



DISTRICT: **D0259 - Wichita Public Schools**

SCHOOL: **Woodman Elementary**

SCHOOL NO: **1802**

INTERNAL NO: **377**

| SECTION 1: Student Needs                                                                                                            | Response                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| a. How many students are in the building?                                                                                           | 607                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| b. Percentage of students with an IEP?                                                                                              | 27.8%                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| c. Percentage of students enrolled in ELL services?                                                                                 | 22.6%                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| d. Percentage of students identified as At-Risk (Free Lunch)?                                                                       | 80.1%                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| e. What is the teacher to student ratio average?                                                                                    | 14.05                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| f. What is the teacher to student ratio median?                                                                                     | 12.23                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| g. Are the needs of foster care students being met?                                                                                 | No                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| If no, what supports are needed?                                                                                                    | There is a lack of communication with foster care teams. Having a liaison between the schools and Ember Hope to help facilitate communication would be a vast improvement. There are times when there are beyond 3 attempts made from school to contact without success.                                                                                                                                                                                        |
| h. Are there gaps in student success among race/ethnicity student subgroups                                                         | No                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 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 are purposefully planning with teachers using "target, teach, assess" with an emphasis on engagement and collaboration. We are focusing our work on universal screeners to identify students not proficient and ensure appropriate interventions are in place to gain proficiency. We are then meeting every 6 weeks to assess data, celebrate growth, make changes to interventions and problem solve additional needs within students not making progress. |
| 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?                                                                                   | We are measuring this growth in reduction of office referrals and push in supports needed throughout the building.                                                                                                                                                                                                                                                                                                                                              |
| b. What are your targets/goals related to social/ emotional growth?                                                                 | Increase average daily attendance from 92.2% to 93.8% by end of May 2026. (1.5% increase)                                                                                                                                                                                                                                                                                                                                                                       |
| c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?                               | Increase the % of Ages and Stages Questionnaires completed from 84.8% to 88% by end of September 2026.                                                                                                                                                                                                                                                                                                                                                          |
| d. What are your targets/goals related to kindergarten Readiness?                                                                   | Increase the percentage of students meeting proficiency on Kdg LSF from 55.2% to 90% and Kdg WS from 67.1% to 90%.                                                                                                                                                                                                                                                                                                                                              |
| e. How are you measuring the success of individual plans of study?                                                                  | We have a data board that is updated monthly on progress. This is paired with progress monitoring checks to ensure progression is made with appropriate interventions.                                                                                                                                                                                                                                                                                          |
| f. What are your targets/goals related to postsecondary completion/attendance?                                                      | Our CST is currently working with strategic families to help identify and support families with attendance concerns. Our teachers are also implementing a practice of reaching out to families after students have been absent two days in a row. As a building, we are celebrating individual students with positive post-cards for students over 94% in attendance. Next year, we will bring back a building-wide initiative for targeting attendance.        |
| g. How are you ensuring students are civically engaged?                                                                             | We have quarterly College & Career focused days where professionals within a variety of fields come to present and visit with students. We also have a leadership group of AVID ambassadors that help support leadership work for students within the building.                                                                                                                                                                                                 |

