



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Chisholm Life Skills Center

SCHOOL NO: 1948

INTERNAL NO: 311

SECTION 1: Student Needs	Response
a. How many students are in the building?	94
b. Percentage of students with an IEP?	101.1%
c. Percentage of students enrolled in ELL services?	0.0%
d. Percentage of students identified as At-Risk (Free Lunch)?	77.7%
e. What is the teacher to student ratio average?	9.50
f. What is the teacher to student ratio median?	9.36
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	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?	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?	N/A
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?	Weekly Second Step lessons; offering SEL classes; IEP goals;counseling sessions with social workers; Restorative Practices
b. What are your targets/goals related to social/ emotional growth?	Improving emotional regulation; utilization of coping skills; conflict resolution; promoting responsibility; demonstrating empathy; learning relationship skills; responsible decision-making skills
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	N/A
d. What are your targets/goals related to kindergarten Readiness?	N/A
e. How are you measuring the success of individual plans of study?	The student's IEP includes Indicator 13 and Indicator 14. We encourage each student and their family to let us help them complete a VR application so that the student can use those services when seeking employment after graduation.
f. What are your targets/goals related to postsecondary completion/attendance?	Offering training and education for vocational or career employment; ensuring every student has a measurable postsecondary goal, including options such as independent living; supporting participation in the Project SEARCH apprenticeship; promoting that every student has an open VR file that supports competitive or supported employment; ensuring families understand the value of the SCDDO, and encourage the application process; promote Wichita Public Schools Transition Fair; and assisting families with community resources and transitional services.
g. How are you ensuring students are civically engaged?	We provide a range of classes designed to enhance skills and knowledge necessary for active engagement in the democratic process. Through these courses, students will also learn about the location of community resources, how to access them, and how to use public transportation.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	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	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.	Yes
b. ~~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	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?	14.08
How many are needed at this building (vacant & filled)?	14.08
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; Restorative Practices; Learning about the resources available to students as they graduate and transition into the post-secondary world.
SECTION 6: Facility Needs	Response
a. Is there adequate space for student learning?	No
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?	By inviting community resources and transition services to school events and students' IEP meetings, we inform families about available supports and how to connect them to their child's needs. We follow up with families to determine whether additional support is needed. We also consistently share information about the district's annual Transition Fair.
c. Do you have an active site council?	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No
e. What types of communication exist with families?	Parent Link; District Wide Communication; Social Media; Emails from Teachers; School Website; PhoneCalls/Text Messages; Newsletter
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Social Media; District Wide Communication; 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?	0.942
b. What is our building chronic absenteeism rate?	15.20%
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?	Physical Space for Learning; Parent & Community Involvement; Other: Address Below;
Can they be achieved with additional resources?	Yes
Why or why not?	Chisholm Life Skills is a repurposed school building that is in need of a lot of repairs. We already have limited classroom space. So, as our students numbers grow and their needs too, we will be challenged.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	N/A - We are a Special Day School for students aged 18-21 who have already fulfilled their graduation requirements.
Identify the budget actions that should be taken to address and remove those barriers.	Additional space, additional certified and classified support that ensures all students needs are being met.
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.	Students attending Chisholm Life Skills don't participate in state assessments. We are a Special Day School for students aged 18-21 who have already fulfilled their graduation requirements.