



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Horace Mann Magnet

SCHOOL NO: 1818

INTERNAL NO: 236

SECTION 1: Student Needs	Response
a. How many students are in the building?	627
b. Percentage of students with an IEP?	0.0%
c. Percentage of students enrolled in ELL services?	44.5%
d. Percentage of students identified as At-Risk (Free Lunch)?	70.2%
e. What is the teacher to student ratio average?	14.88
f. What is the teacher to student ratio median?	14.55
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	N/A
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?	Our school improvement plan attacks reading fluency and comprehension in every grade K-8 in both English and Spanish. Every math teacher from Kinder through 8th grade has observable lead measures (behaviors) for having students use tools and models to support math achievement. These skills are strategies students are expected to use during state assessments. Teachers also administer the Kite mini tests to practice questions similar to those found on state assessments.
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 measure how students feel about school, their teachers, and their peers by tracking our average daily attendance. If students feel safe and like they belong, they are more likely to be present at school.
b. What are your targets/goals related to social/ emotional growth?	Horace Mann Building Goal:
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We administer the Ages & Stages Questionnaire to every student. During the ASQ window, families will complete the ASQSE and the ASQ3 questions. We then follow up by sharing the data with appropriate stakeholders to ensure that the right activities and resources are provided to our students.
d. What are your targets/goals related to kindergarten Readiness?	Maintain the Horace Mann ASQ completion rate at 100%.
e. How are you measuring the success of individual plans of study?	Admin will check progress of Xello completion bi-weekly with middle school team. Teachers will adhere to the Advocacy Calendar and review Xello lesson completion progress bi-weekly at team meetings.
f. What are your targets/goals related to postsecondary completion/attendance?	Horace Mann will have 100% of current 8th graders complete a 5-year plan by the end of May 2026.
g. How are you ensuring students are civically engaged?	Students have the opportunity to be a part of 4 student driven leadership groups. Students are involved in leadership in Student Council, BAASE, LAASE, and Student Advocacy Club.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Tutoring; 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.		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.		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.		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
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?		16.99
How many are needed at this building (vacant & filled)?		16.99
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;
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?		Social media training. Resources for students to learn Spanish 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; District Wide Communication; Social Media; 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; Social Media; School Website; Phone Calls/Text Messages; Emails from Teachers; District Wide Communication
Is it adequate?		Yes
SECTION 8: School Data		Response
a. What is our building attendance rate?		0.953
b. What is our building chronic absenteeism rate?		8.20%
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	
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Child Study Team Ratios; Physical Space for Learning; Paraprofessional Training; Other: Address Below; A second full time counselor (currently have one full time and one part time)
Can they be achieved with additional resources?	Yes
Why or why not?	Increasing FTE of part time counselor to a second full time counselor would allow us to have greater social emotional Tier 1 systems. Individual and small group counseling opportunities. Greater restorative practice responses for relational issues.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Students face several barriers to achieving grade-level proficiency on assessments, particularly in reading. In a dual language instructional model, instructional time is split between English and Spanish, which reduces the amount of time available to develop reading proficiency in each language. Most students require targeted reading interventions in either English or Spanish (or both) to address foundational skill gaps. These interventions are often delivered by paraprofessionals who need more consistent training, coaching, and instructional support to implement reading intervention effectively with fidelity. Additionally, this individual can support the completion of extensive progress monitoring needs in a dual language setting and problem solve with teachers and paras to accelerate student growth. Without a specialized bilingual reading intervention specialist to support teachers, train paraprofessionals, and monitor student progress, we have a missed opportunity that results in gaps in reading proficiency for both students who are below grade level and those who need enrichment to be challenged beyond grade-level expectations. I believe a dual language school is uniquely positioned to have a reading intervention specialist to support biliteracy building wide.
Identify the budget actions that should be taken to address and remove those barriers.	Creating a certified specialized position to meet this need.
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.	Within a couple of years of stronger support systems being in place, having a K8 Bilingual reading intervention specialist could have a big impact on student achievement.