WICHITA PUBLIC SCHOOLS

Building Needs Assessment 2023-2024
For 2024-25 Budget Planning (HB 2067)

DISTRICT:	**D0259 - Wichita Public Schools**
SCHOOL:	**South High**
SCHOOL NO:	**1840**
INTERNAL NO:	**170**

SECTION 1: Student Needs	Response
a. How many students are in the building?	1639
b. Percentage of students with an IEP	18.6%
c. Percentage of students enrolled in ELL services	10.9%
d. Percentage of students identified as At-Risk (Free Lunch)?	76.9%
e. What is the teacher to student ratio average?	15.37
f. What is the teacher to student ratio median?	15.26
g. Are the needs of foster care students being met?	No
If no, what supports are needed?	At school, yes, we feel like needs are being met. Outside of school, agencies, beds, stability, etc. are not being met.
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	CLC comparing data-Predictive Interim Scores being compared and analyzed. Core instruction-working on instruction. School-wide focus-skills that will improve reading/math. Focus on use of strategies selected
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, Counselor Check-In system, Restorative focus with new Titan Temp Check, Titan Pledge, IEP counseling minutes
b. What are your targets/goals related to social/ emotional growth?	Awareness of restorative circles and tracking data Harbor (Jostens) videos during advocacy-life skills, coping, social/emotional Tracking student of the month Counseling check-ins and minutes
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?	XELLO completion
f. What are your targets/goals related to postsecondary completion/attendance?	Completion of XELLO lessons and 4 years plans of study Senior projects in the fall Senior Liason Truancy Officer support Pathway completions/certifications College Credit WSU Tech
g. How are you ensuring students are civically engaged?	AVID community service Grade Level Leadership teams JROTC JAG Job Prep (YMCA) Clubs

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Tutoring;#Summer School;#Extended Year;#Interventions;#Class Within a Class;#Graduation Support;#Before/After School Support;
b. Are there appropriate and adequate instructional materials?	No
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	No; Plan for upcoming 1-1 support as updates and replacements are needed. Document camera for all classrooms Additional curriculum, new adoptions for core

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.	No
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.	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?	No
b. How many classified supports staff are currently employed?	107.4
How many are needed at this building (vacant & filled)?	113.80
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	No
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?	Restorative Practices;#Instructional Coaching;#LETRS Training;#SRG Training;

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?	None
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;#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;#Phone Calls/Text Messages;#School Website;#Emails from Teachers
Is it adequate?	No

SECTION 8: School Data	Response
a. What is our building attendance rate?	87.10%
b. What is our building chronic absenteeism rate?	44.60%
a. what is our district graduation rate?	0.772
b. What is our dropout rate?	0.021
c. What is our average comprehensive ACT Score?	14.8

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;#Parent & Community Involvement;#Attendance/Truancy;#Child Study Team Ratios;#Caseloads per Teacher;
Can they be achieved with additional resources?	Yes
Why or why not?	Ratio of support staff compared to our population of special education students-need more support to address and support growth with our 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.	Attendance Caseload numbers (SPED) SPED para support Parent Involvement 504 caseload Child Study team-support staff Education Deficits prior to HS
Identify the budget actions that should be taken to address and remove those barriers.	Additonal supports for recovery efforts Staff for truency only
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.	Ongoing process. It depends on each individual student, recovery, what level they arrive to South, etc.