



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Kelly Liberal Arts Academy

SCHOOL NO: 1704

INTERNAL NO: 338

SECTION 1: Student Needs	Response
a. How many students are in the building?	379
b. Percentage of students with an IEP?	30.3%
c. Percentage of students enrolled in ELL services?	11.1%
d. Percentage of students identified as At-Risk (Free Lunch)?	77.6%
e. What is the teacher to student ratio average?	12.42
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?	We are working to increase awareness for students on the importance of giving their best effort. One of our grade levels is doing some of the Mini Assessments to be more familiar with the process. We also know that we need to increase the rigor of our daily instruction. We have made some positive changes in our foundational grade levels to help set students up for success.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No
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?	Informal observations, some behavior data as it relates to
b. What are your targets/goals related to social/ emotional growth?	Grade levels have created lead measures that impact social emotional growth. They're working to develop these skills during their daily/weekly lessons. Our behavior interventionist is also supporting the development of these skills.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	All of our Kdg families complete the ASQ screener. That info is shared with both teachers and families.
d. What are your targets/goals related to kindergarten Readiness?	Our district goal is to have at least 88% of families complete the ASQ.
e. How are you measuring the success of individual plans of study?	We are not a high school.
f. What are your targets/goals related to postsecondary completion/attendance?	We are not a high school.
g. How are you ensuring students are civically engaged?	Students are engaging in field trip opportunities outside of the building to gain experience and opportunity with different community members.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Interventions; Class Within a Class; Other; We have before/after school student clubs of interest.
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.	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.	No
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.	No
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?	Yes
b. How many classified supports staff are currently employed?	19.48
How many are needed at this building (vacant & filled)?	19.48
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; Other; Staff need a better understanding of mental health needs of students and an awareness of neuroscience and regulation.
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?	We currently do not offer any caregiver training programs but have asked to have programs such as Parents as Teachers be in our bulding and have brainstormed other ways we might be able to partner with community resources. Caregivers could greatly benefit from additional training in the areas of child development and best supporting their student to be school-ready.
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?	0.929
b. What is our building chronic absenteeism rate?	21.30%
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?	Attendance/Tuancy; Parent & Community Involvement; Child Study Team Ratios;
Can they be achieved with additional resources?	Yes
Why or why not?	We have established a partnership with MHA to provide school-based therapy weekly in the building. This has had mixed results. The quality of the services being provided and communication challenges have led to frustration and limited impact. However, we are continuing this as it has to be doing some good for kids and families. When possible, we're going to explore childcare for family events. It has been difficult to devote time to dig further into attendance needs and identify barriers to help students have better attendance.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Attendance Student Behavior School Readiness Technology/Social Media
Identify the budget actions that should be taken to address and remove those barriers.	Attendance- address temporary barriers that prevent students from getting to school Student Behavior- continued allocation for behavior interventionist(s) and training opportunities for both that position and building staff School Readiness- increase in Parents as Teachers and other outreach opportunities Technology/Social Media- information to parents/families about the impact
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.	3-5 years