



DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: Chisholm Life Skills Center
 SCHOOL NO: 1948
 INTERNAL NO: 311

SECTION 1: Student Needs	Response
a. How many students are in the building?	71
b. Percentage of students with an IEP	100.0%
c. Percentage of students enrolled in ELL services	16.9%
d. Percentage of students identified as At-Risk (Free Lunch)?	76.1%
e. What is the teacher to student ratio average?	7.10
f. What is the teacher to student ratio median?	10.86
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	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	The students attending Chisholm Life Skills Center are between the ages of 18-21, so they don't take the state assessments.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No
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?	Second Step
b. What are your targets/goals related to social/ emotional growth?	Identify students level of anxiety / anger and select appropriate coping skills and strategies to deal with the situation. Control your own impulsive and self-controlled behavior. Identify potential consequences. Complying with rules.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	N/A
d. What are your targets/goals related to kindergarten Readiness?	N/A
e. How are you measuring the success of individual plans of study?	We have our students complete a career interest survey or assessment that added to their IEP.
f. What are your targets/goals related to postsecondary completion/attendance?	We want all of our students to reach their highest potential and to be a productive member of society. For some of them that includes integrated employment, while others it involves attending a day program. Before our students graduate we complete a VR application on them so they have access to those services once they graduate. While they are attending Chisholm Life Skills Center they participate in Pre-ETS training to be better prepared to find employment once they graduate.
g. How are you ensuring students are civically engaged?	We want our students to be a productive member of society by teaching them the value of employment, participating in different activities, staying up to date on current events, and through self advocacy.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Extended Year;#Other; vocational training
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.	Yes
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?	15.67
How many are needed at this building (vacant & filled)?	17.90
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;#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?	Post-secondary services Community resources available for individuals with disabilities Training on SSI
c. Do you have a 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;#District Wide Communication;#Social Media;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages;#Newsletter
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Social Media;#Newsletter
Is it adequate?	Yes
SECTION 8: School Data	
SECTION 8: School Data	Response
a. What is our building attendance rate?	100.00%
b. What is our building chronic absenteeism rate?	0.00%
a. what is our district graduation rate?	1
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?	Paraprofessional Training;#Curriculum;#Parent & Community Involvement;#Attendance/Truancy;

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Can they be achieved with additional resources?	Yes
Why or why not?	<p>The students attending Chisholm Life Skills Center are between the ages of 18-21. They have already met the graduation requirements set forth by the State of Kansas and Wichita Public Schools.</p> <p>We focus on the student's post-secondary educational plan. We identify the life skills deficiencies that the students possess and offer classes in those areas. Trying to find a curriculum for all the courses takes time. It is also costly to purchase these resources if we can find appropriate materials. The staff is always piecing together resources to meet the student's needs.</p> <p>Additional resources could help us purchase the needed curriculum and reduce the teacher workload.</p>
b. Additional building unique identified items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Our students are between the ages of 18-21 and no longer are required to complete assessments.
Identify the budget actions that should be taken to address and remove those barriers.	N/A
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.	N/A