



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: College Hill Elementary

SCHOOL NO: 1652

INTERNAL NO: 316

SECTION 1: Student Needs	
SECTION 1: Student Needs	Response
a. How many students are in the building?	370
b. Percentage of students with an IEP?	26.8%
c. Percentage of students enrolled in ELL services?	8.1%
d. Percentage of students identified as At-Risk (Free Lunch)?	58.6%
e. What is the teacher to student ratio average?	14.70
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?	Additional support from people trained in meeting social/emotional needs, mental health support
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?	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?	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 question 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, observation data, proactive SEL circles, specials teachers push into SEL time to support student needs, social/emotional support lunch groups facilitated by counselor, Cougar Clubs (building wide community building)
b. What are your targets/goals related to social/ emotional growth?	Our goal is to be able to be even more proactive with meeting social/emotional needs across the building. We continue to work on increasing safety and belonging and connectedness among classrooms as well as at the building level for students, staff, and families in order to increase student achievement.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Since kindergarten is open to all age-eligible students, we don't determine readiness in a way that would prevent a child from enrolling. Not all students attend Pre-K, and we do not deny entry to kindergarten based on skill level. Instead, we expect students to enter with a wide range of developmental and academic experiences. At the beginning of the year, we use ASQ (Ages and Stages Questionnaire) and FastBridge screeners, along with teacher observations, to understand where students are starting in areas like social development, early literacy, language, and basic math skills. Teachers then use that information to differentiate instruction and support students where they are. The goal isn't to decide if students are ready for kindergarten, but to meet students at their starting point and help them grow throughout the year to reach first grade readiness.
d. What are your targets/goals related to kindergarten Readiness?	For students who attend PreK, we focus on Fastbridge screeners and social/emotional growth.
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?	We are aligned with the district Strategic Plan. 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 community services projects. The school partners with Empty Bowls for a family engagement opportunity. A Resource Fair is held in order to provide families with additional resources that are available within the community. Student engage in financial literacy learning opportunities throughout the year. A coat drive is held to support students. Staff 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.)?	Before/After School Support; Tutoring; 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.	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

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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?	13.95
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?	Instructional Coaching; Other; Restorative Practices; Intentional planning best practice opportunities, continued NME training, behavior and social/emotional training and support
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, Kindergarten Instructional Support Night, info pages sent to families to encourage healthy habits, College Hill Community Resource Fair, health care resource items provided to families during family events
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
SECTION 8: School Data	Response
a. What is our building attendance rate?	0.927
b. What is our building chronic absenteeism rate?	21.50%
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

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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?	Scheduled Time/PD Time; Paraprofessional Training; Curriculum; Parent & Community Involvement; Attendance/Tuancy; Child Study Team Ratios; Caseloads per Teacher; Other: Address Below; Behavior and social/emotional needs, mental health needs
Can they be achieved with additional resources?	Yes
Why or why not?	Yes, the building can overcome many of these challenges with additional resources. The building faces several non-assessment related barriers that impact student learning and staff effectiveness. These include increased behavior disruptions in the classroom due to mental health needs, large class sizes, attendance concerns, and the need for stronger parent and community education. Increased support for student behavior and mental health needs would help reduce disruptions and allow students to remain engaged in learning. There is also a need to lower class sizes in order to adequately meet the needs of all students and provide more individualized instruction and support. Continued paraeducator support, along with district and building-level professional development for paraeducators, would strengthen their ability to effectively support instruction and meet diverse student needs. In addition, updated science and social studies curriculum resources would help ensure alignment with standards and provide engaging, high-quality instructional materials for students. With these additional supports in place, the building would be better equipped to strengthen instructional practices, support student engagement, and improve the overall learning environment.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Additional building-unique barriers have also been identified that impact students' ability to achieve grade-level proficiency on assessments. These barriers include the need to better support students' social-emotional and mental health needs, increase positive attendance habits, manage large class sizes, and reduce classroom behavior disruptions that interfere with learning. Addressing these areas will be important to ensure that all students are able to fully engage in instruction and access the support they need to be successful academically.
Identify the budget actions that should be taken to address and remove those barriers.	To address and remove the identified barriers, several budget actions are being requested. The highest priority is adding an additional Behavior Interventionist to support students' social-emotional and behavioral needs. This role would help provide proactive behavior support, run small intervention groups for students, and reduce the workload on current child study team members while helping minimize classroom disruptions. Due to College Hill being a Continuum Building, this position would also help provide the depth of support needed to address varied social-emotional and behavioral needs so that students can be successful and engaged in learning. The second priority is adding a Reading Interventionist position. This role would support diagnostic reading assessments, assist with collecting and analyzing data for flexible student groupings, provide training and guidance for staff on intervention programs, and support instruction during both core and tiered intervention time. With a continuum of learners in our building, this position would help provide the depth of academic support needed to address varied learning needs and support students in reaching grade-level proficiency. The third priority is implementing the Pando Initiative within the building. This program would support improving positive attendance habits and help strengthen healthy home routines and family partnerships.

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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.

If the proposed budget actions are implemented, the estimated timeline for students to reach grade-level proficiency/ambitious growth on state assessments is approximately three to five years. This timeline reflects that meaningful improvements in student achievement, attendance habits, and behavior supports require consistent, multi-year implementation and sustained support. Implementing additional supports such as a Behavior Interventionist, Reading Interventionist, and the Pando Initiative would address key barriers impacting learning, including behavior regulation, attendance habits, and targeted academic intervention. Sustained support over several years is necessary to provide the depth of intervention needed to accelerate student growth.

Multi-year support is often necessary to produce meaningful gains in student achievement, particularly for students who are currently performing below grade level. Students may begin to show improvement within the first year of targeted support; however, closing achievement gaps and reaching grade-level proficiency often requires several years of consistent, targeted instruction and intervention. Over a 3–5 year period, the building would expect to see improvements in student engagement, reductions in behavior disruptions, stronger attendance patterns, and more effective tiered academic interventions.