



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Earhart Environmental Magnet Elementary

SCHOOL NO: 1658

INTERNAL NO: 392

SECTION 1: Student Needs	Response
a. How many students are in the building?	447
b. Percentage of students with an IEP?	25.7%
c. Percentage of students enrolled in ELL services?	10.7%
d. Percentage of students identified as At-Risk (Free Lunch)?	46.8%
e. What is the teacher to student ratio average?	15.26
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?	Have used 4DX model, including goal-setting, daily and weekly lead measures, scoreboards, and data dives to drive instructional decision-making. This is done with the idea that monitoring student growth and evaluating instructional practices to be standards-aligned will increase student achievement.
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?	mySAEBRS (Fastbridge) and Incident Referrals
b. What are your targets/goals related to social/ emotional growth?	BLT is working to analyze student incident referral data to generate a goal to decrease the number of behavior (physical aggression) incidents next school year. Strategies included will be Second Step, NME training, and PD cycles on classroom and behavior management.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	ASQ-3 and ASQ:SE-2
d. What are your targets/goals related to kindergarten Readiness?	Onset sound and letter naming proficiency
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?	Community service, environmental donations, inviting volunteers to our school, writing to board members, American Revolution units.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Interventions; Class Within a Class; Before/After School Support;
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?	8.35
How many are needed at this building (vacant & filled)?	8.35
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;
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?	No
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?	Open House, conferences, family nights, new family orientation.
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; Seesaw; 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?	0.939
b. What is our building chronic absenteeism rate?	14.00%
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; Child Study Team Ratios; Physical Space for Learning; Other: Address Below; Assistant Principal or Behavior Interventionist
Can they be achieved with additional resources?	Yes
Why or why not?	1. Large School Size: 445+ students, 3 sections per grade level, AM/PM Pre-K, Full-time Gifted program, growing ESOL population (30 students in 23-24 vs. 48 in 25-26) 2. Strengthening Tier 1 and Tier 2 Systems: An assistant principal would help implement and monitor key structures. 3. Increasing Instructional Support and Classroom Presence: An AP would be able to support principal in supporting teachers with both academic and behavioral needs. 4. Addressing Shifting Student and Community Needs (AP or BI could support) 5. Growing Behavior Demands and Office Referral Volume (AP or BI could support): A BI or AP would help de-escalate incidents, follow up on behavior plans, support Tier 2/3 students, and reduce wait time for administrative assistance. 6. Coverage for IEP Meetings, Team Meetings, and Student Support Discussions: Administrative attendance at IEP meetings is required. Currently, this responsibility falls solely on the principal, which limits availability for classroom presence and operational management. 7. Student Camps, Off-Site Events, and Safety Needs: Having only one administrator creates safety and supervision concerns when the principal must be away from the building. 8 off-site "camps" per year, totaling 20 school days
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. Short on behavioral support because of large school size, part-time CST, increase in tier 3 behaviors. 2. Previously listed barrier leads to a barrier of not maximizing instructional leadership opportunities. 3. There is continued work to be done growing teacher instructional practices through PD on vocabulary, comprehension planning, and assessment. 4. There is continued work to be done to continue to grow 4DX systems, even though we've made progress.
Identify the budget actions that should be taken to address and remove those barriers.	Add an assistant principal (first preference) or full-time behavior interventionist at Earhart.
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.	Either position would increase the capacity of the staff to greater support the academic, behavioral, special education, and magnet theme needs in our program.