



DISTRICT: D0259 - Wichita Public Schools
SCHOOL: McCollom Elementary
SCHOOL NO: 1736
INTERNAL NO: 383

| SECTION 1: Student Needs | Response |
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| a. How many students are in the building? | 288 |
| b. Percentage of students with an IEP? | 30.2% |
| c. Percentage of students enrolled in ELL services? | 6.9% |
| d. Percentage of students identified as At-Risk (Free Lunch)? | 43.1% |
| e. What is the teacher to student ratio average? | 11.38 |
| 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? | 0 |
| 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? | We are committed to aligning the interventions offered to students with the established diagnostic and screening data. |
| 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, Belonging data, behavior data |
| b. What are your targets/goals related to social/ emotional growth? | Our objective is to increase the percentage of students who feel safe and connected to McCollom from 83.8% to 90%. All classes will integrate relational elements through Second Step and Circles. We utilize SAEBRS Data and high-risk data to pinpoint individuals for focused relationship-building initiatives. For every student, we assess whether we are in the process of establishing, maintaining, or repairing connections. Staff members are committed to implementing the 2X10 strategy with one student each month to enhance these relationships. |
| c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten? | We aim to raise the completion rate of Ages and Stages Questionnaires from 81% to 100% by the end of September 2025. We strongly encourage every family to participate in the Ages and Stages Questionnaire (ASQ) survey, which is an essential tool for evaluating their child's developmental needs. This survey not only collects valuable data for the school but also empowers families to better understand and address their child's unique requirements. By engaging in the ASQ, families play a crucial role in enhancing our understanding of developmental milestones, allowing educators to customize support and resources to fit each child's individual path. This collaborative effort creates a supportive environment where every child can flourish, ensuring that their specific needs receive the necessary care and attention. |
| d. What are your targets/goals related to kindergarten Readiness? | Students will increase word segmenting from 0 to 90% by May. |
| e. How are you measuring the success of individual plans of study? | We are utilizing Fastbridge screeners, diagnostic tests, progress monitoring data |
| f. What are your targets/goals related to postsecondary completion/attendance? | All students are college and career ready |
| g. How are you ensuring students are civically engaged? | Students are exposed to real world opportunities through field trips, virtual field trips, and project based learning. Students are encouraged to read from valid sources and learn to site sources and utilize academic language to make claims. |

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| SECTION 3: Curriculum Needs | |
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| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? | 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? | 18.98 |
| How many are needed at this building (vacant & filled)? | 20.29 |
| 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 | |
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| 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 |

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| 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>We organize a Literacy Night aimed at equipping families with vital instructional practices and support strategies that can be effectively applied at home with their children. This interactive event provides families with valuable resources, including a book for shared reading, which helps cultivate a passion for reading and improve literacy skills.</p> <p>Moreover, at the start of the academic year, we host an Informational Night. This gathering serves as an opportunity to discuss key standards, curriculum information, and expectations, all designed to enhance our collaboration in their child's educational experience. By working closely with families, we foster a supportive atmosphere that encourages student achievement and instills a lifelong enthusiasm for learning.</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; Seesaw; 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; Seesaw; 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? | 93.40% |
| b. What is our building chronic absenteeism rate? | 18.50% |
| 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 | Response |
| a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues? | Paraprofessional Training; |
| Can they be achieved with additional resources? | Yes |
| Why or why not? | Due to our limited resources, we are currently unable to assign paraprofessionals to professional development activities during school hours. Furthermore, we lack the funding required to facilitate training for paraprofessionals outside of these hours. With additional financial support, we could implement training sessions before or after school that align with the content being delivered to teachers, thereby helping us meet our academic and behavioral goals. |
| b. Additional building unique identified Items: | None |
| Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments. | In addition to a robust instructional core, our Tier 3 students require scaffolded and differentiated instruction to address the foundational skills they are missing. McCollom has greatly benefited from the inclusion of CST time and support, which has enabled us to effectively problem-solve and cater to the diverse needs of our students. |
| Identify the budget actions that should be taken to address and remove those barriers. | Additional support staff would enable us to offer more small group instruction tailored to students whose needs are significantly below grade level. Furthermore, training for our current staff in these areas would be advantageous. We aim to maintain our Kid Talk initiative and other frameworks that involve our Child Study Team. |
| 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. | 5 years |