



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Stanley Elementary

SCHOOL NO: 1782

INTERNAL NO: 367

| SECTION 1: Student Needs                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| SECTION 1: Student Needs                                                                                                     | Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| a. How many students are in the building?                                                                                    | 424                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| b. Percentage of students with an IEP?                                                                                       | 25.7%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| c. Percentage of students enrolled in ELL services?                                                                          | 18.9%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| d. Percentage of students identified as At-Risk (Free Lunch)?                                                                | 79.2%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| e. What is the teacher to student ratio average?                                                                             | 13.25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 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?                                                             | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 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?                     | systematic approach to scheduling continual opportunities to analyze data (diagnostic and internal sources) to identify needs, align instruction to priority standards and use professional development time to continue to grow educators in their capacity for intentional planning, internal formative assessments system to specifically collect data on targeted reading standards that is used to adjust planning and direct instruction, provide fluid targeted interventions in ELA that are adjusted weekly through structured team time where progress monitoring data is analyzed for growth, progress monitor with fidelity according to our district guidance, teachers have created Lead measures for their grade that are discussed weekly in our WIG sessions where our school improvement data is also reviewed and adjustments are made as necessary to the Lead measures based on current data |
| 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)                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Response                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| a. How are you measuring social/emotional growth?                                                                                                                         | 2nd step lessons, SAEBRS, office referrals, internal behavior tracking system, attendance                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| b. What are your targets/goals related to social/ emotional growth?                                                                                                       | Teachers will implement positive and proactive classroom structures to build community.<br>Grade levels create a weekly SEL schedule for lessons and applicable activities that also tie in Restorative Practice work<br>Increase average daily attendance from 92.2% to 93.8% by end of May 2026 (as of 3/13/26 our building is at 91.5%)                                                                                                                                                                                             |
| c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?                                                                     | We follow the district guidance and utilize the tools like the kindergarten checklist and ASQ to share with parents so we can see where kids are and what they need to continue to work on. We also hold a Intro to Kindergarten event for incoming parents prior to the end of the current school year so we can share all of this information with new or incoming families.                                                                                                                                                         |
| d. What are your targets/goals related to kindergarten Readiness?                                                                                                         | Our goals are the same as the district. The only thing different for us is that we internally make school improvement plan goals that include our pre-k students and their reading diagnostic data so we can track and prepare the students who are personally here in our building. Their specific goals are concepts of print 90% by the end of the year (currently 72%) and Onset Sounds 90% by the end of the year (currently 52%)                                                                                                 |
| e. How are you measuring the success of individual plans of study?                                                                                                        | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| f. What are your targets/goals related to postsecondary completion/attendance?                                                                                            | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| g. How are you ensuring students are civically engaged?                                                                                                                   | Being an elementary, we have a leadership club that 4th/5th grade students rotate out of quarterly/semester. While in leadership, students give back to the community like making blankets for the animals at the animal shelter and going to deliver them or partnering with one of our local retirement communities and reading or doing crafts. Students also give back to the school community by making small tokens of appreciation to recognize staff and partnering with younger grades in the building to be reading buddies. |
| SECTION 3: Curriculum Needs                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Response                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?                                                               | Class Within a Class; Interventions; Extended Year;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| b. Are there appropriate and adequate instructional materials?                                                                                                            | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| c. Is current technology appropriate? If no, what technology is needed to support the curriculum?                                                                         | No; iPads are nice for elementary but when you are not 1 to 1 it causes inequities across the building for the experience that students are provided. Some teachers use the technology to enhance learning and others a "babysitter" or "behavior incentive" which increases low stamina and negative behaviors. We need to either be 1 to 1 or have better district guidance on the allowable and acceptable use of technology.                                                                                                       |
| 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. <input checked="" type="checkbox"/> 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.                                             | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 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.                                                                                       | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.                                                        | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| SECTION 5: Staff Needs                                                                                                                                                                                                                                                           | Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 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? | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| b. How many classified supports staff are currently employed?                                                                                                                                                                                                                    | 18.13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| How many are needed at this building (vacant & filled)?                                                                                                                                                                                                                          | 18.87                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 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; Other; ALL district staff need to be trauma informed and trained on more applicable ideas for behavior management; not just de-escalation, staff need training on specific behaviors they encounter so they can build their capacity to meet student needs and not escalate situations.<br>We continue to offer building wide training on Foundations work (CHAMPS, STOIC, etc) but without a full district scope to address this as well and make it a priority it becomes over shadowed with the already full work load items that educators face daily (planning, grading, dealing with behaviors, etc) |

