



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Adams Elementary

SCHOOL NO: 1614

INTERNAL NO: 301

SECTION 1: Student Needs	Response
a. How many students are in the building?	375
b. Percentage of students with an IEP?	17.1%
c. Percentage of students enrolled in ELL services?	32.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	90.7%
e. What is the teacher to student ratio average?	12.34
f. What is the teacher to student ratio median?	12.23
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?	Our school has implemented several strategies to support student achievement and maximize performance on the state assessment. One key initiative is our after-school STEALTH program, which meets most days that school is in session. This program provides additional academic support and targeted interventions to address students' individual learning needs. In addition, staff members use FastBridge assessment data to guide goal setting and instructional planning. For example, based on FastBridge data, we established a goal to increase 3rd grade students' proficiency on the aReading assessment from 39.7% to 44.7% by May 2026. Each grade level also reviewed their FastBridge screener data and established specific, measurable goals to monitor student progress and guide instructional decisions throughout the school year, while implementing their targeted instructional strategies
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No
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 our social/emotional goal through attendance.
b. What are your targets/goals related to social/ emotional growth?	To increase average daily attendance from 92.2% to 93.8% by the end of May 2026.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We are using the data from the ASQ to determine where students are in their readiness for Kindergarten.
d. What are your targets/goals related to kindergarten Readiness?	Our goal for our kindergarten readiness is that teachers will be ready to meet the needs of our students no matter what level of exposure to literacy, numeracy and social skills they come to us with.
e. How are you measuring the success of individual plans of study?	NA- Elementary
f. What are your targets/goals related to postsecondary completion/attendance?	NA- Elementary
g. How are you ensuring students are civically engaged?	We have an Economics program that teaches students financial literacy.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Summer School;
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. ☒ 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.	No
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.	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?	14.18
How many are needed at this building (vacant & filled)?	15.06
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; SRG Training; Restorative Practices;
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?	NA
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; Seesaw; District Wide Communication; Social Media; Newsletter; Emails from Teachers; School Website; PhoneCalls/Text Messages
Is it adequate?	No
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?	No
SECTION 8: School Data	Response
a. What is our building attendance rate?	0.921
b. What is our building chronic absenteeism rate?	25.40%
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

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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; Attendance/Tuancy; Physical Space for Learning; Other: Address Below; Access to translations in the 12 languages our students speak.
Can they be achieved with additional resources?	Yes
Why or why not?	We need access to real time written and oral translation for the many languages spoken in our building. We have two classrooms doubled up because of lack of physical space. We also have all but two of our specials working off of a cart due to physical space. We also have a gym/cafeteria which effects our schedule greatly. We are an elementary building which takes attendance out of the control of our students.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Language rich classrooms Attendance Access to oral and written translations
Identify the budget actions that should be taken to address and remove those barriers.	Purchase books for A Language Rich Classroom Purchase a real time translation devices for our building Purchase attendance store incentives
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.	To address the creation of language rich classroom we would need a year of learning and at least one year of application before we will see lift.