

DISTRICT: **D0259 - Wichita Public Schools**SCHOOL: **Peterson Elementary**SCHOOL NO: **1760**INTERNAL NO: **384**

SECTION 1: Student Needs	Response
a. How many students are in the building?	295
b. Percentage of students with an IEP?	21.4%
c. Percentage of students enrolled in ELL services?	5.8%
d. Percentage of students identified as At-Risk (Free Lunch)?	48.5%
e. What is the teacher to student ratio average?	13.47
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	No
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 have been working with staff this year on implementing 4DX on our campus. We also are trying to align our professional learning for staff to focus on the 8 areas of Scarbrough's Rope. We think those steps will help improve our state test scores; we also do smaller things like exposure to the KITE system.
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 utilize the Safety/Belonging Survey to be a data point for us with SEL growth for students. We also look at our Attendance data.
b. What are your targets/goals related to social/ emotional growth?	We are trying to build connections across grade levels by giving students more opportunities to connect with students in different grades (Tigers and Cubs; Assemblies).
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We look at ASQ results, but honestly we really enroll students that are age-appropriate and then base class lists off of what we see on staggered attendance days.
d. What are your targets/goals related to kindergarten Readiness?	Ideally, we would like for students entering Kindergarten to have had exposure to letter names and letter sounds. We also have found that being in some structured environment (PreK; day care) help them with the transition to an all day schedule at Peterson.
e. How are you measuring the success of individual plans of study?	Goal tracking. Depends on what the goal is, but we want to live 4DX and that be part of what we are doing to determine if students are growing.
f. What are your targets/goals related to postsecondary completion/attendance?	We want students to be at school and working towards the career and life readiness that our district has identified in the Strategic Plan.
g. How are you ensuring students are civically engaged?	We try to expose students to civic responsibilities when it is election time, we invited a new BOE member to come talk with 5th Grade this year, and also utilize our Social Studies curriculum for that civic awareness.
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

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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?	7.04
How many are needed at this building (vacant & filled)?	7.24
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	No
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; 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?	Not based at our school, but our district starts with different resources to families from a very young age (Parents as Teachers; PreK). As far as how to do homework or technology, nothing.
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; Seesaw; 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?	0.935
b. What is our building chronic absenteeism rate?	16.60%
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

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?	Child Study Team Ratios; Other: Address Below; Our building could use someone that helps with connections, resources, and strategies when it comes to students that need more support than Tier 1 from a behavior/regulation standpoint. I am proud of the work that we have done at Peterson this year with trying to meet the needs of students (particularly Kindergarten) when it comes to visuals, manipulatives, regulation breaks, and the modeling desired behavior. We were fortunate to have a Qualified Behavior Interventionist for a short period of time in the Fall semester; the QBI's work to make personalized schedules, token boards, positive rewards systems, and regulation strategies directly benefited students. They were also a huge asset in keeping us data-focused with students and helped with getting staff set up with Check In to Connect. I don't anticipate our needs becoming less in the near future at Peterson. If we were able to get a Qualified Behavior Interventionist (I saw in Scoop it will no longer be 'Behavior Interventionist') that would allow the Principal to channel more energy on getting our academic data up and meeting our WIGs.
Can they be achieved with additional resources? Why or why not?	Yes The biggest ask is that we have a Behavior Interventionist. Back in the Fall '25 when we had a QBI on a temporary basis, it was a massive help for our staff to have someone who could help with designing more developmentally-appropriate visuals, reminders, and structure. The teaching aspect of it is a massive help as well to have a certified individual who can help teach appropriate responses and how to use the different supports made when regulated. The other reality we have at Peterson is that we do not have anyone who can tap in if a behavior support call when we are in an IEP staffing or CST. Those meetings have been disrupted (last year HR was notified because CST was in an IEP and could not leave) and it is hard for us to all 'row' in the same direction when meetings are interrupted. A Behavior Interventionist is my greatest request. Additionally, if we had a school psychologist more than 2 days/week, we would be able to tackle the needs of our identified students better. One thing we have done this year is starting to have pre-meets so that the psychologist can present their testing data, the classroom teacher can present their data and observations, and the IEP manager can present progress towards goals and accommodations that might be needed. It is hard for us to meet as a team and CST members to have the time needed to get their work done so that we are doing right by students that have been identified or are in the process.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	I think more focused, consistent instructional practices. Our staff does a great job, but we can still make more academic gains if we narrow our focus and stick to the 4DX model.
Identify the budget actions that should be taken to address and remove those barriers.	I think the above description of a Behavior Interventionist would be a massive help.
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.	Tough to determine. I don't think we will ever get every student to be proficient on state tests, but furthering our work with 4DX will help provide focus and clarity to both students and staff.