



**DISTRICT:** D0259 - Wichita Public Schools  
**SCHOOL:** Heights High  
**SCHOOL NO:** 1846  
**INTERNAL NO:** 195

SECTION 1: Student Needs	Response
a. How many students are in the building?	1431
b. Percentage of students with an IEP	14.8%
c. Percentage of students enrolled in ELL services	6.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	63.3%
e. What is the teacher to student ratio average?	18.29
f. What is the teacher to student ratio median?	15.26
g. Are the needs of foster care students being met? If no, what supports are needed?	Yes
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	Tiered classes for remedial and enrichment. Predictive Interim Testing.
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 and mySAEBRS, Students in Advocacy are assessed on Work Habits
b. What are your targets/goals related to social/ emotional growth?	Teachers have a clear understanding of how to support students AND have high expectations at the same time. This way students can get the social emotional support they need while continuing to focus on learning content.
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 yearly tracker
f. What are your targets/goals related to postsecondary completion/attendance?	We want Heights students to be prepared and able to make a choice upon graduation. If they choose postsecondary - they are ready. If they choose a career path - they are ready. But regardless they are ready to be a productive member of society.
g. How are you ensuring students are civically engaged?	Schoolwide elections for STUCO and voter registration activities. We promote blood drives and community service through various groups in the building.
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 Class;#Graduation Support;
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
<b>SECTION 5: Staff Needs</b>	<b>Response</b>
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? How many are needed at this building (vacant & filled)?	78.3 78.50
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;#LETRS Training;#SRG Training;#Restorative Practices;
<b>SECTION 6: Facility Needs</b>	<b>Response</b>
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
<b>SECTION 7: Family Needs/Community Relations</b>	<b>Response</b>
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?	Weekly parent newsletter with information on how to check grades, sign up for tutoring, contact teachers, ELO, Summer School, enrollment, etc.
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?  Is it adequate?	Parent Link;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages Yes
f. What types of communication/social media exists with your community?  Is it adequate?	Parent Link;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#Phone Calls/Text Messages Yes
<b>SECTION 8: School Data</b>	<b>Response</b>
a. What is our building attendance rate?	87.90%
b. What is our building chronic absenteeism rate?	40.90%
a. what is our district graduation rate?	0.826
b. What is our dropout rate?	0.015
c. What is our average comprehensive ACT Score?	15.5
<b>SECTION 9: Other Data</b>	<b>Response</b>
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues? Can they be achieved with additional resources? Why or why not?	Attendance/Truancy; Yes Tardy rates and chronic absences are a major issue. We need to continue with a liason (or two) that focus specifically on chronically absent students and chronically tardy 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.	External barriers, apathy, chronic absences, chronic tardies
Identify the budget actions that should be taken to address and remove those barriers.	See above. We need liasons in the building that can focus on these issues and provide support.
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 of continued, consistent, systemic support