



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Jefferson Elementary

SCHOOL NO: 1698

INTERNAL NO: 336

SECTION 1: Student Needs	Response
a. How many students are in the building?	380
b. Percentage of students with an IEP?	19.5%
c. Percentage of students enrolled in ELL services?	49.2%
d. Percentage of students identified as At-Risk (Free Lunch)?	86.6%
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?	No
If no, what supports are needed?	Academically with supports yes. However, mental health struggles are sometimes very significant and staff are not able to meet those intense needs. Due to the high level of need, support staff are spending over 90% of their day with those higher level need students.
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?	Professional Learning Cycles are focused on our instructional protocol, with an emphasis on comprehension and lesson planning. Third grade this year has implemented the district predictive interim pilot program. Fourth has began doing KITE minis in math and ELA. We have fluid intervention groups for ELA (K-5). All teachers are progress monitoring bi-weekly, students reading proficiency and implementing support as needed. Teachers are discussing their 4DX scoreboards/teacher moves weekly with teammates and making adjustments as needed.
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?	In our School Improvement Plan - our building leadership goal is: School Leadership Team utilizes strategies from attendance works and/or school based systems. Teacher Moves: Teachers implement positive and proactive classroom structures to build community.
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?	Letter and sound recognition, including upper case and lower case (18 uppercase, 15 lowercase, 14 sounds). The ability to recognize numbers and count to 20.
e. How are you measuring the success of individual plans of study?	Students are progressed monitored bi-weekly. Including ILP reviews/updates. IEP/504's are looked at regularly and updated.
f. What are your targets/goals related to postsecondary completion/attendance?	During Career Day we discuss and talk about different careers and the skills needed to be successful. We also do several attendance incentives schoolwide.
g. How are you ensuring students are civically engaged?	During Second Step, it allows students to discuss different issues affecting the community/school. Also, during our Restorative Practice Circle sessions, teachers are allowing students to discuss several issues that are affecting them, their school environment or the community. We participate in the Wichita Food Bank Turkey Drive yearly, we also participate in the Ronald McDonald House Charities pull tab contest.

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School; Interventions; Class Within a Class; Other; We provide workshops for our parents on reading strategies as well as grade levels host family nights centered around academics (Science, Reading, Math). We also provide workshops on how parents can support their student at home.
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; The use of Ipads instead of laptops has created difficulties with testing and day to day use. The Ipads are not calibrated for use during state assessments. Students seeing the questions has been an issue due to the ipad screens as well as seeing all of the answer choices. The operating systems are not the same either. The option to go back to laptops would be extremely beneficial - especially for intermediate. It also allows keyboarding practice, which is necessary in middle school.
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.	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?	14.08
How many are needed at this building (vacant & filled)?	14.96
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

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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?	We have a grade level family night for each grade throughout the year.
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?	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?	0.929
b. What is our building chronic absenteeism rate?	23.80%
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	
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Scheduled Time/PD Time; Paraprofessional Training; Curriculum; Parent & Community Involvement; Attendance/Truancy; Child Study Team Ratios; Caseloads per Teacher; Physical Space for Learning; Other: Address Below; As mentioned earlier, additional staff (who are clinically trained) to assist with students who come with extreme mental health needs. Add to that extreme trauma. Providing support can tie up staff who also have additional responsibilities with other students on their caseload. Another concern would be students who have extreme learning difficulties attempting to learn in the same classroom as students who have extreme behaviors. It is difficult for staff to adequately meet those needs in one classroom. This occurs in a combination special education classroom currently within our building.
Can they be achieved with additional resources?	Yes
Why or why not?	We need clinically trained staff (1 or 2: one for primary and one for intermediate) to assist with our students who are struggling with mental health needs and/or students who just do not know how to function in a school setting. This would allow us to be proactive and not have to scramble after students are in crisis. Two classrooms adequately staffed in order to provide instruction in our special ed classroom.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Improve attendance (being on time, staying all day); Offer more parent involvement opportunities (teaching students how to read, skills needed for at home assistance), Reach out to parents who are in PreK/Kdg - get parents interested at a young age; Talking with parents (informational nights) on what state assessments are. Barriers - students not reading proficiently at grade level. Students can sometimes show a lack of stamina/excitement as it relates to schooling. More students are entering school with higher learning needs and behavioral needs. Lack of parking for parents for schoolwide events, parent attitude when they have fought the congested traffic, can be taken out on students either as they are being dropped off or picked up (as noticed by staff). Gym and cafeteria being one space, definitely affects our scheduling during the school day.
Identify the budget actions that should be taken to address and remove those barriers.	Smaller class sizes. Increase classroom budgets so teachers can buy more material for varying student need/modality. Making sure we have adequate staff to assist students with higher needs (academically/behaviorally). More parking for parents when we have informational nights and/or just the overall arrival and dismissal process. Some of our parents have to park far away and instead of having to face that reality, they just do not come to events-especially if weather is an issue. No separate gym/cafeteria also limits our scheduling and how we can modify our daily learning groups. A separate space would be extremely beneficial.
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.	Estimate 5-10 years.