



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Hyde Leadership and International Explorations Magnet

SCHOOL NO: 1690

INTERNAL NO: 332

SECTION 1: Student Needs	Response
a. How many students are in the building?	266
b. Percentage of students with an IEP?	19.2%
c. Percentage of students enrolled in ELL services?	5.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	37.2%
e. What is the teacher to student ratio average?	13.85
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?	Our students prepare by taking monthly mini-interims in ELA and Math. Teachers use the state standards and district SRGs to plan and then teach. Students set and track their own learning targets.
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?	Saebrs
b. What are your targets/goals related to social/ emotional growth?	We are measuring our daily average attendance. Our Wildly
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?	District Monitored Building Goal: Increase the % of Ages and
e. How are you measuring the success of individual plans of study?	KELPA
f. What are your targets/goals related to postsecondary completion/attendance?	Our Wildly Important Goal is to Increase average daily attendance from 94.9% to 96.6% by May 2026.
g. How are you ensuring students are civically engaged?	We refer to our Leader In Me curriculum, access to our International exploration teacher created materials and community resources and presentors
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?	No; We share technology 1st-5th grade which prevents equal access of all students. By providing 1:1 technology would provide equal access for all students to access the curriculum and assessments.
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.	No
Sufficient knowledge of economic, social and political systems to enable students to make informed choices.	No
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.	No
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?	4.4
How many are needed at this building (vacant & filled)?	4.40
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;
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?	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?	Leader In Me Parent Orientation Setting Boundaries, Executive Functions and How gross motor skills impact brain development.
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?	0.948
b. What is our building chronic absenteeism rate?	14.30%
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

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?	Child Study Team Ratios; Attendance/Truancy; Caseloads per Teacher;
Can they be achieved with additional resources?	Yes
Why or why not?	If our building was to have a full time CST, the social and emotional concerns could be more easily addressed, family and community resources could be shared and the MTSS interventions and data based decisions would be addressed in a more timely matter which would impact student success. It's difficult to implement and conduct FBAs, BIPs, and referrals when the CST members are part time and only meet once per week as a team due to shared buildings schedules. As a neighborhood magnet school, the district assigns/enrolls students to classrooms without collaborating with the administration team, resulting in large class sizes without the consideration of enrollees throughout the year, creating inequities as compared to near by schools that have much smaller class sizes, increases workload concerns of teaching staff, impacts the safety and well being of all students due to crowding and limited access to the teacher and resource staff. In addition, we only have four paraprofessionals to support all the tier 3 and identified students, which slows literacy and math growth and proficiency.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	We need additional ESOL supports to provide full time services to our ELL population and training to our certified staff. We need additional para support to help work with our neediest and most vulnerable learners that suffer most when we only have one CWC classroom per grade level. This also creates an imbalance in workload required to be able to create differentiated learning opportunities and additional mandated meetings of SPED.. We currently share our instructional coach with another building which makes planning, coaching, supporting classrooms and the MTSS model difficult. We need a FTE Coach to help create and facilitate professional development based on needs and what the data is showing us.
Identify the budget actions that should be taken to address and remove those barriers.	Allocate a FTE Social Worker, Psychologist, Instructional Coach, and two additional para professionals
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.	2 years