



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: McCollom Elementary

SCHOOL NO: 1736

INTERNAL NO: 383

SECTION 1: Student Needs	Response
a. How many students are in the building?	265
b. Percentage of students with an IEP?	32.5%
c. Percentage of students enrolled in ELL services?	9.1%
d. Percentage of students identified as At-Risk (Free Lunch)?	47.9%
e. What is the teacher to student ratio average?	11.37
f. What is the teacher to student ratio median?	12.23
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?	Each grade level engages in systematic planning aligned to state standards to ensure instructional coherence and rigor. All staff participate in comprehension planning cycles each semester, using data to refine instructional practices and strengthen student literacy outcomes. Teachers set specific goals and lead measures focused on improving fluency and comprehension, monitoring progress throughout the year. Additionally, teachers in grades 3–5 administer KITE mini-assessments to identify priority standards and determine which students require more targeted instruction. This structured approach supports data-driven decision-making and consistent improvement in literacy skills across all grade levels.
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?	Belonging Survey
b. What are your targets/goals related to social/ emotional growth?	Increase safety and belonging from ____ in Spring in 2025 to 90% in 2026.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Kindergarten LSF: 84.6% to 90%
d. What are your targets/goals related to kindergarten Readiness?	During Heggerty, students will receive additional 4 phoneme
e. How are you measuring the success of individual plans of study?	Progress Monitoring, Fast Bridge Assessments
f. What are your targets/goals related to postsecondary completion/attendance?	By 2029, the WPS graduation rate will rise to 85%, increasing from 79.2% graduation rate in 2023.
g. How are you ensuring students are civically engaged?	Our students follow the state standards and integrate literature and social studies to meet our goals. Our school gets involved in the community and helps to support others. We start each day with a community meeting to talk about social emotional learning and tie it back to us citizens who care for our community. All of our rooms start the day with restorative circles and participate in restorative practice. We model and empower students to be leaders and our older students talk on leader roles. We also provide the opportunity for students to mentor others.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Interventions; Class Within a Class; Summer School; Extended Year;
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	
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
SECTION 5: Staff Needs	
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?	16.34
How many are needed at this building (vacant & filled)?	18.40
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;
SECTION 6: Facility Needs	
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?	No
SECTION 7: Family Needs/Community Relations	
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?	McCollom staff partner with caregivers throughout the year to build strong home-school connections that support student learning and belonging. At the start of the year, families attend "Meet McCollom Night", where staff provide an overview of curriculum, expectations, school policies, and strategies families can use at home to support their child's success. During the school year, the school hosts a Literacy Night that allows families to engage in hands-on activities with students while learning literacy strategies aligned to our building goals. Additional family events are held throughout the year to strengthen relationships and support our Belonging initiatives. In May, the Intro to Kindergarten event welcomes incoming families by sharing curriculum information, school resources, and key events, helping caregivers connect with the school community and prepare for a successful transition into kindergarten.
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

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SECTION 8: School Data		Response
a. What is our building attendance rate?		0.936
b. What is our building chronic absenteeism rate?		17.90%
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?		Attendance/Tuancy; Paraprofessional Training; Parent & Community Involvement; Scheduled Time/PD Time;
Can they be achieved with additional resources?		Yes
Why or why not?		The challeges we face are sometimes those outside our control that we tried to influence such as attendance, parent involvement. We would like to provide more training for paras. The time we have to provide training who be at the expence of teacher feedback,as its the only time the part time coach can get into classrooms. The addition of an assist. principal ot full time coach and support with para training would benefit our school.
b. Additional building unique identified Items:		None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.		Attendance, support staff (para staff) , coaching / feedback, professional development resources
Identify the budget actions that should be taken to address and remove those barriers.		Additional paras, full time Instructional coach, Full Time Assistant Principal, Attendance Incentives / Program, 3-
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.		3-5 years