



**DISTRICT:** D0259 - Wichita Public Schools

**SCHOOL:** Christa McAuliffe

**SCHOOL NO:** 1664

**INTERNAL NO:** 261

SECTION 1: Student Needs	Response
a. How many students are in the building?	829
b. Percentage of students with an IEP?	13.3%
c. Percentage of students enrolled in ELL services?	16.8%
d. Percentage of students identified as At-Risk (Free Lunch)?	42.5%
e. What is the teacher to student ratio average?	14.21
f. What is the teacher to student ratio median?	14.21
g. Are the needs of foster care students being met? If no, what supports are needed?	No A person who can dedicate their time to working with students with higher needs.
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?	We regularly review student data, and our teachers adjust their instruction based off of it.
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?	Safety and Belonging Survey, SAEBRS.
b. What are your targets/goals related to social/ emotional growth?	Continue to increase student safety and belonging based off our district survey.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	ASQ, Intro to Kindergarten.
d. What are your targets/goals related to kindergarten Readiness?	We want 100% of our students proficient in LNF and LS by the end of kindergarten.
e. How are you measuring the success of individual plans of study?	Xello and 5 year plan completion for 8th grade
f. What are your targets/goals related to postsecondary completion/attendance?	100% of our students will have a plan for the year after high school.
g. How are you ensuring students are civically engaged?	Current Events class, school newspaper, Girls on the Run, Service Learning projects.
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; Extended Year;
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; Elementary would like iPads/devices for every classroom instead of sharing between grade levels.

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?	10.56
How many are needed at this building (vacant & filled)?	11.31
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;
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?	Middle School Parent University. Elementary will do Parent University. Homework Hotline (district wide). Intro to Kindergarten.
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; Seesaw; 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?	93.00%
b. What is our building chronic absenteeism rate?	23.10%
a. what is our district graduation rate?	N/A
b. What is our dropout rate?	0.30%
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?	Attendance/Truancy; Child Study Team Ratios; Caseloads per Teacher; Paraprofessional Training; Scheduled Time/PD Time;
Can they be achieved with additional resources?	Yes
Why or why not?	Our student demographics are evolving, necessitating increased support. Although we do not receive Title funding, we are seeing a growing number of students entering kindergarten with both academic and behavioral challenges. This past year, our allocation for paraprofessionals was decreased, which has had a noticeable impact on our teachers. To effectively teach the essential academic and social skills required for success, we urgently need additional assistance in our kindergarten and first-grade classrooms.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Our band program has continued to grow beyond our current allocation capacity. Our head band teacher is currently 0.83 time at CMA, but we could use her full time at CMA. Her beginning band classes have 33 and 38 students. Her 7th grade class has 47 and her 8th grade class has 49. We would use the one additional class period to balance her class sizes, and it would save on mileage between CMA and Coleman every day.  We have students that come from low SES backgrounds, and we need additional support for them.
Identify the budget actions that should be taken to address and remove those barriers.	I am requesting either a Reading Interventionist or two paras. This person(s) would be utilized in our kindergarten and 1st grade classrooms to bring our students to grade level proficiency.  Increase allocation of my band teacher, Ms. Kirk, from 0.83 to 1.
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.	2029 would be when this would be reflected on our state assessments since it would take a few years for them to be in 3rd grade.