

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?	369
b. Percentage of students with an IEP?	30.9%
c. Percentage of students enrolled in ELL services?	12.7%
d. Percentage of students identified as At-Risk (Free Lunch)?	55.6%
e. What is the teacher to student ratio average?	12.29
f. What is the teacher to student ratio median?	12.23
g. Are the needs of foster care students being met?	No
If no, what supports are needed?	The needs of foster care students are not fully being met at our school at this time. While staff are committed to supporting these students, there is a need for additional staff training focused on understanding the unique experiences and trauma often associated with foster care. Furthermore, we need additional personnel and resources to better support both the social-emotional learning (SEL) and academic needs of foster care students. Increased capacity in these areas would allow for more consistent, targeted support and improved outcomes for this student population.
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?	No
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?	When reviewing state assessment data, last year's testing cycle was a transitional and recalibration year, which made the results difficult to fully interpret due to the lack of comparable baseline scores. Because of this, we focused less on year-to-year comparisons and more on continuing strong instructional practices that support all learners. Moving forward, we maintained and strengthened our targeted reading interventions, ensuring students received focused support aligned to their needs. In addition, we prioritized helping both students and teachers understand and regularly practice using the Kite mini-assessments. These assessments are used as ongoing check-ins for comprehension, allowing teachers to monitor progress in real time, adjust instruction, and provide timely feedback
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?	Through multiple data points, including average daily attendance. We also monitor discipline incidents and office calls for support to identify patterns, assess behavioral needs, and determine where additional SEL interventions or supports may be necessary.
b. What are your targets/goals related to social/ emotional growth?	Create and enhance a sense of safety and belonging by increasing ADA 92.2 to 93.8. Decreasing support calls and student incidents related to dysregulation.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We require 100% of families to complete the Ages and Stages Questionnaire (ASQ), which helps identify students' developmental strengths and areas of need prior to entry. When concerns are identified, we provide resources and referrals to families to support early development. In addition, our prekindergarten program serves students with identified needs, offering targeted instruction and support to help close achievement gaps and ensure students are better prepared for a successful transition into Kindergarten.
d. What are your targets/goals related to kindergarten Readiness?	100 % Participation in ASQ. Providing Resources when needed.
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?	Not sure
g. How are you ensuring students are civically engaged?	We complete required lessons.

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Extended Year; 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	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. ☒ 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.	No
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.	No
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?	18.48
How many are needed at this building (vacant & filled)?	18.48
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?	Other; Ongoing professional learning is needed in the areas of comprehension, writing, restorative practices, foster care awareness, and trauma-informed responses.
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 a yearly resource night and family learning night and with the help of site council are evaluating the needs for such programs.
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?	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?	0.922
b. What is our building chronic absenteeism rate?	25.30%
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

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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; Other: Address Below; Caseloads per Teacher; Assistant Principal Additional Para Positions
Can they be achieved with additional resources?	Yes
Why or why not?	As student needs have increased, staff have identified several areas where additional support would strengthen our ability to meet the academic and social-emotional needs of students. Assistant Principal Support: With the high percentage of students
b. Additional building unique identified items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	High administrative workload related to student needs Managing special education compliance, behavior support, meetings, and coordination of services limits time available for instructional leadership and teacher support. High percentage of students with IEPs 30% of students (about 117) require individualized services and supports. Students experiencing trauma or foster care situations Trauma and instability can impact behavior, emotional regulation, and readiness to learn. Limited training for paraprofessionals supporting high-need students Paraprofessionals work closely with students but would benefit from additional training in trauma-informed practices and behavior supports. Large class sizes in primary grades Kindergarten classrooms with up to 24 students limit opportunities for individualized instruction during critical early learning years.
Identify the budget actions that should be taken to address and remove those barriers.	Assistant Principal to share administrative, compliance, behavior, and supervision responsibilities and increase instructional leadership capacity. Paraprofessional training focused on trauma-informed practices, behavior supports, and supporting students in foster care or experiencing instability. Additional primary-grade teachers to reduce class sizes and allow for more individualized instruction in early learning years. Expanded SEL support (counselor, social worker, or behavior support services) to address increasing social-emotional and trauma-related needs. Intervention resources and planning time to support academic and behavioral interventions with fidelity.
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.	The estimated timeframe for impact is one to two years. Increasing administrative capacity would allow building leadership to devote more time to instructional leadership, intervention systems, and teacher support. With stronger coordination of these efforts, the school would be better positioned to accelerate student progress and improve academic outcomes for students working toward grade-level proficiency.