



**DISTRICT:** D0259 - Wichita Public Schools  
**SCHOOL:** Horace Mann Magnet  
**SCHOOL NO:** 1818  
**INTERNAL NO:** 236

SECTION 1: Student Needs	Response
a. How many students are in the building?	642
b. Percentage of students with an IEP?	13.2%
c. Percentage of students enrolled in ELL services?	45.2%
d. Percentage of students identified as At-Risk (Free Lunch)?	72.1%
e. What is the teacher to student ratio average?	15.62
f. What is the teacher to student ratio median?	14.21
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>ENGLISH Reading KAP: Instructional Coach will provide teachers with ongoing professional development on the implementation of the Critical Reading Process. Admin team will give teachers feedback on identifying the critical content from the standards in their lessons. The team will share &amp; compare feedback given to teachers to discuss consistency and quality of feedback given.</p> <p>Lead Measure 1: Teachers will engage students with text using the (high impact strategy) Critical Reading Process. Lead Measure 2: The teacher will review mini-KITE assessments bi-weekly focusing on reading in core and writing and grammar in intervention. Lead Measure 3: ELA's second lead measure can be increasing comprehension in core and writing and grammar in intervention by giving students more opportunities to respond.</p> <p>MATH KAP - Non-negotiables: Attend professional development geared towards using curriculum resources and proficiency scales; Math teachers will monitor students at risk at the proper cadence with the appropriate assessment(s); Intentionally plan lessons to address progress monitoring data (iXL) and most challenging standards. Lead Measures: Lead Measure 1: The teacher will use the critical reading process to help students process and understand the readings once per unit; Lead Measure 2: The Teacher will model marking the text using the CUBES strategy on the mini-KITE assessments.</p>
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)	
Question	Response
a. How are you measuring social/emotional growth?	We are having students opt in to be surveyed using our district's Safety and Belonging survey near beginning of year and during 3rd quarter. We also formatively assess student's emotional well being through using social emotional lessons through the use of Second Step curriculum.
b. What are your targets/goals related to social/ emotional growth?	Research indicates that when students feel safe and have a positive perception of their school environment, their attendance rates improve. Our goal is to increase our average daily attendance from 94.7% to 96.7%.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Parents complete the Ages & Stages Questionnaire (ASQ) during Kindergarten enrollment. The answers to the questions help us determine kindergarten readiness.
d. What are your targets/goals related to kindergarten Readiness?	The ASQ is a great tool to understand where our students are developmentally when they come to us. This information helps teachers plan for activities that support overall kindergarten readiness. Beyond fine and gross motor skill development, we assess students in English & Spanish letter names and sounds, and their ability to segment words.
e. How are you measuring the success of individual plans of study?	We use Xello. Our counselor is the IPOS coordinator. She works in conjunction with the teachers to ensure the plans are being completed. We had a 100% completion rate.
f. What are your targets/goals related to postsecondary completion/attendance?	Our goal is to teach all students to speak, read, and write in both English and Spanish, through a strong standards-based curriculum taught in both languages and to create confident, bilingual, and bi-literate learners who can problem-solve and be successful in the diverse world we live in. If achieved, our students will be college and career ready.
g. How are you ensuring students are civically engaged?	<p>Students learn about the American Revolution, The Constitution, and The Bill of Rights. Teacher brings these concepts to life by having students exercise their First Amendment rights by participating in a simulated protest and their right to vote by participating in mock elections.</p> <p>Staff also creates several opportunities for students to perform for our community and plan opportunities for students to get to know our community through several field trips throughout the year.</p>
SECTION 3: Curriculum Needs	
Question	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	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.	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?	15.16
How many are needed at this building (vacant & filled)?	15.66
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; As a dual language magnet, our teachers need ongoing professional development to teach for biliteracy. Access to workshops and conferences from experts in the field is also necessary for student success.
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?	Introduction to Kindergarten lays the foundation to help parents understand the expectations and level of support necessary to help students be successful in a dual language program. This information is reiterated yearly at our Open House Night and as needed during the fall and winter parent teacher conferences.
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; District Wide Communication; Social Media; Emails from Teachers; School Website; PhoneCalls/Text Messages; Seesaw
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Parent Link; Seesaw; District Wide Communication; Social Media; Emails from Teachers; School Website; Phone Calls/Text Messages
Is it adequate?	Yes

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SECTION 8: School Data	Response
a. What is our building attendance rate?	94.90%
b. What is our building chronic absenteeism rate?	9.90%
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?	<p>Paraprofessional Training; Other: Address Below; Para training-programs and behavior strategies (especially with littles) that address oppositional behavior and cognitive conditions (autism, ADHD, etc.).</p> <p>Facilities needs: Larger kitchen to serve students more efficiently. A locker room for middle school students to change for P.E. and participation in athletics programs. A gym with bleachers for home games. Without an auditorium, the gym could have a stage to allow for fine arts presentations. Considering we have no track, having partial track equipment on our playground would be helpful. Shade solutions such as canopies for the playground for students to get relief from heat.</p>
Can they be achieved with additional resources?	Yes
Why or why not?	<p>The para professional needs quality resources for professional development, and possible stipends.</p> <p>All other facilities needs require substantial amount of resources.</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>Development of a Bi-lingual summer school program. Increase tutoring availability to include 1st grade through 8th grade. Consider additional academic support for middle school students before, during lunch, or after school.</p> <p>Para training – intervention programs and behavior strategies that address oppositional behavior and cognitive conditions (autism, ADHD, etc.).</p> <p>Additional 0.5 FTE for Spanish Language Arts Teacher to provide greater differentiation, levels of support, and intervention or enrichment as needed.</p> <p>Consideration of Behavior Interventionist support staff member to provide additional behavioral support that does not detract from other students' support.</p>
Identify the budget actions that should be taken to address and remove those barriers.	Re-prioritize Title 1 budget to possibly address these shortcomings. Submit funding requests to Magnet Department. Submit budget request items to secondary office through Budget Request Form.
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.	One year to implement and another couple of years for the additions to bear fruit. By the end of SY 27-28 we would notice significant gains in our state assessment data.