



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Riverside Leadership Magnet Elementary

SCHOOL NO: 1766

INTERNAL NO: 360

SECTION 1: Student Needs	Response
a. How many students are in the building?	245
b. Percentage of students with an IEP?	15.1%
c. Percentage of students enrolled in ELL services?	7.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	52.2%
e. What is the teacher to student ratio average?	13.46
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?	Our school has a growth goal for ELA. Each grade level also has a growth goal for ELA. Measures are in place by grade level to address achievement, and most measures are taken daily. Some measures are in place weekly. Staff track their implementation of these measures, and we review 3 times per month at Professional Learning sessions. Professional Learning for staff is focused on Comprehension at least once per month. Planning time with highly impactful resources and district approved curriculum is provided monthly for at least 3 hours for each classroom staff member to meet collaboratively with their team. Teaching staff also have 90 minutes to plan on their own 3 times per week included in their work day. Administrator and coach provide regular walk-throughs and feedback with follow-up visits scheduled to observe for the highly impactful strategies for engagement, rigor, and comprehension implementation. Staff also participate in learning walks to observe colleagues for these key focus areas at least twice per month. Leadership team meets regularly (twice monthly) to review data, ensure monitoring is taking place according to MTSS, and to Plan, Do, Check, Act.
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 screener
b. What are your targets/goals related to social/ emotional growth?	Increase the % of Ages and Stages Questionnaires completed to 100% by end of September 2026.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	ASQ
d. What are your targets/goals related to kindergarten Readiness?	95% Average Daily Attendance goal for kindergarten.
e. How are you measuring the success of individual plans of study?	MTSS progress monitoring guidance is followed. Twice per month (at team time), our teams meet with Child Study team members to address student concerns and develop intervention strategies specific to each child's needs
f. What are your targets/goals related to postsecondary completion/attendance?	Increase the % of Ages and Stages Questionnaires completed from 98% to 100% by end of September 2026. Increase average daily attendance for students in K-5 from 94.27% to 96% by end of May 2026.
g. How are you ensuring students are civically engaged?	tudents are experiencing and participating in lessons in their Social Studies block using the ELA standards. Students participate in leadership jobs schoolwide. Students participate in community field trips, including historical museums in Wichita and Hutchinson when possible. Students participate in EdVenture days including Kansas Day, African American history month, and more. Students learn about our government, history, voting, and election system as appropriate to their ages and grade levels.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Interventions; Class Within a Class; Tutoring;
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?	5.58
How many are needed at this building (vacant & filled)?	5.58
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; Restorative Practices; Other; Language Comprehension strategies, Math strategies along with ongoing training for our new Math curriculum to ensure integrity and fidelity. Support and training for social/emotional needs not addressed with our SECD curriculum.

DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: Riverside Leadership Magnet Elementary
 SCHOOL NO: 1766
 INTERNAL NO: 360

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?		District resources on our website are offered to parents. (SRG's, homework help, standards and scales, due date reminders). District level parent information meetings offered 1-2 times per year. Riverside family nights teach guardians how to help with homework, what to expect, and how to use materials sent home. We also teach guardians how to advocate for their child, where to find resources, and how to help in our grade level goal areas. We do this at school family nights, parent conferences, student-led conferences, Site Council meetings, and PTO meetings. Activities and games are explained at family nights and/or parent teacher conferences. We encourage all families to reach out to the teacher and/or school for open communication on student goal areas and/or concerns. Family newsletters teach monthly social/emotional focus area and school academic goal areas. School website provides information and opportunities to learn on various topics. Leader In Me Parent Book Club. Parent greeting students at doors at start and end of day. Parents are invited to come to the classroom, observe, assist, volunteer, and join our PTO. Site Council meetings 3 times per year. Parent coaching opportunity for Girls Running Group.
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; PhoneCalls/Text Messages
Is it adequate?		Yes
f. What types of communication/social media exists with your community?		District Wide Communication; Social Media
Is it adequate?		Yes
SECTION 8: School Data		Response
a. What is our building attendance rate?		0.936
b. What is our building chronic absenteeism rate?		18.50%
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

DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: Riverside Leadership Magnet Elementary
 SCHOOL NO: 1766
 INTERNAL NO: 360

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; Parent & Community Involvement;
Can they be achieved with additional resources?	Yes
Why or why not?	Having equitable CST members assigned to our building would help us complete evaluations and meet other high needs required by diverse family and student situations. Having a role specifically designated for a family engagement/support would allow us to implement most of the measures we have generated to improve communication and family engagement. Transportation for families to events, programs, and conferences: All parents would be able to attend if our district provided families with transportation. Use of a parent calling tree to support each other with rides to events, which would build community. Communicate how and where families can get wifi. Safety and Belonging - Lack of cultures represented at events - suggestion for solutions: Mindful incorporating of diverse families/cultures in music programs, library books representing all cultures and traditions. Family engagement - 1 We need more people to join PTO. Idea - incentives/coupons for the students to earn privilege if their parent attends a meeting. 2 Not enough opportunities/events - More people willing to host creative events. 3 Lack of response or opportunities for input: solution could be to add a QR code for seeking parent and community input in our school newsletter "what is going well" and "where can we improve".
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Reading achievement - students need resources, interventions, and practice resources to achieve. Parent involvement and education would help support this. Technology ratio should increase so that students have more opportunities to become familiar with this tool used for assessments. Full time coach would assist us with implementation of MTSS, tiered approach, interventions, and data analysis/use of data. Reading interventionist role would support assisting our lowest scoring students.
Identify the budget actions that should be taken to address and remove those barriers.	Full-time MTSS Facilitator funded at 100% at non-title buildings. Full-time CST members funded at 100% at our school. Supplemental for a family engagement role. Technology for all students. (1st-5th) Full-time behavior interventionist funded for our school. This would allow the principal, the CST members, and the teachers to appropriately function in the required roles we currently hold rather than doing the work of the behavior interventionist, which could make a big difference for all students and families.
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.	We would achieve our goals for proficiency by May 2027.