



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Anderson Elementary

SCHOOL NO: 1798

INTERNAL NO: 375

SECTION 1: Student Needs	
SECTION 1: Student Needs	Response
a. How many students are in the building?	466
b. Percentage of students with an IEP?	22.7%
c. Percentage of students enrolled in ELL services?	36.1%
d. Percentage of students identified as At-Risk (Free Lunch)?	85.2%
e. What is the teacher to student ratio average?	13.85
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?	0
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?	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?	1. Daily Foundational Skills Practice: 1-minute daily fluency practice, Daily sight word practice, Daily vocabulary instruction tied to aReading skills and standards, and Synonyms/antonyms practice to build word knowledge 2. Data-Driven Instruction: Using state assessment data, interims, and aReading data to guide instructional decisions Planning teacher moves based on student needs (LN/LS/WS, AKR fidelity) and Providing differentiated core instruction and interventions 3. Integrating Literacy Across Content: Embedding vocabulary and fluency in both reading and math, Ensuring students have daily opportunities to read, and Strengthening both fluency and comprehension through consistent routines 4. Test-Readiness and Strategy Instruction: Teaching test-taking strategies and Using tools and practice aligned to standards 5. Supporting Diverse Learners: Implementing ESOL best practices (listening, speaking, reading, writing) and Using engagement strategies so all students respond and participate
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)		Response
a. How are you measuring social/emotional growth?	SAEBRS, Second Step, ASQ, Seeing Red presentations, Kid Talk, Counseling referrals Attendance, Analyzing walkie calls and incident referrals Lunch Bunches, Proactive support, 2X10, Intentional breaks with students, daily check and connects, girl scouts, ambassador program,	
b. What are your targets/goals related to social/ emotional growth?	Application of skills being taught through second step, counseling, etc. Teaching safety and belonging lessons at the beginning of the year Decrease in behavior calls Decrease in incident referrals Increase in attendance	
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Letter names and sounds, exposure to Heggerty, handwriting/letter formation, school routines, etc.	
d. What are your targets/goals related to kindergarten Readiness?	Exposure to Heggerty, handwriting/letter formation, school routines, etc. Social/ emotional maturity, potty trained, communication of needs/ wants, exposure to number, letter names, letter sounds recognition.	
e. How are you measuring the success of individual plans of study?	IEP goals, progress reports, ILPs, KELPA data, GEIs, Fastbridge progress monitoring and benchmark screening, 504	
f. What are your targets/goals related to postsecondary completion/attendance?	Students leaving on grade level to set up for secondary success Students leaving with emotional regulation skills to set up for secondary success Family partnerships to continue on throughout secondary experience	
g. How are you ensuring students are civically engaged?	Ambassador program Class jobs embedded within classrooms and throughout the building Social studies standards align and are taught Partnering with Junior Achievement and cub scouts	
SECTION 3: Curriculum Needs		Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Tutoring; Before/After School Support; Interventions; Class Within a Class;	
b. Are there appropriate and adequate instructional materials?	No	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	No; Laptops for 3rd-5th grade Typing skills	
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.	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.	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.	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	

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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?	14.07
How many are needed at this building (vacant & filled)?	14.90
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;
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?	Site coordinator invited family in for budget classes Teachers review and teach in the moment during conferences Kindergarten teachers do a mock lesson on AKR during kindergarten round up Curriculum night
c. Do you have an active site council?	No
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?	Yes
f. What types of communication/social media exists with your community?	Seesaw; Parent Link; 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?	0.915
b. What is our building chronic absenteeism rate?	27.90%
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

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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?	Scheduled Time/PD Time; Paraprofessional Training; Curriculum; Instructional Technology Training; Parent & Community Involvement; Attendance/Truancy; Child Study Team Ratios; Caseloads per Teacher; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	Yes, with the supports we are advocating for it will help meet the demands of academic and behavior challenges our students and family face.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Scheduled PD time- More building focused needs and not district mandated, scheduling and small case loads for IR/ ESOL teachers Instructional Technology Training- There are not clear touches in the specials classrooms Paraprofessional training- lack of training to meet the demands emotionally and academically for students Curriculum- Need an engaging and updated science/ social studies curriculum. Tier 1 & 2 intervention resources (go more in depth), keyboarding class Parent and Community Involvement- Engaging parents and helping them know how to support their students academically and emotionally. A few barriers consist of: language barriers, home influencers, lack of understanding on how to support their child. Attendance/ Truancy- Transportation, health concerns of family/ students, families understanding the importance of school (balancing life vs. school) Child Study Team ratios- Mental health demands for Anderson families (students and families) Caseloads per teacher- Reading interventionist-- Anderson has 58% of students that are at risk for Reading benchmarks. We are needing an interventionist to support reading tier due to large TIER 3 intervention groups compared to TIER 2/ TIER 1 groups. Physical Spaces for Learning- Intervention locations, ComCare space onsite, Gracemed facility
Identify the budget actions that should be taken to address and remove those barriers.	Scheduled PD time- Allocations for an ESOL FTE, money for intentional planning (focus on new teachers, new teams, new curriculum) Instructional Technology Training- Needing technology to teach students standards Paraprofessional training- addendum days for the coach to run para PD at end of the QTR Curriculum- funding for alternative curriculum Caseloads per teacher- Certified ESOL staff and reading interventionist Parent and Community Involvement- Continue allocation for Site Community Coordinator, funding for teachers to spend time to connect with families Attendance/ Truancy- increased funding for students that are too close to the building to qualify for a bus, funding for attendance committees for outreach CST Ratios- Additional counselors and onsite ComCare Caseloads-- FTE for a certified ESOL teacher and certified reading interventionist
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.	FTE for reading interventionist we would hope to see a 10% decrease of at risk students by the 27-28 school year. FTE for a certified ESOL teacher to support our large percentage of ESOL learners. We would expect to see an increase in ESOL achievement by 10% by the 27-28 school year.