



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: L'Ouverture

SCHOOL NO: 1724

INTERNAL NO: 346

SECTION 1: Student Needs	Response
a. How many students are in the building?	234
b. Percentage of students with an IEP?	15.0%
c. Percentage of students enrolled in ELL services?	26.5%
d. Percentage of students identified as At-Risk (Free Lunch)?	91.9%
e. What is the teacher to student ratio average?	11.64
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?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	We regularly review state assessment data along with universal screeners and progress monitoring to identify student strengths and areas for growth. Teachers use this data to guide instruction, provide targeted interventions, and adjust instructional strategies to meet student needs. We also provide additional support through small group instruction, collaboration with intervention and special education staff, and ongoing progress monitoring to ensure students are making academic gains and are prepared for state assessments.
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?	We measure social and emotional growth through a combination of academic and behavioral data. This includes reviewing behavior referrals, attendance, classroom performance, and teacher observations. We also monitor student engagement and social interactions within the classroom and school environment to identify growth in emotional regulation, peer relationships, and responsible decision-making.
b. What are your targets/goals related to social/ emotional growth?	Our targets and goals related to social and emotional growth align with district expectations and social-emotional learning
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Kindergarten readiness is determined through the Ages and Stages Questionnaire (ASQ) and other early childhood screening tools. These assessments help evaluate developmental areas such as communication, motor skills, problem-solving, and social-emotional development to ensure students are prepared for the expectations of Kindergarten.
d. What are your targets/goals related to kindergarten Readiness?	Our Kindergarten readiness goals align with district expectations and focus on ensuring students demonstrate foundational skills in early literacy, early numeracy, communication, and social-emotional development. The goal is for students to enter Kindergarten prepared to engage successfully in learning and classroom routines.
e. How are you measuring the success of individual plans of study?	The success of individual plans of study is measured through ongoing data review, including universal screeners, progress monitoring, classroom performance, and state assessments. For students with IEPs, we ensure services are delivered according to the student's required minutes and monitor progress toward IEP goals. This process is supported through collaboration with interrelated teachers and special education paraprofessionals to ensure students receive appropriate instruction and support.
f. What are your targets/goals related to postsecondary completion/attendance?	Our goal is to encourage continued learning and postsecondary opportunities by building strong relationships with students and families. By fostering a culture of safety, support, and community, we help students develop confidence, responsibility, and long-term academic goals that support successful transitions to future educational or career opportunities.
g. How are you ensuring students are civically engaged?	Currently, civic engagement opportunities are limited within our setting. However, we support civic responsibility by encouraging respectful interactions, community awareness, and positive citizenship behaviors within the school environment.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Tutoring; Class Within a Class; Interventions;
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?	No
b. How many classified supports staff are currently employed?	5.21
How many are needed at this building (vacant & filled)?	6.09
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; Other; 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?	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?	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
Is it adequate?	No
f. What types of communication/social media exists with your community?	District Wide Communication; Social Media; School Website
Is it adequate?	No
SECTION 8: School Data	Response
a. What is our building attendance rate?	0.924
b. What is our building chronic absenteeism rate?	26.00%
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
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?	Scheduled Time/PD Time; Paraprofessional Training; Curriculum; Attendance/Tuancy; Child Study Team Ratios; Parent & Community Involvement;
Can they be achieved with additional resources?	Yes
Why or why not?	Additional resources such as increased staffing support, access to professional development, and more time for teacher collaboration could help address these barriers. With these supports, staff would have greater capacity to provide targeted interventions, strengthen family engagement, and better support students' social, emotional, and academic needs.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	One barrier our school may face in ensuring all students reach grade level proficiency is maintaining consistent staffing and instructional continuity during a transition period, as the building is scheduled to close in the coming year. Staff uncertainty about future placements may impact retention and recruitment, which can affect instructional stability and student support services.
Identify the budget actions that should be taken to address and remove those barriers.	To address this barrier, budget actions could include providing retention incentives for current staff, ensuring adequate staffing allocations, and supporting professional development and collaboration time. These supports would help maintain instructional consistency and ensure students continue to receive high-quality instruction and interventions during the transition period.
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.	If these supports are implemented, continued progress toward grade level proficiency could be maintained throughout the current school year, with ongoing improvement expected within one to three years as students transition to their next learning environments.