



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Gammon Elementary

SCHOOL NO: 1677

INTERNAL NO: 355

SECTION 1: Student Needs	Response
a. How many students are in the building?	437
b. Percentage of students with an IEP?	22.2%
c. Percentage of students enrolled in ELL services?	33.4%
d. Percentage of students identified as At-Risk (Free Lunch)?	76.7%
e. What is the teacher to student ratio average?	12.51
f. What is the teacher to student ratio median?	12.23
g. Are the needs of foster care students being met?	No
If no, what supports are needed?	additional mental health supports for students in foster care
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?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	We are implementing targeted reading interventions to meet students at their instructional levels while strengthening core instruction schoolwide, with a strong emphasis on explicit vocabulary development. Teachers are intentionally using planning time to apply their LETRS learning, ensuring instruction is aligned to the science of reading. We regularly analyze and reflect on assessment data to adjust instruction and interventions as needed. In grades 3–5, students are also engaging with KITE mini assessments to build familiarity with the assessment platform and question types while monitoring progress and identifying areas for 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)	
a. How are you measuring social/emotional growth?	average daily attendance
b. What are your targets/goals related to social/ emotional growth?	Increase average daily attendance from 92.2% to 93.8% by end of May 2026.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	ASQ
d. What are your targets/goals related to kindergarten Readiness?	Have 90% of ASQ completed
e. How are you measuring the success of individual plans of study?	NA
f. What are your targets/goals related to postsecondary completion/attendance?	NA
g. How are you ensuring students are civically engaged?	Through the Leader in Me Program we have a focus on community and leadership.
SECTION 3: Curriculum Needs	
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Class Within a Class; Interventions;
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
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?		19.16
How many are needed at this building (vacant & filled)?		20.04
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?		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?		None
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; 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; School Website
Is it adequate?		No
SECTION 8: School Data		Response
a. What is our building attendance rate?		0.905
b. What is our building chronic absenteeism rate?		34.40%
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	
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Paraprofessional Training; Attendance/Truancy; Physical Space for Learning; Scheduled Time/PD Time; Caseloads per Teacher; Parent & Community Involvement;
Can they be achieved with additional resources?	Yes
Why or why not?	Based on our building leadership team analysis, non-assessment-related barriers include limited paraprofessional training, inconsistent parent and community involvement, attendance concerns, high caseloads per teacher, and constraints in physical learning space. Yes, these barriers can be addressed with additional resources because they are capacity-based. Increased training, staffing, and improved learning spaces would allow for more consistent support, manageable workloads, stronger family engagement, and environments better suited to meet student needs.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Communication with families and students
Identify the budget actions that should be taken to address and remove those barriers.	Translate Live for our building to better communicate with students and families who speak a language other than English
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.	This need should be a continued service to meet the diverse needs of the population at Gammon.