



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: McLean Science and Technology Magnet Elementary

SCHOOL NO: 1740

INTERNAL NO: 352

SECTION 1: Student Needs	Response
a. How many students are in the building?	279
b. Percentage of students with an IEP?	27.2%
c. Percentage of students enrolled in ELL services?	15.8%
d. Percentage of students identified as At-Risk (Free Lunch)?	54.8%
e. What is the teacher to student ratio average?	14.16
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?	Intentional planning and targeted interventions and accommodations.
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, Second Step implementation and targeted supports building wide and daily Community Meetings that target areas of concerns, response interventions, and connected strategies for SEL groups and building-wide response strategies.
b. What are your targets/goals related to social/ emotional growth?	Increase the sense of belongingness via attendance from 9.5% to 97% for the 2025-26 school year.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Fastbridge screener data with letter names, sounds, and word segmenting.
d. What are your targets/goals related to kindergarten Readiness?	Increase proficiency of word segmenting so students are able to read nonsense words at a fluent speed and rate when entering first grade.
e. How are you measuring the success of individual plans of study?	Routine kid talk meetings, data dialogue conversations and team meetings about grade level scoreboards and goals.
f. What are your targets/goals related to postsecondary completion/attendance?	We incentivize students coming to school by honoring whole class attendance and individual attendance.
g. How are you ensuring students are civically engaged?	Giving students an opportunity to feel free to share their thoughts and concerns and open to other's ideas and thoughts in a restorative way with positive 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;
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?	6.16
How many are needed at this building (vacant & filled)?	6.16
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?	SRG Training; Restorative Practices; Instructional Coaching; Other; LETRS Training;
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?	Incentives for students to be at school. Expectations to practice reading and math skill fluency, and communication about behaviors and the levels of behavior.
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
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?	0.944
b. What is our building chronic absenteeism rate?	13.60%
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?	Instructional Technology Training; Paraprofessional Training; Child Study Team Ratios; Other: Address Below; Leaders and specialists to communicate Tier 1 and 2 needs via behavior and academics.
Can they be achieved with additional resources?	Yes
Why or why not?	In a building where behaviors are generally Tier 2, implementation and the process to help teachers create plans for changing student behaviors and the lack of know how and follow through of staff to implement skilled Tier 1 instruction, increases the behaviors of students to be addressed minimally and/or not always in a timely manner, causes the problems to remain constant and the response to the misbehaviors are reactive and not responsive nor proactive. In addition, as a continuum school, the skill to accommodate the students across the spectrum is vast. Significantly at a high rate that the general education peers do not have the skill, and sometimes does not have the will to be proactive and nor restorative. The special education staff are also challenged to know how to respond to the level of needs along the continuum. In this case, sometimes will and/or skill. Lastly, Lack of a full time CST team, no interventionists, AP, nor full time coach, spreads administration in trying to compensate for the deficiencies in these areas. The attempt is minimal and not sure how much of an impact one person can do for the entire school who has substantial needs now, but will most likely lead to significant needs as well if the school receives more students due to school closures now and in the future.
b. Additional building unique identified items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	The will and skill to teach students who are not the typical students who make up the school. As a whole, from a district perspective, the school has decent data in its ranking, but there are still at least 50% of the students not proficient. As a staff we have had conversations how the amount of students not being proficient is more important than the ranking in the district. 50-60% proficiency is still a failing or close to failing grade. Since the school is not title, there are limited resources for interventions, personnel, and resources to address the needs to substantially significantly improve the student data and teacher efficacy. The data at the school sometimes gets misleading due to the number of gifted ed students that are enrolled in the school.
Identify the budget actions that should be taken to address and remove those barriers.	Not sure of the budget cost of a Qualified Behavior Interventionist, but this position would significantly help support the needs mentioned from above. An interventionist to help support students with Tier 2 behavior strategies, coaching and leading supports for teachers, professional development for our paraprofessionals, and the continued maintenance and/or recreation of the building-wide CHAMPs and motivators.
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.	1 to 2 years.