



DISTRICT: D0259 - Wichita Public Schools
SCHOOL: Levy Special Education Center
SCHOOL NO: 1715
INTERNAL NO: 299

SECTION 1: Student Needs	Response
a. How many students are in the building?	80
b. Percentage of students with an IEP?	101.3%
c. Percentage of students enrolled in ELL services?	1.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	80.0%
e. What is the teacher to student ratio average?	5.23
f. What is the teacher to student ratio median?	#N/A
g. Are the needs of foster care students being met? If no, what supports are needed?	No More mental health support is needed. We are getting more students who need counseling, both in and out of school. Our psychologist and social worker provide counseling, but we need a clinical counselor.
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?	No
j. Do you have a tiered system of support to target math growth?	No
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?	Training all teachers in LTERS, implementing progress monitoring using data to guide discussions and planning in the CLS, provide teacher training in the DLM process, along with how Unique aligns with the standards. How to provide training to the staff on work systems.
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?	IEP behavior goals, tracking time the qualified behavior interventionist are spending with students to de-escalate/reteach coping strategies.
b. What are your targets/goals related to social/ emotional growth?	Each student has an individual goal through their individual education plan (IEP). We have 5 Qualified Behavior Interventionist that are assigned a caseload where they go in a model to coach the fidelity of the BIP. We are using a QR code to document the response to calls or de-escalation that were modeled during the call.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	N/A Special day school. Any Kindergarten students are placed here from other buildings if their data determines the need.
d. What are your targets/goals related to kindergarten Readiness?	Special Day school.
e. How are you measuring the success of individual plans of study?	IEP goals and objectives, progress reports, and report cards.
f. What are your targets/goals related to postsecondary completion/attendance?	The goal is to have 100% of students be program completers at the end of their first 12th grade but if needed to continue preparing for post-secondary plans no later than the age of 21.
g. How are you ensuring students are civically engaged?	Vocational skill training.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	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; Due to our student population, we need more iPads for students to be able to communicate, learn, and interact during instruction. We currently have more laptops in the building that are easily broken by students and more complicated for them to maneuver.

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.	Yes
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.	No
Sufficient knowledge of economic, social and political systems to enable students to make informed choices.	No
Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state and nation.	No
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	No
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	No
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?	34.9
How many are needed at this building (vacant & filled)?	39.30
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?	LETRS Training; Restorative Practices; SRG Training; Instructional Coaching; Other; Training for the QBI staff and security. Augmentative and Alternative Communication.
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?	If a student goes through an Augmentative and Alternative Communication evaluation and it is determined that they require a specific device, a training is set up with parents once the device is received.
c. Do you have an active site council?	Yes
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; District Wide Communication; Social Media; Emails from Teachers; PhoneCalls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Parent Link; Social Media; District Wide Communication; Emails from Teachers; Phone Calls/Text Messages
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	86.70%
b. What is our building chronic absenteeism rate?	40.90%
a. what is our district graduation rate?	100.00%
b. What is our dropout rate?	1.80%
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?	Paraprofessional Training; Scheduled Time/PD Time; Curriculum; Attendance/Truancy;
Can they be achieved with additional resources?	Yes
Why or why not?	Our paraprofessional staff needs additional training in behavior management and how to support instruction. We also need to obtain additional curricular resources (general education tiered resources) to meet the needs of some of our high academic students. None of them are on grade level as they have developmental disabilities and we are a special day school that they are assigned to due to the extent of the impact of their exceptionalities. At times we find ourselves needing more than what we have when students are placed here from their schools. We then work to obtain it once the student is here, whereas if we already had it in the building then we would be able to target the goals much faster.
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 students need additional work on communication skills. We are targeting this with our lead measure of modeling without expectation and increasing the use of augmentative and alternative communication. Our students also need additional work on social emotional skills. We are targeting this with students specific behavior strategies and the use of Zones of Regulation. We have 5 QBI that go in the classrooms to model and coach plus checking for the fidelity of the BIP. Having a clinical counselor in the building would also help to target the greater degree some of the trauma and mental health barriers our students face. Additional training for para in behavior management and instructional strategies would also provide additional support for our students. Additional curricular materials in social and emotional support would help address more of the variety of level of learning.
Identify the budget actions that should be taken to address and remove those barriers.	An additional allocation for a clinical counselor. Additional training offered outside of the school day for paraprofessionals that offers a stipend or additional training within the school day for paraprofessionals with additional support for classroom coverage for greater attendance.
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 a special day school. Our students have significant developmental disabilities. Every student in our building has an IEP and BIP.