



**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?	378
b. Percentage of students with an IEP?	23.3%
c. Percentage of students enrolled in ELL services?	5.0%
d. Percentage of students identified as At-Risk (Free Lunch)?	62.2%
e. What is the teacher to student ratio average?	14.69
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?	Beginning in Pre-K, all teachers have lead measures to target both district and school learning goals with an early literacy and fluency focus. Additionally, teachers are using the Predictive Interims as well as the KITE Mini Assessments. This data is being used for planning and additional learning opportunities. Professional development includes planning best practices, targeted questions stems, test taking strategies, and goal setting. These practices are then implemented in the classroom. The building is also maintaining a focus on safety and belonging, taking steps to continue to increase student, staff, and family belonging. Attendance also continues to be a focus area.
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 data, Safety and Belonging Data, observational data, proactive SEL circles.
b. What are your targets/goals related to social/ emotional growth?	We are working to increase safety and belonging and connectedness among classrooms as well as at the building level for students, staff, and families. Our goal is to have a systematic approach, using the safety and belonging data, in order to target growth and ultimately increase student achievement.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	The ASQ is given and data is reviewed, students who attend Pre-K are provided with instructional and social/emotional routines to help prepare them for Kindergarten.
d. What are your targets/goals related to kindergarten Readiness?	We focus on Fastbridge screeners and social/emotional growth this is measured by ASQ.
e. How are you measuring the success of individual plans of study?	Data is reviewed and used in determining next steps.
f. What are your targets/goals related to postsecondary completion/attendance?	Our goal is to establish positive attendance practices, we focus on growth that is aligned with our district goals in order to become future ready. As a building we work hard to incorporate goal setting whether through academics and/or social/emotional growth.
g. How are you ensuring students are civically engaged?	Students participate in fundraisers for different organizations including animal rescues, the Food Bank, Empty Bowls partnership, Resource Fairs, Attendance Night, and a Coat Drive. Classroom teachers use circle discussions to help grow civic mindedness.

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Tutoring; Before/After School Support; Interventions; Class Within a Class; Summer School; Extended Year; Other; Parent education nights focused on attendance, the Science of Reading including reading readiness, fluency, comprehension, and writing.
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.	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?	13.07
How many are needed at this building (vacant & filled)?	13.95
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?	LETRS Training; Restorative Practices; Instructional Coaching; SRG Training; Other; Neurosequential Model in Education, math professional development.
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?	We have family nights that include positive attendance awareness, Active Reading Night (PreK-5th grade), Kindergarten Instructional Support Night, flyers/info pages sent to families to encourage healthy habits, College Hill Community Resource Night.
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; 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?	District Wide Communication; Social Media; School Website
Is it adequate?	Yes

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SECTION 8: School Data	
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a. What is our building attendance rate?	92.10%
b. What is our building chronic absenteeism rate?	27.30%
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; Curriculum; Paraprofessional Training; Parent & Community Involvement; Attendance/Truancy; Child Study Team Ratios; Other: Address Below; Behavioral Health Liason, full time Instructional Coach.
Can they be achieved with additional resources?	Yes
Why or why not?	The following needs can be achieved through additional resources; building level PD time for additional intentional planning opportunities, additional instructional coaching for staff to increase efficacy and instructional best practices, district and building level Para PD, updated Science and Social Studies curriculum resources, additional support for behavior and mental health needs within the building, and continued parent education.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	These barriers include a need for increased instructional coaching, increased behavior support, a need for increased attendance and healthy home habits.
Identify the budget actions that should be taken to address and remove those barriers.	A necessary next step is increasing our Instructional Coach to full time in order to have consistent support for students, staff, and families while increasing student achievement. Adding the KOSP Program to support students and families, and adding an Assistant Principal in order to aid in supporting building needs including special programs.
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.	We feel that by adding the additional resources above, we will be able to better achieve the district goals in academics, safety and belonging, and attendance within five years.