Building Needs Assessment 2025-2026

WICHITA PUBLIC SCHOOLS

DISTRICT:	**D0259 - Wichita Public Schools**
SCHOOL:	**Spaght Science and Communications Magnet**
SCHOOL NO:	**1693**
INTERNAL NO:	**333**

SECTION 1: Student Needs	Response
a. How many students are in the building?	468
b. Percentage of students with an IEP?	16.7%
c. Percentage of students enrolled in ELL services?	41.5%
d. Percentage of students identified as At-Risk (Free Lunch)?	91.5%
e. What is the teacher to student ratio average?	12.98
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?	This year 3rd-5th grade administered Kite minis to help prepare students on format and tools during state assessements. Our entire building is tracking goals (teachers and individual students) and taking time to reflect on how they are doing with each goal. Classroom teachers are focused reading comprehension widly important goals.The specials team provides opprotunities for students to practice reading with vocabulary and reading with objectives in their classroom. Schoolwide goal board where students are able to celebrate reaching their goals.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No

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, work habit grades, individual behavior tracking goals (charts, check in to connect), specials chart that is measured daily
b. What are your targets/goals related to social/ emotional growth?	Our goal is to support students in developing strong self-regulation skills and to encourage the consistent and independent use of these strategies across learning environments.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We use our ASQ data to help determine. During the staggered attendance days are used to collect data over multiple skills.
d. What are your targets/goals related to kindergarten Readiness?	Our goal is for kindergarten students to demonstrate readiness in early literacy skills, including letter name recognition, letter-sound correspondence, phonemic awareness, and basic concepts of print by the end of the school year. Another goal is for students to develop self-regulation skills necessary for successful participation in the kindergarten classroom, including following routines, managing emotions, and engaging appropriately with peers and adults.
e. How are you measuring the success of individual plans of study?	We measure the success fo individual plans of study through progress monitoring, problem soliving, and student progress reports
f. What are your targets/goals related to postsecondary completion/attendance?	*Use the data-tracking tools to identify attendance trends early and target interventions * Provide family engagement resources focused on improving communication and helping families understand the importance of regular attendance
g. How are you ensuring students are civically engaged?	When we have community members or assemblies students practice skills for appropriate audience behavior and students practice being good citizens. We also have second step, prime fit, All Star game based on being a good school citizen through programs like girls on the run.

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SECTION 3: Curriculum Needs	**Response**
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Interventions; Class Within a Class; Summer School;
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. Is 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.	No
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.	No

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?	17.02
How many are needed at this building (vacant & filled)?	17.77
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; Instructional strategies for low language learners

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?	During the current school year, formal caregiver training opportunities have been limited. The primary parent-focused experience offered was the Kindergarten Experience Day, which provided families of incoming kindergarten students the opportunity to observe classroom routines, instructional expectations, and learning activities firsthand. This event was designed to help caregivers better understand what students are expected to do in a kindergarten classroom and how they can support learning at home.
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; Social Media; District Wide Communication; Emails from Teachers; School Website; PhoneCalls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Social Media; Emails from Teachers; Phone Calls/Text Messages; Parent Link; District Wide Communication; School Website
Is it adequate?	Yes

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SECTION 8: School Data	**Response**
a. What is our building attendance rate?	0.902
b. What is our building chronic absenteeism rate?	28.80%
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?	Physical Space for Learning; Attendance/Truancy; Paraprofessional Training; Caseloads per Teacher; Other: Address Below; Support staff attendance and how they are being used
Can they be achieved with additional resources?	Yes
Why or why not?	Yes, these items could be achieved with addtional resources to equip staff and families with tools that support student achievement. For Paras Ongoing, job-embedded professional development focused on: Behavior support strategies and proactive classroom management, Supporting students with social/emotional needs, andeffective instructional support in inclusive classroom settings Physical Space for learning: Flexible learning spaces to support: Small-group instruction, Social/emotional regulation breaks, Intervention and support services
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Behavior, attendance,
Identify the budget actions that should be taken to address and remove those barriers.	*Access to alternative learning environments for students who require structured or calming spaces- creating a calm down space for student regulation option *Additional furniture, dividers, or adaptive materials to maximize existing space- Creating additional spaces that allow for learning and help students stay focused in those areas
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 budge actions would be implemented.	2 years