



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Dodge Literacy Magnet

SCHOOL NO: 1662

INTERNAL NO: 317

SECTION 1: Student Needs	Response
a. How many students are in the building?	549
b. Percentage of students with an IEP?	16.8%
c. Percentage of students enrolled in ELL services?	12.2%
d. Percentage of students identified as At-Risk (Free Lunch)?	74.0%
e. What is the teacher to student ratio average?	14.84
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?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	We continue to be focused upon standards-based intentional lesson planning for ELA and Math core instruction. This focus is to strengthen our tier 1 core instruction for all students. In simplest terms, we are always looking for ways to get our student in text and putting miles on their tongues. Putting math tools in the hands of our students to increase conceptual understanding has been central to our math planning processes as well. Planning for core instruction has also focused on how to differentiate instruction and utilize additional people support to better meet the learning needs of students. As we strive to close learning gaps, we continue to provide prescribed interventions designed for the specific needs of students. Interventions are structured from small groups to one-on-one learning opportunities.
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?	We utilize the SAEBRS screener tool in the fall and spring
b. What are your targets/goals related to social/ emotional growth?	95% of Dodge Literacy Magnet students will indicate they feel safe and a sense of belonging at their school.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Students must be five years of age on/before September 1. The parents of Kindergarten students must complete the developmental screeners ASQ-2 and ASQ-3 during the enrollment process. The data provided by these screeners is provided to each Kindergarten teacher and is utilized to structure learning and behavior supports beginning on the first day of school.
d. What are your targets/goals related to kindergarten Readiness?	90% of Dodge Literacy Magnet Kindergarten students will be proficient in letter names, letter sounds, and word segmenting skills as measured by Fastbridge screeners.
e. How are you measuring the success of individual plans of study?	N/A
f. What are your targets/goals related to postsecondary completion/attendance?	N/A
g. How are you ensuring students are civically engaged?	At Dodge Literacy Magnet, we continue to be committed to fostering a deep understanding and connection to civics education. As a literacy magnet, we purposefully select literature that is representative of our student community with vocabulary and themes that connect our students to our community, state, nation, and the world. Some of these connections are sustained by dedicated volunteers/guests who provide programming for our students that enrich the school curriculum: author visits, health initiatives, financial literacy, and more. These learning opportunities help us bridge the gap between classroom learning and real-world application. Dodge teachers also employ the integration of social studies and science standards through literacy thus allowing our students to explore critical civic concepts through various lenses. Our mission is to empower our students to think critically about their roles as literate citizens in our society. Our intention is grow and develop a literate and engaged group of future citizens who function with integrity in the world they will inherit.
SECTION 3: Curriculum Needs	
Response	
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Interventions; Class Within a Class; Other; Before and After-School latchkey
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; We recognize that digital literacy is imperative for our students at Dodge Literacy Magnet. We are not 1:1 with our devices which hinders our ability to build digital literacy skills. We are forced to use iPads when our preference is to have laptops for our students.
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?	No	
b. How many classified supports staff are currently employed?	10.99	
How many are needed at this building (vacant & filled)?	12.30	
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?	SRG Training; Restorative Practices; Other; We would like to have more opportunities to provide professional learning around the strategies that support high quality ELA and Math instruction. We have spent a lot of PL time around the research and the standards. Teachers know what they need to teach; we will continue to provide them with the high quality instructional moves for student success.	

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?	We provide nearly every month family literacy night events where families are invited in to our school to interact with the staff and learn/enjoy time in school. WE have started to be more purposeful about making connections to academic learning and behavioral needs during our family nights to help teach our parents how to better support their student. We have initiated a "Data Night" where we explicitly teach parents what their student's data actually means and provide activities/games to do at home to support learning at school.	
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; 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?	92..3%	
b. What is our building chronic absenteeism rate?	23.70%	
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; 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?	Dodge has seen an increase in student social-emotional needs that requires a full-time CST. We do not have a full-time social worker and psychologist. As a result of the increasing mental health challenges our students are facing, Dodge also needs an additional full-time counselor to support the SEL needs of all students. Dodge has an attendance issue that is not improving at a rate that is impactful. We need an additional social worker to help support attendance issues/barriers within our community.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	1. One of our biggest barriers to growth is attendance. We must increase the average daily attendance rate of all students to ensure they have the opportunity to learn. An additional social worker could help us target chronically absent students. 2. We need more SPED support. As we are forced to move to a being a provider of the continuum of SPED services, we need more highly trained special education staff who truly know how to work with significant learn and behavior need students. 4. We need two full-time evening custodians. Our school continues to be short-changed on cleanliness due to the two hours lost to clean Grace Med Clinic. Dodge serves over 540 students and is large. Other schools of comparable size, have two full-time evening custodians. 5. We want access to structured parenting classes that will allow us to teach our families how to: set boundaries/limits, discipline, and academic supports.
Identify the budget actions that should be taken to address and remove those barriers.	1. Add additional 1.0 FTE for Social Worker to support attendance and eliminate this barrier 2. Increase SPED allocation (teacher/paras) to improve the support of unique and challenging learning/behavioral needs of students. 3. Add additional five 0.88 FTE instructional paras to support K-2 classrooms' core instruction. 4. Increase current 0.5 FTE custodian to 1.0 FTE evening custodian. 5. Acquire parent education curriculum/resources through Community School strategy to teach parents how to better support their students.
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.	The gap could be reduced or even eliminated in 3-5 years.