



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Education Imagine Academy

SCHOOL NO: 1613

INTERNAL NO: 912

SECTION 1: Student Needs	Response
a. How many students are in the building?	546
b. Percentage of students with an IEP?	11.0%
c. Percentage of students enrolled in ELL services?	0.0%
d. Percentage of students identified as At-Risk (Free Lunch)?	0.0%
e. What is the teacher to student ratio average?	23.29
f. What is the teacher to student ratio median?	15.20
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?	Education Imagine Academy (EIA) is a K–12 public virtual school serving all 13 grade levels. Due to this structure, EIA maintains three School Improvement Plans (Elementary, Middle, and High School), each aligned to the USD 259 Strategic Plan Goal of Increasing Academic Achievement and Graduation Rate. Assessment practices are tailored by grade band while maintaining cohesive building-wide systems. EIA uses multiple data sources, including state assessments (KAP, ACT, WorkKeys), district benchmarks, and FastBridge aReading and aMath screeners to identify learning gaps and guide instructional planning. Mentor-mentee structures, identified as lead measures across all three SIPs, ensure regular review of student progress and targeted intervention. Elementary efforts focus on early literacy and engagement through decoding routines and monitoring LMS participation. Middle school improvement efforts emphasize math proficiency through structured weekly practice and progress checks. High school strategies prioritize ACT and WorkKeys preparation embedded within advocacy structures. Staff and Building Leadership Team input identified limited instructional capacity—particularly in secondary ELA—as a barrier to timely feedback and intervention, reinforcing the need for additional staffing to implement SIP strategies and improve assessment outcomes fully.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes

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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 social-emotional growth using the Safety & Belonging survey completed by staff, students, and families twice a year. Traditional schools in our district also use daily average attendance as a data point to measure social/emotional growth. In a virtual setting, we do not take daily attendance, which requires us to evaluate social/emotional growth using different data points. At EIA, we measure safety & belonging through the results of the Capturing Kids' Hearts parent and staff surveys, safety and belonging surveys, and reports of unique student weekly engagement on the LMS.
b. What are your targets/goals related to social/ emotional growth?	Elementary School targets/goals related to postsecondary completion/attendance: Goal: Increase the percentage of students who feel safe and connected to their school from 78.6% to 90% by 2029. WIG: Increase weekly LMS engagement from 0% baseline to 50% by May 2026.LEAD: Provide weekly online mentor meetings to monitor individual LMS engagement; mentors will contact any student with no weekly LMS activity to address barriers to engagement. Middle School targets/goals related to postsecondary completion/attendance: Goal: Increase the percentage of students who feel safe and connected to their school from 82.6% to 87% by 2029. WIG: Increase weekly LMS engagement from 0% baseline to 50% by May 2026.LEAD: Provide weekly online mentor meetings to monitor individual LMS engagement; mentors will contact any student with no weekly LMS activity to address barriers to engagement. High School targets/goals related to postsecondary completion/attendance: Goal: Increase the percentage of students who feel safe and connected to their school from 81.5% to 87% by 2029 WIG: Increase weekly LMS engagement from 0% baseline to 50% by May 2026.LEAD: Provide weekly online mentor meetings to monitor individual LMS engagement; mentors will contact any student with no weekly LMS activity to address barriers to engagement.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We determine if Kindergarten students are ready for Kindergarten through the Ages & Stages (ASQ) questionnaire.
d. What are your targets/goals related to kindergarten Readiness?	Goal: 88% of Kindergarteners will complete all portions of the Ages & Stages questionnaire. WIG: Increase the percentage of families completing all portions of the ASQ during in-person enrollment. LEAD: Provide additional communication and rearrange enrollment flow to ensure each Kindergarten family stops at the ASQ station.
e. How are you measuring the success of individual plans of study?	The success of Individual Plans of Study at EIA is measured through academic progress, engagement data, and alignment to postsecondary goals, consistent with the USD 259 Strategic Plan Goal of Life Readiness. Monitoring structures are outlined across the Elementary, Middle, and High School SIPs. Students participate in regular mentor meetings to review progress, adjust pacing, and address barriers. Data from the learning management system reports are used to track engagement and course completion. Middle and High School SIPs emphasize completion of Xello planning tools and postsecondary asset monitoring, while the Elementary SIP prioritizes developmental benchmarks, such as ASQ completion. These measures ensure that IPS implementation remains responsive to student needs and aligned to long-term academic and career outcomes.

