



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?	382
b. Percentage of students with an IEP?	3.9%
c. Percentage of students enrolled in ELL services?	9.7%
d. Percentage of students identified as At-Risk (Free Lunch)?	60.2%
e. What is the teacher to student ratio average?	13.64
f. What is the teacher to student ratio median?	12.67
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	N/A
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?	<p>Teachers use various data and abilities to group students and provide interventions effectively. This process is part of a Multi-Tiered System of Supports (MTSS), where progress monitoring is crucial. Screeners are administered to each student to identify instructional needs. Based on these results, teachers dig deeper through diagnostics to identify skill gaps, place students in appropriate interventions, and monitor the effectiveness of their instruction.</p> <p>Core instruction is monitored to ensure it meets grade-level standards. For example, daily routines such as Heggerty for kindergarten, decoding routines for 1st and 2nd grades, syllabication for 3rd grade, and syllabication and morphology for 4th and 5th grades are implemented. Teachers also consider the needs of the group when planning instruction, especially when a significant percentage of students have needs in the same skill area.</p> <p>Kite Minis are used for progress monitoring and adjusting needs. These assessments help track student progress and make necessary adjustments to interventions and instruction.</p>
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?	Using attendance data, behavior data, and goal setting with students, we measure social/emotional growth effectively. Regular monitoring of attendance data helps identify patterns of absenteeism or tardiness, allowing us to address underlying issues that may affect a student's ability to attend school regularly. Behavior data, collected through teacher observations, behavior checklists, and incident reports, helps us understand a student's conduct and identify areas needing improvement. Setting specific, measurable, achievable, relevant, and time-bound (SMART) goals with students helps them take ownership of their learning and behavior, with regular check-ins and progress monitoring to ensure they stay on track. Additionally, our counselor and social worker run weekly social skills groups and a program called Connections to help students with behavior goals. These groups provide a safe space for students to learn and practice positive behaviors, build relationships, and receive guidance on managing their emotions and interactions with others.
b. What are your targets/goals related to social/ emotional growth?	Enhance the average daily attendance while reducing the number of student behavior referrals to the office.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	All parents completed the ASQ and received feedback.
d. What are your targets/goals related to kindergarten Readiness?	Provide families with essential resources and, if necessary, pre-kindergarten support.
e. How are you measuring the success of individual plans of study?	Every nine weeks, students receive a progress report.
f. What are your targets/goals related to postsecondary completion/attendance?	Increase graduation rate from 79.2% to 85% by 2029.
g. How are you ensuring students are civically engaged?	We are committed to fostering a strong connection between our school and the community. By continually inviting community members to participate in school events, we create an inclusive environment that encourages collaboration and shared experiences. Additionally, engaging with community partners allows us to enhance our educational programs and provide valuable resources for our students. Together, we can build a vibrant community that supports learning and growth for everyone involved.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Extended Year; Interventions; Class Within a Class; Other;
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; All classrooms need to be equipped with touchscreens, along with upgraded devices for teachers, devices for kindergarten, and additional cameras in order to support the curriculum.

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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	
	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?	13.2
How many are needed at this building (vacant & filled)?	14.08
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?	Instructional Coaching; LETRS Training; SRG Training; Restorative Practices; Other;
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	
	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?	<p>Parents and teachers recently came together for an engaging reading and math night, designed to foster collaboration and enhance academic content understanding. This event provided a valuable opportunity for parents to actively participate in their children's education, gaining insights into effective strategies for supporting learning at home.</p> <p>In addition to this event, parents and teachers convene twice a year to discuss student progress, ensuring that everyone is aligned in their efforts to promote student success. These meetings serve as a platform for sharing updates, addressing concerns, and celebrating achievements, reinforcing the vital partnership between home and school in nurturing students' academic growth.</p>
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; Newsletter; Emails from Teachers; 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	
	Response
a. What is our building attendance rate?	92.30%
b. What is our building chronic absenteeism rate?	26.60%
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	
	Response
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	<p>Scheduled Time/PD Time; Paraprofessional Training; Child Study Team Ratios; Attendance/Truancy; Other: Address Below; To effectively support Individualized Education Programs (IEPs) for students with special needs, it is essential to prioritize lower student-to-teacher ratios.</p> <p>Planning and training should focus on equipping educators with the necessary skills and strategies to implement IEPs successfully. This includes professional development opportunities that emphasize collaboration with parents, understanding diverse learning styles, and utilizing adaptive teaching methods.</p>
Can they be achieved with additional resources?	Yes
Why or why not?	Our team frequently finds itself stretched thin, which can impact our overall efficiency and effectiveness. By having more para-educators we can enhance our capacity to meet demands and ensure that we maintain the high standards expected of us. It is crucial to address this need promptly to foster a more sustainable working environment and to better serve our objectives.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Continue to work with School Improvement Plan.
Identify the budget actions that should be taken to address and remove those barriers.	Additional support staff could help in areas of need.
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.	2029