



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Kensler Elementary

SCHOOL NO: 1706

INTERNAL NO: 382

SECTION 1: Student Needs	Response
a. How many students are in the building?	436
b. Percentage of students with an IEP?	20.0%
c. Percentage of students enrolled in ELL services?	15.4%
d. Percentage of students identified as At-Risk (Free Lunch)?	59.6%
e. What is the teacher to student ratio average?	13.21
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?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Students in grades 3-5 are taking weekly KITE mini assessments in both reading and math. These assessments are then reviewed with students to help solidify any learning gaps that students may have. Teachers will make ad hoc groups to bring together during intervention times to reteach or drill down on skills not mastered during core of on the KITE mini assessments. In addition to retaught lessons, interventions and tutoring are essential components of a comprehensive support system. These strategies allow for personalized assistance, enabling students to receive the help they need to overcome challenges and enhance their learning experience. Moreover, empowering students to set their own goals fosters a sense of ownership over their education. By tracking their progress, students can see their growth and achievements, which can motivate them to strive for continuous improvement.
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?	SAEBERS screener
b. What are your targets/goals related to social/ emotional growth?	We have a target of 95% attendance every day. If students feel safe at school, they want to be here. We also use our dedicated 20 minutes daily for SEL growth using the Leader in Me Program that teaches students the 7 Habits of highly effective people.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	ASQ and beginning of the year screeners. Some students are targeted for Pre-K instruction through screen for success.
d. What are your targets/goals related to kindergarten Readiness?	All students will know letter names and sounds by the end of KDG year.
e. How are you measuring the success of individual plans of study?	N/A
f. What are your targets/goals related to postsecondary completion/attendance?	N/A
g. How are you ensuring students are civically engaged?	Through our Leader In Me program students are taught how to be a good citizen, and how to use their voice for the betterment of the greater community.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Interventions; Class Within a Class; Tutoring;
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.	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?	13.32
How many are needed at this building (vacant & filled)?	14.20
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; LETRS Training; SRG 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?	Yearly Family Curriculum night and an Open House that provides information and training on how parents/families can support their children. In addition, parents receive one on one conferences with their child's teacher. We will also be hosting parent nights for Leader In Me, so that parents can have a solid understanding of the program, and how to support their students in school.
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; District Wide Communication; Social Media; Newsletter; Emails from Teachers; PhoneCalls/Text Messages; School Website
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Parent Link; 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?	0.939
b. What is our building chronic absenteeism rate?	15.00%
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	
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a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Paraprofessional Training; Curriculum; Parent & Community Involvement; Attendance/Tuancy; Instructional Technology
Can they be achieved with additional resources?	Yes
Why or why not?	We have implemented a Cougar Paw 10's frame for attendance. When a class fills up a 10's frame, they get a visit from the Principal and Assistant Principal to bring a treat to the class and celebrate. A bulletin board with every class' attendance is located in the front hallway. Attendance is tracked daily by each student. Goals for attendance are written based off of this tracking. We will continue to give information to parents about the importance of being at school daily.
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 will continue to focus on early intervention, using as many teachers and support as possible to make any intervention groups small enough to follow MTSS guidelines. Teachers will continue to perfect their "Teacher Moves" to make sure best practices are being used during core and intervention times.
Identify the budget actions that should be taken to address and remove those barriers.	Ensuring enough support to focus on the early interventions needed for student success.
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.	LETRS training for all teachers will be a factor moving into the upcoming 3-5 years.