



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Lawrence Elementary

SCHOOL NO: 1712

INTERNAL NO: 340

SECTION 1: Student Needs	Response
a. How many students are in the building?	368
b. Percentage of students with an IEP?	20.9%
c. Percentage of students enrolled in ELL services?	19.0%
d. Percentage of students identified as At-Risk (Free Lunch)?	80.2%
e. What is the teacher to student ratio average?	12.69
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?	Fastbridge is the district screener that is utilized. It is administered three times per school year. Screeners administered for 3rd - 5th are aReading and CBMR for reading and aMathand math automaticity for math. If necessary. For our K - 2nd grade students they are screened on Letter Names, Letter Sounds, Non-sense Word Fluency and Word Segmenting. RI teacher administers the QPS and PAST if needed to determine where the gaps are in learning. These screeners are reviewed by classroom teachers and support staff, serving as a foundation to inform and enhance our building goals. The 3rd - 5th grade teachers utilize the Predictive Iterim mini assessments provided by KSDE to further refine the instructional strategies in our intermediate grades. In preparation for the KAP state assessments, all students engage in targeted skills practice to ensure the students are well equipped for the assessments. Our reading intervention groups are structured based on student ability, allowing for tailored support, while math intervention typically occurs in small groups within the classroom setting. This approach fosters and environment codnucive to individualized learning and academic growth.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes

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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?	Students have the opportunity to participate in the SAEBRS screener, if parents have opted them in. Teachers complete the Teacher SAEBRStwice each school year. Data is then reviewed and necessary follow up with students occur. Our school counselor conducts weekly check-ins with all students and follows up with those identified as high-risk. Lawrence host Prime Fit daily for student mentoring and Big Brothers, Big Sisters provides weekly support to some of our students. Staff members, including support staff regularly hold lunch groups with students to foster engagement and support.
b. What are your targets/goals related to social/ emotional growth?	We will increase the percentage of students that feel safe and connected to 90% by May 2029.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	ASQ Screeners that are provided by the KSDE.
d. What are your targets/goals related to kindergarten Readiness?	Increase the percentage of Ages and Stages Questionnaires completed from 84.8% to 88% by the end of September 2026.
e. How are you measuring the success of individual plans of study?	Quarterly reviews and progress reports. IEPs, ILP's and 504's
f. What are your targets/goals related to postsecondary completion/attendance?	Increase average daily attendance from 92.2% to 93.8% by the end of May 2026.
g. How are you ensuring students are civically engaged?	Our students participate in a minimum of four community service activities each school year. They collect individual condiment packages as well as pre-packaged plastic wear which is then donated to the Lords Diner and a senior care facility. As a district we participate in the annual turkey drive, in February our students made Valentines Day cards and they were delivered to a nearby senior living facility. We are currently collecting pop tabs that will be donated to the Ronald McDonald House in May. SOcial studies is integrated into the curriculum across all grade levels. Every autmn, students participate in lessons commemorating Constitution Day. Students also engage in digital citizenship lessons using platforms to participate in social issues, community inititives and public discourse.
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;
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.	No
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

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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?	11.44
How many are needed at this building (vacant & filled)?	13.06
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; This school year we are completing a book study on Total Participation Techniques with all certified staff members, this includes reading of the book, staff members teaching up to four techniques from each chapter, then sharing artifacts before moving to the next chapter.

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

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?	N/A
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; Social Media; Newsletter; Emails from Teachers; School Website; District Wide Communication; PhoneCalls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	District Wide Communication; Social Media; School Website; Parent Link; Phone Calls/Text Messages; Emails from Teachers; Newsletter; Seesaw
Is it adequate?	Yes

SECTION 8: School Data	Response
a. What is our building attendance rate?	0.925
b. What is our building chronic absenteeism rate?	23.10%
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?	Attendance/Tuancy; Parent & Community Involvement; Physical Space for Learning; Other: Address Below; Child Study Team Ratios; Lack of Assistant Principal, Much needed roof repairs, we had five trash cans in room recently trying to catch all of the leaks, HVAC Updates, especially in A Hall.
Can they be achieved with additional resources?	Yes
Why or why not?	Most of the identified needs can be addressed with additional resources.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	It is essential that all students arrive at school on time, well rested, well nourished and emotionally prepared to engage in learning and reach grade level proficiency on assessments. There is a notable deficiency in educational stamina and low attendance rates. Students continue to show reduced motivation and interest in achieving educational success. We have had increased behaviors this year, especially with our 3rd grade classes. It is a tough mix of some very physical and emotional students. We are on track for at least 1,000 radio calls for assistance this school year. We do not have many Level 2 and Level 3 incidents in Synergy but the daily Level 1 calls have seriously increased. Equitable learning space is at times a concern. Throughout the day during Reading Intervention there are up to four groups in a single classroom, thus making learning difficult and can also increase behaviors. This year I have had 15 staff members on my list for iObservation, formals, walk throughs and NCD1 evaluations. I have 8 non-classified evaluations to do as well. Twenty percent of our student population is Sp Ed, we will have had 15 initial Sp Ed evaluations and 26 re-evaluations this school year, this does not include annual IEP numbers. We have ten 504's with 3 of those being new this year and one FBA happening in process for one of 504's. We currently have a .6 psych, due to our large case load she usually writes reports on our Lawrence cases during one of her days at her other school.
Identify the budget actions that should be taken to address and remove those barriers.	Additional resources for the building, both human resources and physical resources. Human resources would be a behavior para to assist with behaviors and push into classrooms so teachers can work on student relationships. An additional counselor would be beneficial to assist with mental health needs our students. An Assistant Principal would be a considerable asset as they could assist with instructional observation and feedback, planning of PD, assisting with behaviors as well as other administrative duties.
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.	First of all I struggle with basing success on one data point. To truly measure growth and learning one must look at multiple data points over time. Our district strategic plan is a five year timeline, so for the purposes of answering this question I will say five years.