



DISTRICT: D0259 - Wichita Public Schools  
 SCHOOL: Chisholm Trail Elementary  
 SCHOOL NO: 1644  
 INTERNAL NO: 386

| SECTION 1: Student Needs   | Response  |
|--|---|
| a. How many students are in the building?  | 401   |
| b. Percentage of students with an IEP  | 26.4%   |
| c. Percentage of students enrolled in ELL services   | 7.0%  |
| d. Percentage of students identified as At-Risk (Free Lunch)?  | 58.9%   |
| e. What is the teacher to student ratio average?   | 14.02   |
| f. What is the teacher to student ratio median?  | 12.86   |
| g. Are the needs of foster care students being met?<br>If no, what supports are needed?  | No<br>This year we have had students who have been taken into custody from school and placed with family members for fostering. Our latchkey director does an amazing job trying to support families. Unfortunately, our program has been at capacity since July. Luckily, we have community members that have stepped up to help with care before and after school. But I see this as an issue as it is emergency circumstances that we are not able to assist with as a district. |
| 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                              | As a school we have set wildly important goals to help focus on continuing student growth.  |
| 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?  | Students who demonstrate a need for additional support in social emotional needs are identified by staff to become part of a social skills group. Students work weekly to address gaps and help with regulation and social skills.  |
| b. What are your targets/goals related to social/ emotional growth?  | Students to feel comfortable and safe to maximize student learning.   |
| c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?                                | The determination for kindergarten readiness is age based. However, parents must complete an ASQ assessment where we are able to add supports for students who demonstrate a need.  |
| d. What are your targets/goals related to kindergarten Readiness?  | To have the following proficiency on Fast Bridge screeners.<br>Letter Names 50<br>Letter Sounds 41<br>Word Segmenting 30<br>Nonsense words 12   |
| e. How are you measuring the success of individual plans of study?   | Progress Reports  |
| f. What are your targets/goals related to postsecondary completion/attendance?   | N/A   |
| g. How are you ensuring students are civically engaged?  | N/A   |
| SECTION 3: Curriculum Needs  | Response  |
| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?                          | Interventions;#Summer School;   |
| 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?  | 27.6  |
| How many are needed at this building (vacant & filled)?  | 29.60   |
| 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;  |
| 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?  | We utilize the Homework Hotline provided from the district.   |
| 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;#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   |   |
| SECTION 8: School Data   | Response  |
| a. What is our building attendance rate?   | 91.00%  |
| b. What is our building chronic absenteeism rate?  | 31.10%  |
| 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   |

DISTRICT: D0259 - Wichita Public Schools  
 SCHOOL: Chisholm Trail Elementary  
 SCHOOL NO: 1644  
 INTERNAL NO: 386

| 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?   | Attendance/Truancy;#Scheduled Time/PD Time;  |
| Can they be achieved with additional resources?   | Yes  |
| Why or why not?   | Shrink the 2.5-mile rule to help with transportation.<br>Fulltime MTSS Coordinator would help with consistent access to PD and help with coaching cycles for teachers who need additional support. |
| b. Additional building unique identified Items:   | None   |
| Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.   | Attendance improvement. More small group instruction and curriculum resources beyond the provided by the district.   |
| Identify the budget actions that should be taken to address and remove those barriers.  | Provide funding for more teacher training. A full-time building coach. Paid purposeful planning time.  |
| 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. | By 2025-26   |