f. What are your targets/goals related to postsecondary completion/attendance?	Middle School targets/goals related to postsecondary completion/attendance: Goal: 100% of 8th-grade students will complete a 5-year plan by the end of May 2026. WIG: Increase awareness of future-ready planning. LEAD: Provide a collaborative 8th-grade parent/guardian and student workshop event to create their 5-year plan in person with the support of Education Imagine Academy staff and counselors, which will occur each January during the 2nd semester return orientation. High School targets/goals related to postsecondary completion/attendance: Goal: Increase the percentage of students earning five or more postsecondary assets prior to graduation to at least 50% by 2029. WIG: Increase the percentage of students monitored during Advocacy for progress toward postsecondary assets from 55% to 100% by Spring 2026. LEAD: Provide a tracking system with monthly reminders for teachers and students to monitor the monthly progress of Post Secondary Assets that are tracked through Advocacy teachers and input in the gradebook.
g. How are you ensuring students are civically engaged?	Civic engagement at EIA supports the USD 259 Strategic Plan Goals of Life Readiness and Safety and Belonging. It is embedded in coursework, service-learning opportunities, student leadership activities, and schoolwide community service projects. Site council discussions and family feedback emphasize the importance of clubs, enrichment opportunities, and advocacy discussions that promote real-world application of learning and student voice. Expanding structured civic engagement opportunities remains a priority aligned with SIP life-readiness and belonging goals.

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Tutoring; Summer School; Interventions; Graduation Support; Other; Mentoring, 1:1 online content support
b. Are there appropriate and adequate instructional materials?	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	No; Technology needs at Education Imagine Academy (EIA) include updated student and teacher devices, reliable high-speed internet access, virtual lab and simulation tools, and adaptive courseware to support science, math, STEM, fine arts, career pathways, and literacy development. In addition to core

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

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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?	No
b. How many classified supports staff are currently employed?	5.64
How many are needed at this building (vacant & filled)?	6.14
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?	Other; Instructional Coaching;
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?	Since EIA operates as a K–12 virtual school, caregivers play a critical role in supporting student success, particularly in establishing routines, monitoring progress, and navigating digital learning systems. EIA provides multiple layers of caregiver training throughout the school year, beginning with a Beginning-of-Year Parent/Guardian Orientation designed to support families in helping their students thrive in a virtual learning environment. A Mid-Year Parent/Guardian Orientation is also offered to reinforce expectations, address emerging challenges, and support continued student engagement and progress. In addition to group orientations, EIA provides ongoing, individualized 1:1 caregiver training throughout the school year. During parent-teacher conferences, EIA offers workshop-style sessions for parents/guardians and students, providing opportunities to ask questions and deepedn understanding.To further support transparency and engagement, EIA provides observer accounts for parents and guardians. These accounts connect directly to the student's LMS profile, allowing caregivers to monitor daily assignments, submissions, teacher feedback, and overall progress in real time. EIA also maintains an online caregiver support hub consisting of short, targeted video tutorials that parents and guardians can access 24/7. Family feedback consistently reflects strong appreciation for the availability and responsiveness of these supports.
c. Do you have an active site council?	Yes
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; 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?	0.958
b. What is our building chronic absenteeism rate?	7.00%
a. what is our district graduation rate?	0.79
b. What is our dropout rate?	0.115
c. What is our average comprehensive ACT Score?	16.3

