WICHITA PUBLIC SCHOOLS®

Building Needs Assessment 2025-2026

DISTRICT:	**D0259 - Wichita Public Schools**
SCHOOL:	**Irving Elementary**
SCHOOL NO:	**1694**
INTERNAL NO:	**334**

SECTION 1: Student Needs	Response
a. How many students are in the building?	434
b. Percentage of students with an IEP?	15.7%
c. Percentage of students enrolled in ELL services?	58.5%
d. Percentage of students identified as At-Risk (Free Lunch)?	87.6%
e. What is the teacher to student ratio average?	14.34
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?	We have included extra (outside of expected protocols) a daily fluency practice at every grade. We've also included at 2-5 practice for Language skill to help support in the area of comprehension
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 have looked at the safety and belonging surveys that are done by parents, staff and students. We also look at SABRS data that is taken from teacher k-5 and students 3-5.
b. What are your targets/goals related to social/ emotional growth?	SABRS data provides us with various data groups from high to low need. Individual plans support high risk students by teachers and child study team members as needed.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Parents are asked to take an AGES and STAGES questionnaire. Pre-kindergarten and kindergarten parents take this survey, and we provide data to the teachers. We also provide parents with kindergarten readiness resources to support continued growth and at-home support.
d. What are your targets/goals related to kindergarten Readiness?	Four areas are targeted in the ASQ survey: Fine/Gross Motor skills, Personal/Social, Communication, and Problem Solving.
e. How are you measuring the success of individual plans of study?	we are not
f. What are your targets/goals related to postsecondary completion/attendance?	weare not
g. How are you ensuring students are civically engaged?	Civic engagement we have is: Junior Achievement, Fire and Police departments, and field trips to the Zoo for National Fire Safety events.

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	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

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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. Is 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.	No
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.	No

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?	12.32
How many are needed at this building (vacant & filled)?	13.20
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; SRG Training; Restorative Practices; Other; LETRS Training; Our staff has been trained on all the above, but it is important to continue bringing the information back around.

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?	This year, we have been able to offer nutrition and meal planning, reading at home importance, and tracking logs.
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?	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?	0.918
b. What is our building chronic absenteeism rate?	27.50%
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?	Parent & Community Involvement; Attendance/Truancy; Caseloads per Teacher; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	Having a full-time CST that I am not required to pay for out of Title I would provide other money to fund a behavioral intervention para.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Over the past 3 years, social emotional needs of students have increased and behaviors have increased as well.
Identify the budget actions that should be taken to address and remove those barriers.	One way to support a more proactive approach would be to hire a behavior intervention para to support radio calls, allowing our BI to have a more proactive role in the classroom and planning with teachers to support better outcomes in their classrooms.
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.	5 -10 years