



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Price-Harris Communications Magnet

SCHOOL NO: 1686

INTERNAL NO: 330

SECTION 1: Student Needs	Response
a. How many students are in the building?	463
b. Percentage of students with an IEP?	21.0%
c. Percentage of students enrolled in ELL services?	14.7%
d. Percentage of students identified as At-Risk (Free Lunch)?	55.1%
e. What is the teacher to student ratio average?	16.03
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?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Through strong Tier 1 instruction, data-driven decisions, targeted intervention, and consistent schoolwide expectations, we are aligning our work to ensure all students are prepared for success on 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-emotional growth using a combination of district-aligned systematic tools (surveys, behavior data, attendance), and classroom-level SEL practices.
b. What are your targets/goals related to social/ emotional growth?	Increase student feelings of safety & belonging (toward district goal of 90%). Increase demonstration of SEL competencies. Reduce discipline referrals and repeated behavior incidents. Ensure 100% SEL curriculum implementation schoolwide. Improve attendance by strengthening student connection.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	ASQ testing Academic screeners: foundational early literacy & numeracy skills
d. What are your targets/goals related to kindergarten Readiness?	Raising the percentage of students entering Kindergarten ready
e. How are you measuring the success of individual plans of study?	Goal-setting, monitoring, and demonstrated progress along with Alignment between goals, data, and academic supports
f. What are your targets/goals related to postsecondary completion/attendance?	Price-Harris plays a critical role in setting the foundation for USD
g. How are you ensuring students are civically engaged?	We ensure civic engagement by teaching civics, elevating student voice, connecting with community partners, and building SEL competencies, so our students learn and practice citizenship in meaningful ways.
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?	No
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.	No
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?	7.85
How many are needed at this building (vacant & filled)?	7.85
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; LETRS Training; SRG Training; Restorative Practices;
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?	None
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; School Website; PhoneCalls/Text Messages
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?	0.941
b. What is our building chronic absenteeism rate?	15.70%
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?	Physical Space for Learning; Other: Address Below; Scheduled Time/PD Time; Curriculum;
Can they be achieved with additional resources?	Yes
Why or why not?	1. Scheduled Professional Development Time for Magnet Programming Current Challenge: Allocation of a Magnet teacher which to strengthen program fidelity and ensure sustainable implementation. 2. Curriculum Support & Materials for New Math Adoption Current Challenge: Provide complete math manipulative sets and district-aligned assessments that match quarterly targets to maintain instructional equity. 3. Classroom Capacity & Physical Space Constraints-Current Challenge: Reassess class-size assignments or provide alternative space solutions to ensure safety and optimal learning conditions.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Paraprofessional Support for Kindergarten and 1st Grade Provide one paraprofessional for every Kindergarten and 1st grade classroom to support instruction, supervision, and safety. Complete Child Study Team (CST) Staffing Assign a full-time, permanent school psychologist to ensure consistency and improve outcomes for students requiring assessments and support. Full-Time Instructional Coach Allocate a full-time instructional coach to provide ongoing professional learning, support PLCs, and directly impact instructional quality.
Identify the budget actions that should be taken to address and remove those barriers.	Allocation for Magnet Teacher Increase in paraprofessional allocations to allow all kindergarten and first grade teachers to have a paraprofessional. Increase Psychologist allocation to 1.0 and hire a psychologist. Increase instructional coach allocation to 1.0 to provide staff support.
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.	Three years we would see a significant increase in scores.