Building Needs Assessment 2025-2026

WICHITA PUBLIC SCHOOLS

DISTRICT:	**D0259 - Wichita Public Schools**
SCHOOL:	**Woodland Magnet Elementary**
SCHOOL NO:	**1800**
INTERNAL NO:	**376**

SECTION 1: Student Needs	Response
a. How many students are in the building?	335
b. Percentage of students with an IEP?	18.5%
c. Percentage of students enrolled in ELL services?	33.7%
d. Percentage of students identified as At-Risk (Free Lunch)?	79.1%
e. What is the teacher to student ratio average?	13.62
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?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Emphasis on core instructional practices. Implementation of tiered interventions (tiers 1,2,3). Establishing goals for all students, classes, and grade levels and updating the goals on a regular basis by using progress monitoring to keep the groups fluid. Use of AVID Strategies and the WICOR model. Professional development focused on LETRS training and how to align that with great comprehension instruction in the core classroom. Hosting family literacy nights. Focusing on all students feeling like they belong to the Woodland community and safe while they are here. Training on total participation techniques for all learners. Building KITE mini assessments and using that data to determine which standards still need to be addressed in the classrooms
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?	Classroom goal trees/student apples that are a public scoreboard to show the amount of time indivdual students meet their individual goals. Woodland also uses counselor check-ins, student mentors and building budies for grade levels. Teachers keep track of the student goals in data binders that each student has. This includes both academic as well as attendance as that is a main measurment data point. Data for ERASE and FBA's is taken and used to create plans for students.
b. What are your targets/goals related to social/ emotional growth?	Decreasing the chronic absence rate from 22.5% to 17 % by the end of the school year. A decrease in behavior referrals. If students are at school, and demonstrating positive behavior while at school, that is an indicator of growing socially and emotionally.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Parents take the ASQ and that data is used by teachers for student class placement and early interventions. We also do a pre-assessment of the kinder students during kinder orientation days to determine which class they will be in.
d. What are your targets/goals related to kindergarten Readiness?	Woodland uses our Pre-K program to help with kinder readiness. During Pre-k, we have the goal of students learning how to function in school, demonstrate success with working with others, working on letter names, letter sounds, and concempts of print. We spend time practicing using the tools such as alphabet arcs for early esposure.
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?	We have our building attendance goals, and teach positve
g. How are you ensuring students are civically engaged?	Junior Achievement/ school counselor organizes a career far. We have a community garden that all students have the chance to work in that we create, maintain, and allow the community to benefit from shared resources. Activites include our hispanic heritage night, black cultural night,Veteran's day activites, and Kansas day activites.

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SECTION 3: Curriculum Needs	**Response**
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Extended Year; Interventions; Class Within a Class; Other; Running club(Social/Emotional Building), Crochet Club.
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.	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?	No
b. How many classified supports staff are currently employed?	11.42
How many are needed at this building (vacant & filled)?	11.44
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; Everyday labs for attendance, math PD for new math program. MA/PBS training for those staff.

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?	Literacy night to provide tools and resources to parents to teach them how to help support their children with reading. Intro to kinder event where we give out supplies such as the alphabet arc and how to use it. Conference resources as well.
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?	Social Media; Newsletter; Emails from Teachers; School Website; Phone Calls/Text Messages; District Wide Communication; Seesaw; Parent Link
Is it adequate?	Yes

SECTION 8: School Data	**Response**
a. What is our building attendance rate?	0.931
b. What is our building chronic absenteeism rate?	20.50%
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

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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?	Scheduled Time/PD Time; Instructional Technology Training; Paraprofessional Training; Attendance/Truancy; Parent & Community Involvement; Child Study Team Ratios; Caseloads per Teacher; Physical Space for Learning; Other: Address Below; Certified Behavior interventionist allocation (Necessary) Additional Sped Para allocation for continuum program.
Can they be achieved with additional resources?	Yes
Why or why not?	Woodland needs a certified behavior interventionist due to the increase in student needs at the general education level as well as the special education level. There is substantial time invested by administration and CST in working with our students that are either currently in the PBS continuum classroom, or those that are undergoing testing to determine if that is the correct placement for them. By not having additional behavioral support, other duties must be cut short due to the needs of either preventing a tier 3 behavior escalation or working through the behaviors with the students when they are in crisis mode.A certified staff allocation is requested due to needing a staff member that has a special education background, teaching experience, and broad behavioral support trainings as well. The secondary request is for an additional para-allocation to assist with the mixed ability program. Woodland currently has 4 special education para allocations, 2 continuum para-allocations (currently not even 35 hour per week allocations, which makes it hard to help get MA and PBS students off the buses in the morning without their support), and 3 title para-allocations. We are currently having to use our three title paras to cover CWC minutes due to the increase caseload at Woodland. This interferes with intervention and small groupings in the classroom and would also have a direct impact on our aReading and fluency growth due to being able to better support the students in the classrooms.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	To enhance student engagement, it is essential to boost average daily attendance, ensuring that students arrive at school punctually. If the district can offer increased pay for tutoring, we would be able to have an expanded tutoring program. Multiple staff state they cannot tutor due to second jobs that pay higher than the tutoring stipend. But, most importantly, getting the needed support at Woodland with the Behavioral interventionist and para-allocation will have the greatest impact on student proficiency on assessments by allowing our principal and coach to spend more time in the critical work of leading the professional learning and providing feedback on quality literacy instruction. With the continuum program, this is necessary due to not having an assistant principal or behavioral interventionist.
Identify the budget actions that should be taken to address and remove those barriers.	The main budget items are the following. See the previous response for the rational for each need. 1.0 Allocation for a certifed behavioral interventionist. .88 Allocation for the Special Education Para.
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.	Woodland would start seeing an immediate impact on student achievement if the allocations are given and improved due to the work that could begin right away.