



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Jackson Elementary

SCHOOL NO: 1628

INTERNAL NO: 318

SECTION 1: Student Needs	Response
a. How many students are in the building?	334
b. Percentage of students with an IEP?	34.1%
c. Percentage of students enrolled in ELL services?	12.9%
d. Percentage of students identified as At-Risk (Free Lunch)?	74.9%
e. What is the teacher to student ratio average?	13.55
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?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Staff is learning and using KITE interim state assessments and analyzing that data in order to prioritize which standards to focus on more intently during core instruction prior to actual KAP dates.
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?	Teachers assess the students' SEL skills annually on SAEBRS.
b. What are your targets/goals related to social/ emotional growth?	Teachers will teach belonging lessons at the beginning of the year and will reteach as needed by student/classroom need. Teachers will teach lessons based on Guidelines For Success and reteach as need throughout the school year.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	All Kindergarten students' parents are required to take the ASQ 1 & 2 to determine students' readiness.
d. What are your targets/goals related to kindergarten Readiness?	Teachers use the data to see where each student is and district has set goal for 89% completion, which Jackson met.
e. How are you measuring the success of individual plans of study?	NA
f. What are your targets/goals related to postsecondary completion/attendance?	Jackson currently has 91% attendance rate and goal is 93.8% by May 2026.
g. How are you ensuring students are civically engaged?	Student participate in Constitution Day, and KS History.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Interventions; Class Within a Class; Extended Year;
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; District has taken away 1:1 devices from students. This has limited use of iPads for new math curriculum resources given by the district. Kindergarten has no tech available at all, which also limits what teachers can plan for math to support the curriculum/standards.

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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. ☒ 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?	19.93
How many are needed at this building (vacant & filled)?	20.81
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; LETRS 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?	District has Parents and Teacher Program, teachers give information to parents at parent/teacher conferences on ideas how to help their child in reading and math.
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; Newsletter
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Parent Link; Seesaw; District Wide Communication; Social Media; Emails from Teachers; Phone Calls/Text Messages; Newsletter
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	0.917
b. What is our building chronic absenteeism rate?	30.40%
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	Response
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Paraprofessional Training; Attendance/Truancy; Parent & Community Involvement; Other: Address Below; There are over
Can they be achieved with additional resources?	Yes
Why or why not?	Funding for an additional at-risk para and a Special Education Administrative Liaison position to increase the Principal's capacity to serve as the school's primary instructional leader by allowing sustained, high-quality time in classrooms for observation, feedback, and instructional coaching. In addition to instructional and operational responsibilities, building administration currently oversees more than 118 active Individualized Education Programs (IEPs) in four categorical classrooms, PreK DD, parochial IEPs, and Interrelated Programs. Each IEP requires substantial administrative time to ensure legal compliance, including participation in meetings, documentation review, timelines, parent communication, staff coordination, and implementation monitoring. These responsibilities are federally mandated and non-negotiable, requiring consistent administrative attention. While these compliance duties are essential to serving students with disabilities appropriately, they significantly limit the amount of time administrators can spend in classrooms observing instruction, providing feedback, and supporting curriculum implementation. Adding a SEAL would allow for distributed leadership, ensuring that critical IEP compliance and operational responsibilities are met while simultaneously increasing administrative presence in classrooms.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Achieving grade-level proficiency on state assessments depends on consistent, high-quality instruction supported by frequent classroom observations, timely feedback, and effective intervention monitoring. Currently, administrative capacity is significantly limited by compliance responsibilities associated with overseeing more than 118 IEPs, including required meetings, documentation, and progress monitoring, which reduces the time available for instructional leadership. State accountability expectations require regular classroom observations, data-driven instructional adjustments, and documented improvement in student outcomes. Providing additional administrative support would increase leadership time in classrooms, strengthen observation and feedback cycles, ensure consistent implementation of instructional and IEP accommodations, and directly support improved teaching and learning. Adding a paraprofessional strengthens the MTSS framework by increasing capacity for Tier 2 and Tier 3 small-group interventions, allowing students to receive targeted, skill-based instruction with appropriate intensity and frequency. This support improves intervention fidelity and progress monitoring, while preserving access to Tier 1 core instruction. As a result, schools can respond more effectively to student data, strengthen student support, and accelerate progress toward grade-level proficiency.
Identify the budget actions that should be taken to address and remove those barriers.	Budget action would be an allocation for a Special Education Administrative Liaison and one addition at-risk para would assist in working towards removing these barriers to increase student achievement.
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.	With these staffing supports of a SEAL and para allocation, Jackson would expect students to accelerate learning at a faster rate and to increase state assessment proficiency within 2 years.