| SECTION 3: Curriculum Needs                                                                                                                                                                                                                                                      | Response                                                                                                                |
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| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?                                                                                                                                                                      | Tutoring; Extended Year; Interventions; Class Within a Class; Other; Lunch groups-SEL learning                          |
| 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. <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.                                                                                                                                                    | Yes                                                                                                                     |
| Sufficient knowledge of economic, social and political systems to enable students to make informed choices.                                                                                                                                                                      | Yes                                                                                                                     |
| Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state and nation.                                                                                                                           | Yes                                                                                                                     |
| Sufficient self-knowledge and knowledge of his or her mental and physical wellness.                                                                                                                                                                                              | Yes                                                                                                                     |
| Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.                                                                                                                                                               | Yes                                                                                                                     |
| Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.                                                                                                        | Yes                                                                                                                     |
| Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.                                                                                                         | Yes                                                                                                                     |
| SECTION 5: Staff Needs                                                                                                                                                                                                                                                           | Response                                                                                                                |
| a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines which requires every classroom to contain an educator who is certified in eye content area being taught in said classroom and meet the goals of the school? | Yes                                                                                                                     |
| b. How many classified supports staff are currently employed?                                                                                                                                                                                                                    | 26.77                                                                                                                   |
| How many are needed at this building (vacant & filled)?                                                                                                                                                                                                                          | 26.77                                                                                                                   |
| 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; Other; Kagan & other engagement strategies                                                      |
| SECTION 6: Facility Needs                                                                                                                                                                                                                                                        | Response                                                                                                                |
| a. Is there adequate space for student learning?                                                                                                                                                                                                                                 | Yes                                                                                                                     |
| b. Are there necessary repairs and/or adjustment to the existing space that need to be made?                                                                                                                                                                                     | 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?                                                                                            | There are two parent evenings throughout the year, along with conferences, to focus on parent input and training.       |
| c. Do you have an active site council?                                                                                                                                                                                                                                           | No                                                                                                                      |
| 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; Seesaw; District Wide Communication; Social Media; Newsletter; Emails from Teachers; School Website;       |
| 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 |
| Is it adequate?                                                                                                                                                                                                                                                                  | Yes                                                                                                                     |
| SECTION 8: School Data                                                                                                                                                                                                                                                           | Response                                                                                                                |
| a. What is our building attendance rate?                                                                                                                                                                                                                                         | 0.913                                                                                                                   |
| b. What is our building chronic absenteeism rate?                                                                                                                                                                                                                                | 33.00%                                                                                                                  |
| 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; Paraprofessional Training; Child Study Team Ratios; Other: Address Below; Within the 27% special education rate, there are 165 students that have active IEP supports. These complex needs require additional time, attention, resources, and problem solving that are not available through additional supports within the building. Allowing an allocated SEAL, additional psychologist allocations, and a nurse aide, these intense needs are unsustainable.                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Can they be achieved with additional resources?                                                                                                                                       | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Why or why not?                                                                                                                                                                       | <p>These complex needs require additional time, attention, resources, and problem solving that are not available through additional supports within the building. Allowing an allocated SEAL, additional psychologist allocations, and a nurse aide, these intense needs are unsustainable.</p> <p>With 165 students receiving special education, there are additional special programs including MA, Gifted, and 4 Pre-K sections. We have 165 annual IEPs and at least 70-85 full comprehension evaluations that are completed on a yearly basis. There are additional nursing needs within diabetics, cerebral palsy and a multitude of medicine needs throughout the day beyond the regular nurse visits.</p>                                                                                                                                                                                                                    |
| b. Additional building unique identified items:                                                                                                                                       | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.                                                                       | As the largest elementary school in the district, our building serves a high-needs population with a significant number of students requiring intensive academic, behavioral, medical, and social-emotional supports. With 165 students receiving special education services, 165 annual IEPs, and 70-85 comprehensive evaluations completed each year, staff capacity is heavily focused on compliance and crisis response rather than sustained instructional intervention. Additional barriers include insufficient specialized staffing, extensive nursing needs related to chronic medical conditions, and the complexity of supporting multiple specialized programs such as MA, Gifted, and Pre-K. These factors limit the time, resources, and consistency needed to deliver targeted interventions and progress monitoring required for students to close learning gaps and achieve grade-level proficiency on assessments. |
| Identify the budget actions that should be taken to address and remove those barriers.                                                                                                | To address and remove these barriers, budget actions should focus on increasing specialized staffing and support services within the building. This includes allocating an additional SEAL position, psychologist allocation, and nurse aide support to reduce caseloads and allow staff to provide sustained instructional intervention, evaluation support, and progress monitoring beyond compliance requirements. Additional allocations for specialized support staff would improve student-to-staff ratios, increase access to mental health and medical services, and provide teachers with the time and resources needed to implement targeted interventions that support student growth toward grade-level proficiency on assessments.                                                                                                                                                                                      |
| 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. | If the identified budget actions are implemented, including increased specialized staffing and support services, the board estimates it will take approximately 3-5 years for students to make sufficient academic progress toward achieving grade-level proficiency on state assessments. This timeframe reflects the intensity of student needs, the necessity for sustained and consistent interventions, and the time required for students receiving special education and related services to close learning gaps while making meaningful, measurable growth year over year. It would take 1-2 years to build the system of support to help achieve sustainability within 3-5 years.                                                                                                                                                                                                                                           |