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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; Caseloads per Teacher; Paraprofessional Training; Parent & Community Involvement; Attendance/Truancy; Physical Space for Learning; Curriculum; Other: Address Below; Other / Technology Support: EIA does not have a dedicated on-site technology support staff member. In a virtual school, technology access is access to instruction; when students cannot access devices, connectivity, or the LMS, learning stops entirely. This barrier also increases staff time spent troubleshooting and reduces time available for instruction, mentorship, and student supports.
Can they be achieved with additional resources? Why or why not?	Yes Education Imagine Academy faces several non-assessment-related barriers. Caseloads per Teacher: The most significant barrier is the high instructional caseload at the secondary level, particularly in ELA. Curriculum/Adaptive Courseware: EIA has limited access to adaptive, standards-aligned courseware that supports the needs of students who require differentiated pacing, scaffolded instruction, and multi-modal learning supports. Parent & Community Involvement: Families strongly value EIA's support structures; however, caregiver training and communication needs require ongoing capacity. Attendance/Truancy: Engagement and attendance challenges present differently in a virtual setting and are closely tied to access (technology) and consistent routines. Scheduled Time/PD Time: The school's ability to provide consistent professional learning, collaborative planning, and systems improvement is constrained by operational demands and troubleshooting responsibilities. Physical Space for Learning: While EIA is a virtual school, physical space still matters for in-person opportunities, testing, and meetings. Staff input reflects concerns about safety, obtrusive noise, and facility suitability. Additional resources, particularly staffing (secondary ELA), dedicated, full-time, on-site technology support, and adaptive courseware, would improve student access to learning, strengthen family engagement, and stabilize daily operations to better support student success and belonging. The facility that houses EIA negatively impacts testing environments, student collaboration, confidentiality of student
b. Additional building unique identified Items: Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	None To ensure all EIA students reach grade-level proficiency on state assessments, the BLT identified barriers that directly affect learning consistency, mastery of standards, and readiness across grade bands. High secondary ELA caseloads: Secondary ELA is foundational to success across content areas. When caseloads are significantly higher than other secondary courses (EIA internal enrollment data), timely feedback on writing, targeted literacy intervention, and consistent monitoring of progress is limited. Technology access interruptions are a virtual school-specific barrier: When students cannot access devices, connectivity, or the LMS, they cannot engage in instruction or assignments. This creates rapid learning gaps in a virtual model, disrupting pacing and reducing opportunities for practice, feedback, and intervention—key conditions for proficiency. Limited adaptive courseware for highest-need learners: Many EIA students require differentiated supports that are typically provided in Mixed Abilities settings. Without sufficient adaptive, standards-aligned courseware, students with the highest needs have reduced access to scaffolded learning pathways and practice opportunities needed to master grade-level standards and close gaps. LMS engagement consistency: SIP goals across grade bands include increasing weekly LMS engagement and monitoring progress. Inconsistent engagement, linked to technology access and limited time for teacher communication, reduces time on task and slows mastery.

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Identify the budget actions that should be taken to address and remove those barriers.	1) Add a secondary ELA teacher (highest priority): Adding one additional secondary ELA teaching position will reduce caseloads, increase capacity for timely written feedback, targeted literacy intervention, progress monitoring, and timely communication. 2) Add a dedicated, full-time, on-site technology support staff member STT/STS (second priority): Establish a full-time on-site technology support role, which could be shared between EIA, JFISC, and Pre-K/ECO departments, to ensure students, staff, and families have uninterrupted access to the LMS and instructional content, and to reduce instructional time lost to troubleshooting. This action supports consistent engagement and protects learning time critical for proficiency. 3) Purchase adaptive, standards-aligned courseware (third priority): Purchase and implement adaptive courseware to support EIA's highest-need learners, including students who require scaffolded pathways and differentiated learning supports typical of Mixed Abilities settings. This action increases equitable access to grade-level instruction and provides consistent practice opportunities aligned to standards mastery. 4) Upgrades to technology: Continue investment in updated devices, reliable connectivity supports, and digital instructional tools (including virtual labs/simulations) to ensure students can consistently access grade-level curriculum and demonstrate learning.
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.	With the implementation of additional staffing, enhanced technology supports, and aligned instructional systems, Education Imagine Academy (EIA) anticipates measurable student progress toward grade-level proficiency within one academic year, with sustained and cumulative gains over a two-to four-year period thanks to: Reduced certified instructional caseloads, allowing for an increase in quality feedback, reduction in instructional design barriers, and improved targeting of student literacy intervention groupings. Reliable, uninterrupted access to instruction supported by dedicated on-site technology support. Improved access to adaptive, standards-aligned courseware. Over years two through four, sustained use of these high-impact supports will allow students who enter below grade level to close learning gaps, strengthen foundational literacy and content-area skills, and increasingly demonstrate mastery of grade-level standards.