



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Washington Elementary

SCHOOL NO: 1790

INTERNAL NO: 371

SECTION 1: Student Needs	
SECTION 1: Student Needs	Response
a. How many students are in the building?	407
b. Percentage of students with an IEP?	18.4%
c. Percentage of students enrolled in ELL services?	50.1%
d. Percentage of students identified as At-Risk (Free Lunch)?	88.9%
e. What is the teacher to student ratio average?	12.72
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?	We have put a great emphasis on attendance and have seen yearly growth in our average daily attendance, as well as a decrease in chronic absenteeism. As an inner city title 1 school located in the lowest socioeconomic zip code in the state of Kansas, we focus on making sure all students, staff, and families feel a strong sense of belonging. We also serve two homeless shelters and a large rehoming community. This can make it challenging for students to focus on school. We put a great deal of our resources into funding the most qualified staff in the correct positions to help meet the physical, social, and emotional needs so that our teachers may focus on the academic needs. We utilize our Title 1 budget to increase the amount of time we have our Social Worker, Counselor, & Psychologist, as well as funding a Behavior Interventionist and Behavior Para Professional. Without these crucial positions in full time capacity we would not be making the gains that we have been making over the past 4 years, which includes our attendance & academic scores while decreasing our behavior referrals. Our teachers have taken trainings in Opportunities to Respond, Total Participation Techniques, School Houses through Ron Clark Academy, Boosting Achievement for low language students, among others in order to engage children in their learning and to make school a place they want to be.
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)	
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 Assessment, attendance data
b. What are your targets/goals related to social/ emotional growth?	We want to increase the sense of belonging in our building, and as a school district, and we're measuring this currently through attendance data. We use the Second Step curriculum and Restorative Practices strategies to support our students social/emotional growth. There's a focus on manners through the Essential 55 as well as positive character trait lessons within our building, daily Eagle Excellence awards, Student of the Month, and various classroom incentives have made a huge impact on students. Our CST along with teachers create plans to assist students that need more individualized support creating goals based on specific needs.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	As a title 1 public school we take all students that enroll in kindergarten regardless if they are ready or not. However we do determine their readiness through the use of the ASQ taken by the parents at enrollment.
d. What are your targets/goals related to kindergarten Readiness?	With the varying needs that come to us at Kindergarten we put a focus on basic needs and social skills initially, teaching children how to be in school. We differentiate learning based on students needs, adding more rigorous academics as students become acclimated. Many of our kindergarteners are coming with greater social/emotional deficits, diapering needs, and minimal vocabulary and lack of prior knowledge such as colors, numbers, shapes, and letter identification.
e. How are you measuring the success of individual plans of study?	Progress Monitoring
f. What are your targets/goals related to postsecondary completion/attendance?	As an AVID Elementary school we put a huge focus on College and Career readiness. We have implemented a career day, have a designated college T-shirt day weekly, college banners are hung and displayed throughout the school.
g. How are you ensuring students are civically engaged?	While Washington is currently over 90% free and reduced lunch our students are taught about taking care of people in their community at a very young age. We have food drives, and various clubs such as STEALTH, L&G, and House Leaders that volunteer in the community. We also have each upper grade paired with a primary class so that kids are learning to look out for the younger ones. Teachers teach units about things that affect us globally such as the environment.
SECTION 3: Curriculum Needs	
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Tutoring; Summer School; Extended Year; Interventions; Class Within a Class;
b. Are there appropriate and adequate instructional materials?	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes
SECTION 4: Educational Capacities pursuant to article 32.72-3218	
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.	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
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?	15.39
How many are needed at this building (vacant & filled)?	16.27
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?	SRG Training; LETRS Training; Restorative Practices; Other; Best practices in reading comprehension, math problem solving and application, and tier 3 behavior support
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?	We have a weekly technology class taught in our building during the school day for free to any of our parents in the school community. We have a mom's group that work with our parent involvement person and they meet weekly where they are learning to speak English, help in the school, and are taught how to best support their children academically 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?	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?	Parent Link; Seesaw; District Wide Communication; Social Media; Newsletter; Emails from Teachers; School Website; Phone Calls/Text Messages
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	0.923
b. What is our building chronic absenteeism rate?	27.10%
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?	Child Study Team Ratios; Caseloads per Teacher; Paraprofessional Training; Physical Space for Learning; Other: Address Below; Family transportation, communication - language barriers, poverty/homelessness
Can they be achieved with additional resources?	Yes
Why or why not?	Some additional resources could help such as the ILA system we are currently piloting which is a device that translates over 200 languages in both written and spoken words. These devices are \$2500 each. Transportation for families to school events could be arranged with Uber or Lyft, or with public transportation passes during the school day. Additional para support for the multitude of concerns that our students bring with them to school daily that inhibit from the learning of themselves and others. Having more paras in the classrooms would help support the varying needs which would boost the overall student achievement. This would be evident in test scores, attendance data, and decrease behaviors. This would provide the child study team the time necessary to support the students with intensive tier 3 behaviors and administration to be in classrooms providing feedback to assist teachers with instruction. If our school psychologist, counselor, and social worker were fully funded we would be able to utilize our title 1 funding to provide more therapeutic para support.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	We have a lack of support staff in classrooms. The varied needs of students, academic and social/emotional, have become too heavy for one teacher. Intense behaviors that are disruptive to the learning of all create a traumatic environment that makes it challenging for students to focus on new learning. When staff are not available it creates a domino affect in supervision throughout the building as well as within each and every classroom.
Identify the budget actions that should be taken to address and remove those barriers.	We require funding to hire at the very least 3 additional paras, OR the title money to fully fund our Child Study Team so that we may utilize our building budget to hire more para support which will directly affect student academic achievement as well as safety and belonging.
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 believe that we would see huge growth in both ELA and math within 3-4 school years with hired, properly trained, and consistent support.