



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Levy Special Education Center

SCHOOL NO: 1715

INTERNAL NO: 299

SECTION 1: Student Needs	
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a. How many students are in the building?	83
b. Percentage of students with an IEP?	103.6%
c. Percentage of students enrolled in ELL services?	1.2%
d. Percentage of students identified as At-Risk (Free Lunch)?	85.5%
e. What is the teacher to student ratio average?	5.23
f. What is the teacher to student ratio median?	9.36
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?	Correctly identifying which test students here are eligible for. For example does the student qualify for the seperate assessment or the regular one with accommodations.
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 social and emotional growth through daily behavioral data collection aligned with students' IEP goals and individualized behavior intervention plans. Staff track schoolwide expectations such as safe hands, following directions, and remaining in assigned areas using structured data systems. Progress is reviewed regularly through team meetings, data analysis, and adjustments to instructional and behavioral supports.
b. What are your targets/goals related to social/ emotional growth?	Our goal is to help students develop self-regulation, communication, and social interaction skills so they can participate successfully in learning environments. Instruction is delivered through structured teaching models, visual supports, and evidence-based behavioral strategies designed for students with autism. We aim for students to demonstrate increased independence, emotional regulation, and positive engagement with peers and staff.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Students are typically referred and placed in our program through district evaluations and special education teams rather than beginning their school career here. Placement decisions are based on comprehensive assessments, including developmental, behavioral, and communication needs. The referring school and multidisciplinary team determine readiness and appropriate placement to ensure students receive the level of support they require.
d. What are your targets/goals related to kindergarten Readiness?	Our goal is to help kindergarten students develop foundational social, behavioral, and communication skills needed for school participation. Students are taught routines such as following directions, participating in group activities, and engaging in appropriate play with peers. Instruction focuses on building independence, self-regulation, and readiness to access learning in a structured classroom environment.
e. How are you measuring the success of individual plans of study?	All students in our program have Individualized Education Programs (IEPs) that guide their individualized plans of study. Progress toward IEP goals is measured through daily data collection on academic, behavioral, and communication skills. Data is regularly reviewed by the educational team to monitor progress and adjust instruction or interventions as needed.
f. What are your targets/goals related to postsecondary completion/attendance?	Our goal is to prepare students for successful transitions to their next educational placement, employment opportunities, or community programs. Transition planning focuses on building functional life skills, communication abilities, and independence appropriate for each student's needs. We collaborate with families, districts, and outside agencies to develop comprehensive transition plans that support students after leaving our program.
g. How are you ensuring students are civically engaged?	Students participate in adapted curriculum, such as the Unique Learning System, that introduces current events and community topics in accessible ways. Instruction focuses on helping students understand their roles in school and community settings through structured lessons, social stories, and guided discussions. Students also practice civic engagement skills through community-based learning opportunities and activities that promote awareness, responsibility, and positive participation in their environment.
SECTION 3: Curriculum Needs	
Response	
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Extended Year; Graduation Support; Class Within a Class; Interventions;
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?	37.42
How many are needed at this building (vacant & filled)?	40.18
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; Restorative Practices; Instructional Coaching;
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?	No
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?	We are planning parent engagement nights this spring and in the future to help caregivers learn strategies for supporting student learning, behavior, and communication at home. These sessions will also provide training on educational technology, classroom routines, and resources that help families reinforce skills students are developing at school.
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?	Social Media; Newsletter; Emails from Teachers; School Website; Phone Calls/Text Messages; District Wide Communication; Parent Link
Is it adequate?	Yes
SECTION 8: School Data	
	Response
a. What is our building attendance rate?	0.875
b. What is our building chronic absenteeism rate?	43.30%
a. what is our district graduation rate?	0.889
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?	Child Study Team Ratios; Caseloads per Teacher; Parent & Community Involvement; Other: Address Below; 1. Providing our program with a dedicated school van would significantly improve student safety, learning opportunities, and family support services. Our students benefit greatly from community-based instruction, which allows them to practice essential life skills such as navigating public spaces, interacting appropriately in the community, and applying academic and communication skills in real-world environments. Additionally, in a behavioral day school setting, some students may elope or leave supervised areas due to behavioral or sensory challenges. Having a dedicated van would allow staff to address these needs. Additionally, some families face transportation barriers that prevent participation in school events, meetings, or transition activities. A school vehicle would allow staff to occasionally provide transportation for students when needed and support family engagement opportunities that strengthen the partnership between home and school. 2. Our team needs an additional social workers in order to stay in compliance with the IEP caseload. Each student here is on an IEP and the paperwork caseload is heavy for 1 social worker. The .5 social worker facilitates transitions only. Additionally we need one more teacher as classrooms are at capacity at almost 10 per classroom.
Can they be achieved with additional resources?	Yes
Why or why not?	Additional resources would significantly improve our ability to meet the complex needs of the students we serve. An additional teacher would allow for smaller instructional groups and more individualized instruction, which is essential for students with autism and significant behavioral needs to access academic content and practice social-emotional skills. Adding a social worker would strengthen support for students' behavioral regulation, mental health needs, and family collaboration, which directly impacts students' readiness to learn and ability to participate successfully in the school environment. A school van would expand access to community-based instruction, field trips, and real-world learning opportunities that help students generalize skills outside the classroom. It would also improve student safety by allowing staff to respond more effectively if a student elopes and needs transportation back to school. Together, these resources would help remove barriers to learning and allow staff to provide more individualized, supportive, and safe learning environments for students.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Many of our students have significant communication, developmental, and social-emotional regulation needs that can impact their ability to demonstrate academic skills on standardized assessments. Students often require intensive behavioral supports, individualized instruction, and smaller learning environments to access grade-level curriculum. Additional support staff, including clinical and instructional personnel, would help address behavioral regulation and provide the individualized support needed for students to engage more consistently in learning.
Identify the budget actions that should be taken to address and remove those barriers.	Increasing staffing levels would allow for smaller instructional groups and more individualized support for students. Adding an additional social worker or clinical support staff member would help address students' social-emotional and behavioral regulation needs. Adding an additional teaching position would reduce staff workload and improve the ability to provide individualized instruction and intervention.
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.	Due to the individualized needs of students served in our program, progress toward grade-level proficiency varies significantly from student to student. Many students require long-term, individualized support and may demonstrate progress through alternative assessments aligned with their IEP goals. Because of this variability, a specific timeline for grade-level proficiency cannot be estimated for all students.