



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Colvin Elementary

SCHOOL NO: 1653

INTERNAL NO: 390

SECTION 1: Student Needs	Response
a. How many students are in the building?	548
b. Percentage of students with an IEP?	24.5%
c. Percentage of students enrolled in ELL services?	55.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	89.4%
e. What is the teacher to student ratio average?	12.33
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?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Teachers participate in professional development sessions that are focused on research based strategies for instruction. Grade levels meet weekly to review student data and adjust instruction if necessary. Teachers are focused on high leverage moves to maximize growth.
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?	SABERS
b. What are your targets/goals related to social/ emotional growth?	Behavior scales
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Parents complete an ASQ on all students entering KDG.
d. What are your targets/goals related to kindergarten Readiness?	Letter names and sounds taught in Pre-K.
e. How are you measuring the success of individual plans of study?	Data
f. What are your targets/goals related to postsecondary completion/attendance?	We have a daily attendance goal of 93.8%
g. How are you ensuring students are civically engaged?	Through research, field trips, guest speakers and learning opportunities.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Extended Year; 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?	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.	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

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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?	24.36
How many are needed at this building (vacant & filled)?	27.29
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; Restorative Practices; Other; Neuro sequential model in education (brain developement and lasting effects from trauma).
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?	No
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?	Family nights that focus on math and reading strategies that parents can use at home to suppot comprehension and fluency
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?	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?	30.60%
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?	Attendance/Tuancy; Parent & Community Involvement; Caseloads per Teacher; Other: Address Below; Scheduled Time/PD Time; Mental health needs of students; lack of time to have PD sessions and collaboration on social/emtional needs of students that are outside of curriculum
Can they be achieved with additional resources?	Yes
Why or why not?	Yes, it can be achieved with additional resources, such as a community bus utilized to pick up students with transportation issues that don't qualify for district transportation. Parent University with the importance of attendance and ways we can help assure that students are getting to school on time. We need an incentive program for parents of tier 2 and 3 students. This can be achieved because families would have a resource provided for them and to overcome transportation barriers.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	A. Time in PD to get NME to all Staff (certified and classified) B. Yes, it can be achieved with additional resources, such as a community bus utilized to pick up students with transportation issues that don't qualify for district transportation. Our parents need a parent university with the importance of schooling and ways we can help assure that students are getting to school on time. We need an incentive program for parents of tier 2 and 3 students. This can be achieved because families would have a resource provided for them and wouldn't have a no transportation issue excuse.
Identify the budget actions that should be taken to address and remove those barriers.	A. Pre-planning PL cycles as a leadership team. If there are 15 "open" PDs then approximately half is behavior (NME) and half is Language Comp. Staff Meetings should also be dedicated to NME work, then pre-planning connections to NME before/during/after the presentation. We need additional classified staff to cover morning duties for certified staff to maintain a culture an importance and accountability. Giving Behavior Interventionist a professional day to plan scope and sequence in alignment with SECD Team Coaches. B. The only students bussed to our school are special education students, newcomers, and homeless students. We have a lot of families being raised by a single parent household or by grandparents. If we provide a bus, will have an additional resource for getting students to school. If we have a true reality of what transportation we need at our school? Money for the bus, qualified driver If we have a parent university, will the parents who need it come? Parent university program money and resources If we have an incentive program for tier 2 and 3 parents, what incentives can we provide that parents would use/benefit from? Resources for incentives for parents of tier 2 and 3 (specific gift cards, not money).
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.	A. Between 2-5 years. Teachers will need time to apply and implement what they have learned and their learning will need to be chunked out as not to overwhelm them. B. Between 2-3 years.