



DISTRICT: **D0259 - Wichita Public Schools**  
 SCHOOL: **College Hill Elementary**  
 SCHOOL NO: **1652**  
 INTERNAL NO: **316**

SECTION 1: Student Needs	Response
a. How many students are in the building?	384
b. Percentage of students with an IEP	24.0%
c. Percentage of students enrolled in ELL services	5.7%
d. Percentage of students identified as At-Risk (Free Lunch)?	63.0%
e. What is the teacher to student ratio average?	14.21
f. What is the teacher to student ratio median?	12.86
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	
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	Morning tutoring program, Predictive Interim assessments and collaboration around planning based on data, summer school, tier time, Lead Measures and Scoreboard check-ins, growth mindset work
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?	SAEBRS
b. What are your targets/goals related to social/ emotional growth?	Community Building Goal - Minimum of 2 proactive circles a week in classrooms, SAEBRS data, Counselor lessons during PD rotations, Guidelines for Success/Kind Kid monthly traits and awards, Second Step lessons, Monthly Cougar Dens (cross grade level community building)
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	The Ages and Stages Questionnaires which provides a snapshot of children's developmental milestones. Teachers use this information to meet the needs of students.
d. What are your targets/goals related to kindergarten Readiness?	Onset sound and letter naming, letter sounds, concepts of print proficiency
e. How are you measuring the success of individual plans of study?	n/a
f. What are your targets/goals related to postsecondary completion/attendance?	The district goal of increasing graduation rates from 79.2% to 85% by 2029. Our school goal is to have 90% reading proficiency using Fastbrige Screeners. Our attendance goal is to decrease our percentage of absenteeism.
g. How are you ensuring students are civically engaged?	Field trips, Community Garden, Empty Bowls Foodbank Drive (Family Night), Family Nights, Beauties and Beasts Donation Drive
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support;#Tutoring;#Summer School;#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	
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. Is 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	
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?	27
How many are needed at this building (vacant & filled)?	28.10
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	Yes
d. Are a 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;#Other; Professional development in the areas of math fluency, math diagnostics based on screener data, AVID
SECTION 6: Facility Needs	
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	
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?	Homework hotline, offering information and resources for community agencies, community resource fair, summer community activities available to students and families
c. Do you have a 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;#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?	Social Media;#District Wide Communication;#School Website;#Seesaw;#Parent Link;#Newsletter;#Emails from Teachers
Is it adequate?	Yes
SECTION 8: School Data	
SECTION 8: School Data	Response
a. What is our building attendance rate?	91.40%
b. What is our building chronic absenteeism rate?	31.50%
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	
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;#Instructional Technology Training;#Paraprofessional Training;#Curriculum;#Parent & Community Involvement;#Attendance/Truancy;#Child Study
Can they be achieved with additional resources?	Yes
Why or why not?	A full time building based Instructional Coach would help to ensure staff are getting instructional feedback from not only the Principal (splitting a coach only allows for our coach to be in classrooms once a week as the second day she is at the building, she is facilitating PD for every grade level). Have a full time Instructional Coach would help to ensure staff continue to grow and meet the diverse student academic needs while increasing student achievement at every grade level. A full Child Study Team (addition of a full-time Social Worker and Psychologist) would help us to better ensure we are meeting the diverse student social/emotional needs within the building while helping to increase students feeling safe and a sense of belonging at school as we better meet those needs. This would also help to ensure we are meeting Federal requirements for IEP meetings/services as we have a DD Pre-K room, two Categorical classrooms, and we serve the Parochial Schools. Likewise, this would also help to continue to decrease chronic absenteeism.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Student: poverty, mental health, attendance, motivation levels Staff: student behavior, lack of needed support, staff attendance Family: poverty, feeling disconnected from school, mental health Community: lack of supports for families in need, politics, misinformation
Identify the budget actions that should be taken to address and remove those barriers.	Budget allocations for non-title schools - full time Instructional Coach, full time Social Worker and Psychologist given the programs within the building.
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.	Increase academic achievement and graduation rate from 79.2% to 85% by 2029.