Building Needs Assessment 2022-2023
For 2023-24 Budget Planning (HB 2067)

WICHITA PUBLIC SCHOOLS®

DISTRICT:	**D0259 - Wichita Public Schools**
SCHOOL:	**East High**
SCHOOL NO:	**1836**
INTERNAL NO:	**120**

SECTION 1: Student Needs	Response
a. How many students are in the building?	2273
b. Percentage of students with an IEP	17.8%
c. Percentage of students enrolled in ELL services	20.0%
d. Percentage of students identified as At-Risk (Free Lunch)?	68.1%
e. What is the teacher to student ratio average?	16.90
f. What is the teacher to student ratio median?	15.89
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	
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	10th grade students completing predictive and mini-interims, followed by collaborative data discussions with teachers to guide instruction based on areas of student need, WICOR and IB strategies
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?	Teacher completion of SAERS screeners twice yearly
b. What are your targets/goals related to social/ emotional growth?	Identifying students who may have need and provding support
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?	Monitoring growth in Graduation+ Market Value Assets and student Xello completion
f. What are your targets/goals related to postsecondary completion/attendance?	Our goal is for all of our students to identify post-secondary paths, including college, technical school, military, or going straight into the workforce. Several tools that we use to help students aquire credentials that will help them be successful include, but are not limited to, WorkKeys, Seal of Biliteracy, and assorted content-specific certifications.
g. How are you ensuring students are civically engaged?	Aces in the Community, IB CAS projects, opportunity to become registered voters, JROTC activities, AVID community service, Empty Bowls, and other club-required community service

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support;#Tutoring;#Summer School;#Extended Year;#Interventions;#Class Within a
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. 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	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?	61.32
How many are needed at this building (vacant & filled)?	74.39
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	Yes
d. Are a 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;#SRG Training;#Restorative Practices;#Other; Data literacy and implementing skills with students

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?	Technology nights, FAFSA nights
c. Do you have a 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;#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;#District Wide Communication;#Social Media;#School Website;#Newsletter;#Phone Calls/Text Messages;#Emails from Teachers
Is it adequate?	Yes

SECTION 8: School Data	Response
a. What is our building attendance rate?	89.20%
b. What is our building chronic absenteeism rate?	34.60%
a. what is our district graduation rate?	0.848
b. What is our dropout rate?	0.02
c. What is our average comprehensive ACT Score?	19.1

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;#Instructional Technology Training;#Paraprofessional Training;#Curriculum;#Attendance/Truancy;#Child Study Team Ratios;#Caseloads per Teacher;#Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	Our building infrastructure does not support the increased use of technology in classrooms. Issues with plumbing causes increased time out-of-class due to students having to travel further to access restrooms.
b. Additional building unique identified Items:	None

Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Poor attendance - Lack of transportation, student burn-out, lack of support at home, the educational environment not meeting the needs of students Issues with student behavior Disconnect between teacher expectations and student performance Lack of buy-in from teachers and students regarding the value of assessments Mental health issues Poverty
Identify the budget actions that should be taken to address and remove those barriers.	Additional funding could support teacher training and various avenues of student supports
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.	The distict goal is 50% of students performing at levels 3 and 4 by 2030. The district goal is to decrease the percentage of students performing at a level 1 by between 1% and 5% annually.