diverse learning needs during core instruction.</p> <p>Additionally, the presence of a full-time librarian would significantly contribute to fostering a school-wide culture that celebrates and nurtures a passion for reading. This role would not only support students in their literary pursuits but also promote a vibrant reading environment that encourages exploration and discovery. Together, these positions would create a robust system of supports aimed at enhancing student learning outcomes and cultivating a love for reading within our school community.</p>
Identify the budget actions that should be taken to address and remove those barriers.	District Budget request have been submitted to address the needs expressed submission.
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 are confident that by implementing the proposed budget items, we can achieve a meaningful enhancement in grade-level proficiency at a steady pace. This strategic investment will enable us to make significant incremental improvements over the coming years, fostering an environment where students can thrive academically. Our commitment to this initiative reflects our dedication to educational excellence and the long-term success of our learners.