



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Cessna Elementary

SCHOOL NO: 1640

INTERNAL NO: 388

SECTION 1: Student Needs	
SECTION 1: Student Needs	Response
a. How many students are in the building?	343
b. Percentage of students with an IEP?	23.3%
c. Percentage of students enrolled in ELL services?	6.7%
d. Percentage of students identified as At-Risk (Free Lunch)?	81.3%
e. What is the teacher to student ratio average?	12.70
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?	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 3rd-5th grades started teaching the students assessment skills with KITE mini-assessments beginning in November. When we came back in January, these same grade level teams planned for students to take one KITE mini-assessment each week, alternating between ELA and math. During team times, we looked at the data from these assessments to help teachers identify which students are easily passing the tests, which students are right on the bubble of passing, and which students are failing the assessment. We keep a scoreboard for each grade level that has a WIG, or wildly important goal, for the percentage of students passing KITE mini assessments. Currently, we are seeing progress with our students that are right on the bubble of passing. With more practice, we see our students improving scores. In K-2nd grades, our school is focused on teaching students to read. Each of these grade levels also keep a scoreboard with WIGS and teacher actions that should have a high leverage point to increasing the percentage of students who are at grade level proficiency based on Fastbridge screener data. Each month, we have WIG team time, where the teams look at their student data to determine if the teacher move or action that is being implemented is impacting the student data. If the younger grade levels are focused on teaching students to read proficiently and complete computation proficiently, our 3rd-5th grades can focus on teaching students to comprehend and apply their math skills.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes

DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: Cessna Elementary
 SCHOOL NO: 1640
 INTERNAL NO: 388

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?	Our school wide system to measure social/emotional growth is to have staff complete the SAEBRS two times per year. The 3rd-5th grade students complete the SAEBRS twice per year, as well. Students who need additional supports, use either a teacher created chart, or use the Connections Application. Our Child Study Team members also keep track of the number of students they see in the Check-In App.
b. What are your targets/goals related to social/ emotional growth?	Our goals around social emotional growth are for students to be able to successfully regulate their emotions independently. We also have a second goal of students resolving conflict with limited adult support. Our teachers use the 2nd Step curriculum and additional resources such as children's books and restorative practices to teach the skills our students need to meet these two goals.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	At the beginning of the school year, we have both kindergarten and Pre-K parents complete the Ages and Stages Questionnaire (ASQ) for that particular age level. This year Cessna 94% of the kindergarten and Pre-K parents completed the ASQ for their students. The information that was collected from these questionnaires were given to the kindergarten and Pre-K classroom teachers. This information was used by the teachers to create lessons of whole class and small group instruction for students. The lessons created targeted specific skills that parents noted were needed for their child.
d. What are your targets/goals related to kindergarten Readiness?	Our targets and goals for our kindergarten students are similar to the targets and goals for our whole school. One of our goals for our kindergarten students is for students to be able to self-regulate when faced with challenging tasks. Another goal for our kindergarten students is that they are able to socialize appropriately for their age groups, by being able to take turns when talking and sharing toys. Some academic goals that students should have coming to kindergarten would be students being able to hear the different parts of a word and being able to blend them together. Students also need to be able to retell a story with a beginning, middle, and end, after listening to the story. Students also need to be able to have one to one correspondence, or counting one object at a time with an assigned number.
e. How are you measuring the success of individual plans of study?	Our students are routinely being progress monitored in reading using FastBridge. The students who are identified as high risk on the screener data, are progress monitored at the level that they are being instructed in for reading interventions, every week. Students who are in the some risk category, are progress monitored every other week. For math, students are progress monitored on fact strategies. Students are given a district created fact strategies screener at the beginning of the year. Teachers use the information from these screeners to create lessons and form small groups for the students.
f. What are your targets/goals related to postsecondary completion/attendance?	NA
g. How are you ensuring students are civically engaged?	Our students are civically engaged in the community through different field trips that our students attend throughout the school year. Our students who participate in STEALTH , our after school program, also connect with community members. STEALTH directors invite different community members to speak or participate in activities, such as Prime Fit, Paint the Towne, Wichita Fire Department, and Wichita Police Department.

DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: Cessna Elementary
 SCHOOL NO: 1640
 INTERNAL NO: 388

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?	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	No; Our staff and parents stated in surveys that they feel students are more supported at school when there is a device available to every student. Many parents stated that they would like to see the 3rd-5th grade students going back to Chromebooks, so that students learn study skills using a laptop similar to what they will use in middle school. Staff comments stated that they feel that their classrooms could be more productive if each student had their own device and not have to share with another student. We have provided more professional development to our staff on the use of SeeSaw on the iPads. We have also completed some PD using the more creative apps on the iPad, where students can apply their learning by creating a poster in Canva or a book in Book Creator. With this knowledge, staff are more eager to use technology as a tool to enhance student learning, rather than as a gaming device.
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.	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?	12.32
How many are needed at this building (vacant & filled)?	12.32
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?	SRG Training; Instructional Coaching; Restorative Practices;
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

DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: Cessna Elementary
 SCHOOL NO: 1640
 INTERNAL NO: 388

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?	We have offered a variety of family engagement options and parenting groups for our families to participate in. We have our three annual family nights that are centered around math and reading. During these events, we provide parents with resources to take home to practice reading fluency and math fact fluency with their children. These events are really well attended, with about 50-60% of our families attending these nights. We have also offered different parenting classes and groups for parents to learn how to set boundaries for their children, how to provide homework support for their children, as well as offer other resources such as GED completion, financial supports, and English classes.
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; 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?	District Wide Communication; Social Media; Newsletter; School Website; Phone Calls/Text Messages
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	0.912
b. What is our building chronic absenteeism rate?	35.80%
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

DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: Cessna Elementary
 SCHOOL NO: 1640
 INTERNAL NO: 388

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; Parent & Community Involvement; Child Study Team Ratios; Instructional Technology Training; Paraprofessional Training; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	The team has decided that if there were more staff trained to support the specific needs of our building, such as attendance, mental health concerns, scarcity of resources, and coaching parents to provide strong family values.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	The barriers that our team identified for our student population is as follows: - poverty - attendance concerns - mental health concerns - food insecurity - lack of consistent transportation - lack of appropriate medical and dental care
Identify the budget actions that should be taken to address and remove those barriers.	The team has decided that if there were more staff trained to support the specific needs of our building, such as attendance, mental health concerns, scarcity of resources, and coaching parents to provide strong family values. If we had additional support for family engagement, we could possibly reach more parents. An additional part time staff member, that is dedicated to reaching out to families to provide resources such as mental health supports, housing supports, food and hygiene supports. Another support that could benefit our school is fund our full time school psychologist and social worker with centralized funds. This would free up 0.6 in the school's Title budget that could be used to purchase a part-time counselor, social worker or family engagement support. We could also benefit from the behavior interventionist being centrally funded. This would free up money in the building's Title budget to staff additional behavior intervention paraprofessionals.
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.	Based on current Cessna Elementary proficiency levels and typical annual growth rates for our school staff to implementing targeted academic, behavioral, and ESOL interventions, it is estimated that: Reading proficiency may reach grade-level expectations (50%) within approximately 4-5 years, and Math proficiency may reach grade-level expectations (50%) within approximately 6-7 years, provided that the district fully implements the identified budget actions and maintains consistent improvement in attendance, staffing, small-group instruction, and student supports.