



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Allison Traditional Magnet

SCHOOL NO: 1804

INTERNAL NO: 202

SECTION 1: Student Needs	Response
a. How many students are in the building?	560
b. Percentage of students with an IEP?	18.4%
c. Percentage of students enrolled in ELL services?	8.8%
d. Percentage of students identified as At-Risk (Free Lunch)?	61.6%
e. What is the teacher to student ratio average?	14.87
f. What is the teacher to student ratio median?	11.05
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	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?	Tiered systems of support for students performing below the learning target
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 use our safety and belonging survey data along with SAEBER data
b. What are your targets/goals related to social/ emotional growth?	Our goals is for all students at Alliosn to have at least one trusted adult in the building in which they feel comfortable going to to help them advocate for what they need to support them in their education.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	NA
d. What are your targets/goals related to kindergarten Readiness?	NA
e. How are you measuring the success of individual plans of study?	We use Xelo to monitor individual plans of study
f. What are your targets/goals related to postsecondary completion/attendance?	We use Xello five year plan to help studentsdevelep a five year plan focused toward post secondary completion. Attendance our goal is to 95% average daily attendance for the school year
g. How are you ensuring students are civically engaged?	We use second step curriculum to help students have dialogue on different topics. We work to develop student leadership, voice and agency through intentional leadership opportunities.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Tutoring; Before/After School Support; 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		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.		Yes
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.		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?		5.28
How many are needed at this building (vacant & filled)?		9.42
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; SRG Training; Restorative Practices;
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?		Family engagement events that focus on parentvue and assisting arents on navigating students attendance and grades
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; 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; 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?		0.935
b. What is our building chronic absenteeism rate?		20.80%
a. what is our district graduation rate?		N/A
b. What is our dropout rate?		N/A
c. What is our average comprehensive ACT Score?		N/A

SECTION 9: Other Data	
Response	
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Paraprofessional Training; Physical Space for Learning; Child Study Team Ratios;
Can they be achieved with additional resources?	Yes
Why or why not?	Additional para support for help support tier 2 and tier 3 students in the reading and math would help support targeted small group instruction with core instruction and interventions. If we have a newer more physically appropriate and comfortable learning environment it would support improved learning and teaching conditions for students and staff.
b. Additional building unique identified items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	One major barrier is the need for additional paraprofessional training and staffing. There is a growing need for additional non-special education paraprofessionals to assist with the increasing number of ESOL students and to provide greater support for Tier 2 interventions in reading and math. Without adequate staffing and training, it becomes difficult to provide consistent small-group support and targeted interventions that help students succeed. Another significant barrier is the physical structure and limitations of the building. Allison was built in 1921, and while some upgrades have occurred, the facility does not adequately meet many modern accessibility and programmatic needs. This issue is particularly challenging as we are in the second year of housing a Mixed Abilities program. The building does not currently provide ADA-accessible accommodations necessary to support the mobility and daily living needs of students in the program. Allison serves a large number of bus riders. The surrounding neighborhood and school layout provide limited parking and restricted traffic flow, which creates safety concerns for families, staff, and buses during arrival and dismissal. Due to the age of the building, temperatures are often difficult to regulate, resulting in classrooms that are extremely hot or cold. Additionally, having two physical education teachers sharing one gym space limits instructional flexibility. Despite these barriers, students at Allison continue to perform well academically.
Identify the budget actions that should be taken to address and remove those barriers.	1. Increase Paraprofessional Staffing and Training: The budget should prioritize funding for additional paraprofessional positions, particularly non-special education paraprofessionals, to support the increasing needs of ESOL students and Tier 2 reading and math interventions. 2. Invest in Accessibility Improvements: Funds should be allocated for ADA-related upgrades and include renovations to restroom and hygiene facilities. 3. Improve Facilities to Support the Mixed Abilities Program: Additional funding should be considered to modify or expand classroom spaces to better support the staffing. 4. Address Building Infrastructure Needs: The district should prioritize capital improvement funding to address the aging HVAC and heating systems. 5. Enhance Safety and Traffic Flow: Budget considerations should include site and traffic flow improvements. 6. Expand Physical Education Space Options: Funding could also support solutions that allow greater flexibility for physical education classes.
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 given additional support in the areas of reading and math instruction through para professional support we will continue to see improvements in student achievement and improvement. A new or upgraded school campus and facility would make working conditions for staff and students more conducive to learning and growth, Allison building was built in 1921 and has had many updates and additions but does not adequately support a safe and nurturing environment for the school to continue to grow and flourish.