  

| SECTION 6: Facility Needs                                                                    | Response |
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| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 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? | We are a community building this year and have been working on a Parent University idea where we will specifically address teaching parents both building and district systems like what is being taught in the classroom, how to help with homework, how to access Parentue, what are SRGs, and how to understand student data. With our community coordinator we have already started a pilot program through a Dollar General grant for home literacy through the app Learning Upgrade. The app helps the whole family get better at reading, improve adult skills for work, and offers preparation training for your GED® testing. |
| c. Do you have an active site council?                                                                                                                                                | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 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; School Website; Phone Calls/Text Messages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Is it adequate?                                                                                                                                                                       | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

  

| SECTION 8: School Data                            | Response |
|---------------------------------------------------|----------|
| a. What is our building attendance rate?          | 0.907    |
| b. What is our building chronic absenteeism rate? | 33.30%   |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?                                                       | Scheduled Time/PD Time; Instructional Technology Training; Paraprofessional Training; Curriculum; Parent & Community Involvement; Attendance/Tuancy; Child Study Team Ratios; Physical Space for Learning; Caseloads per Teacher;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Can they be achieved with additional resources?                                                                                                                                       | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Why or why not?                                                                                                                                                                       | yes, if we had additional supports or even just equitable supports compared to other buildings of our size with the same clientele and needs, we would be better able to meet the diverse needs of our students and families as well as reduce some of the additional stress that is added to teachers with the current conditions they are working to navigate while still keeping a prioritized focus on academics. We would also be able to spend more time with families to help problem solve around barriers they may have that are keeping their students from attending school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| b. Additional building unique identified Items:                                                                                                                                       | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.                                                                       | <p>Equitable Supports- our building currently pays for 1/2 of our counselor and social work salaries out of our Title 1 budget even though majority of their day is spent supporting SPED students or behaviors.</p> <p>-Currently all of our CWC served students in 1 room so we can cover the SPED minutes but more often than not this also puts all of the students with significant social or behavioral challenges also in the same room. This model is not sustainable.</p> <p>Physical Space- Many of our classrooms are not built to house 23+ students. We share a lunchroom and cafeteria so we have to stop 90 minutes our or school day to rotate lunches through. This restricts our instructional schedule which in turn restricts people supports. With being a community school, if we were to want to add service providers here in our building to support family needs while keeping kids in school, we would not have the capacity to do so. Family Outreach/Attendance- Right now we have a community coordinator and 2 office staff for our building of 420 students and 85 staff. There are many times family's needs are unmet due to limited capacity from our staffing model.</p> <p>Staff Workload- Building level staff are experiencing higher levels of job burnout and dissatisfaction due to increasing demands from attempting to teach while addressing mental health and behavioral issues.</p>                                                                |
| Identify the budget actions that should be taken to address and remove those barriers.                                                                                                | <p>EQUITABLE SUPPORTS- If the district/SPED department paid the full salary of our social worker and counselor it would free up \$70,000 for us to repurpose for more para support to be able to increase academic supports as well as behavior supports.</p> <p>PHYSICAL SPACE- Admin has continued to put in opportunity requests to support storage needs for the classrooms, but if there was a design and construction team that could potentially come survey and help create a idea model to support all classrooms with their storage needs, we could look at building better classroom spaces that comfortably hold students and all the learning materials. A separate gym/cafeteria/FEMA shelter. This would free up our instructional schedule and supports and create a safer space for crisis events. This would also help to create a space that when it is not in use for school purposes it could be used for community/family services or events like our team was able to observe when we visited the community schools in Cincinnati.</p> <p>FAMILY OUTREACH/ATTENDANCE-With a full time allocation for a family liaison/attendance support person we would be able to ensure the office never goes unsupported and we would be able to dedicate more time working directly with families to bridge the home and school gap. This position could support our family engagement attempts and also help with timely communication of information from the district/building.</p> |
| 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. | It would be my hopes that within the next 3-5 years our students would all be able to achieve grade level proficiency if we had the appropriate and equitable supports that meet the needs of our building.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |