



DISTRICT: D0259 - Wichita Public Schools
SCHOOL: Sowers Alternative High School
SCHOOL NO: 1780
INTERNAL NO: 366

SECTION 1: Student Needs	Response
a. How many students are in the building?	74
b. Percentage of students with an IEP	100%
c. Percentage of students enrolled in ELL services	4.1%
d. Percentage of students identified as At-Risk (Free Lunch)?	91.9%
e. What is the teacher to student ratio average?	9.04
f. What is the teacher to student ratio median?	5.38
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	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?	No
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	Targeted reading intervention, more discussion surrounding predictive interim and previous year's scores, discussion of Fast Bridge data and how that can inform instruction in the classroom.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No
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?	MySAEBRs (students w/permission take it once and teachers do assessment twice during the year); tracking of individual point sheets based off of IEP need/behavioral goals for each student.
b. What are your targets/goals related to social/ emotional growth?	Use of Circles during Advocacy time every Tuesday to target social/emotional needs; use of affective statements; implementation of Restorative Practices.
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?	Through Xello
f. What are your targets/goals related to postsecondary completion/attendance?	Increase graduation rates at each grade level: Class of 2024 from 25% to 75% (12th) Class of 2025 from 17% to 50% (11th) Class of 2026 from 44% to 80% (10th)
g. How are you ensuring students are civically engaged?	All social studies classes utilize CNN 10 to discuss current events, current events elective, government classes, digital citizenship lessons.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School;#Extended Year;#Interventions;#Graduation Support;#Other;
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.	No
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?	12.5
How many are needed at this building (vacant & filled)?	13.50
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;#SRG Training;#Restorative Practices;#LETRS Training;
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?	Open house, conferences, parent newsletter, homework hotline from district
c. Do you have a 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;#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;#Newsletter;#Emails
Is it adequate?	Yes
SECTION 8: School Data	
Response	
a. What is our building attendance rate?	75.30%
b. What is our building chronic absenteeism rate?	72.70%
a. what is our district graduation rate?	0.739
b. What is our dropout rate?	0.093
c. What is our average comprehensive ACT Score?	13.3
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?	Parent & Community Involvement;#Attendance/Truancy;#Paraprofessional Training;#Physical Space for Learning;#Instructional Technology Training;
Can they be achieved with additional resources?	Yes
Why or why not?	Physical space continues to be our largest barrier. Through additional resources this could be remedied.
b. Additional building unique identified Items:	None

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<p>Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.</p>	<p>Unique to Sowers, we are a special day school meaning 100% of our students are on IEPs. Reaching grade-level proficiency is difficult for students with learning disabilities/low cognitive functioning.</p> <p>Our building is located adjacent to an interstate and poses a safety concern. Every year we have multiple students attempt to access the highway to the west. To the south is an abandoned amusement park which also poses several safety concerns (a homeless population that lives there as well as dangerous buildings and structures).</p> <p>Attendance</p>
<p>Identify the budget actions that should be taken to address and remove those barriers.</p>	<p>Appropriate funding to add on or move building.</p> <p>An assistant principal position is needed. Budget increase for an assistant principal per Vince Evans is \$26,752.32.</p>
<p>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.</p>	<p>Unsure</p>