



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?	1494
b. Percentage of students with an IEP?	17.4%
c. Percentage of students enrolled in ELL services?	7.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	63.1%
e. What is the teacher to student ratio average?	18.78
f. What is the teacher to student ratio median?	15.65
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	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?	<p>To maximize student scores based on our review of state assessment data, we are implementing several key strategies aimed at addressing the diverse needs of all students.</p> <p>Literacy Intervention Courses: We provide targeted Literacy Intervention courses in both mathematics and reading to ensure foundational skills are strengthened, particularly for students who are struggling.</p> <p>Tiered Math Instruction: We utilize a tiered approach to math instruction, ensuring that all students receive the level of support they need. High-risk students are provided additional targeted support through educational applications such as iXL, Fastbridge, aReading, and aMath, which are specifically designed to enhance student learning and address gaps in understanding.</p> <p>After-School Tutoring: After-school tutoring is offered by multiple math teachers to provide personalized instruction and extra practice for students needing additional help. This ensures students have the opportunity to improve their math skills outside of regular class time.</p> <p>Off-Cycle Courses: To support students in recovering lost credits, we offer off-cycle science and English courses. This allows students to catch up on coursework and earn the necessary credits to stay on track for graduation.</p>
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes

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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?	Heights uses SAEBRS and mySAEBRS, and At-Risk students are automatically loaded into PowerBI.
b. What are your targets/goals related to social/ emotional growth?	Our mentoring program is progressing, though not without challenges. A recent scheduling oversight revealed that three seniors have pass cards conflicting with our group sessions on odd days. To address this, all future sessions will be held on even days to ensure full participation. Support staff assist in facilitating discussions on recognizing and managing stress, providing valuable insights and engagement, and the importance of belonging to a community, aiming to encourage freshmen, many of whom are not yet involved in clubs or extracurricular activities, to seek meaningful connections. Developing strong mentor-mentee relationships, promoting emotional awareness, stress management, and a sense of belonging, all of which contribute to students' social and emotional development.
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?	Students complete transcript reviews with their Advocacy teachers. They also conduct monthly one on one check-ins with students in their advocacy classes. Students complete Xello requirements yearly and utilize it for course planning.
f. What are your targets/goals related to postsecondary completion/attendance?	At Heights, our goal is to equip students with the skills and knowledge necessary to meet the requirements for admission into the post-secondary institution of their choice. Through our active AVID program, we provide students with the academic support and strategies needed to navigate the demands of higher education successfully. By fostering college readiness and emphasizing rigorous coursework, we maximize opportunities for students to thrive beyond high school.
g. How are you ensuring students are civically engaged?	At Heights, we prioritize civic engagement by offering a variety of clubs and programs that require community service and active participation. We host multiple events aimed at strengthening connections between our school, students, families, and the broader community. Additionally, we collaborate with local youth sports leagues to ensure they have access to the necessary facilities for practices, fostering a spirit of community support and engagement.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Tutoring; Before/After School Support; 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
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?	15.56
How many are needed at this building (vacant & filled)?	16.30
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?	Restorative Practices; Instructional Coaching;
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?	Homework Hotline: Caregivers can access homework assistance for their students by calling 316-973-4411 or emailing homework@usd259.net. The hotline operates Monday through Thursday from 3:30 to 7:30 p.m. Parent and Student Tech Support: The district provides guidance on accessing digital tools, digital citizenship, device care, internet safety, and general technology support. This resource is designed to help caregivers understand and navigate the technology their students use. Digital Citizenship Education: USD 259 has adopted the Common Sense Media framework to support digital citizenship education for students and families. This initiative aims to prepare students to become future-ready by promoting responsible technology use.
c. Do you have an 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; Social Media; Newsletter; District Wide Communication; Emails from Teachers; PhoneCalls/Text Messages; School Website
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Parent Link; District Wide Communication; Social Media; Newsletter; Emails from Teachers; School Website; Phone Calls/Text Messages
Is it adequate?	Yes

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SECTION 8: School Data	
	Response
a. What is our building attendance rate?	86.10%
b. What is our building chronic absenteeism rate?	44.10%
a. what is our district graduation rate?	88.60%
b. What is our dropout rate?	2.20%
c. What is our average comprehensive ACT Score?	15.9
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?	Paraprofessional Training; Parent & Community Involvement; 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?	Based on the building leadership team's analysis, several non-assessment-related barriers are impacting our school, particularly in addressing the needs of a high-needs student population. One significant challenge is the high teacher caseloads and large class sizes, which make it difficult to provide the individualized support that many students require. This issue could be alleviated by increasing the number of Full-Time Equivalent (FTE) teachers to reduce class sizes, allowing for more focused attention on each student and better management of the varying needs in the classroom. Additionally, Heights has a significant number of therapeutic beds for students who require intensive support due to behavioral or emotional challenges. These students often need specialized attention and additional resources, which further strains the existing staff and resources. Addressing these challenges through increased staffing and more targeted support would be instrumental in ensuring that all students receive the assistance they need to succeed academically and socially.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	1. Attendance: Students who miss school frequently miss out on critical instruction and learning opportunities. Addressing this barrier may require proactive measures such as improving student engagement, offering additional support for students with attendance issues, or addressing external factors that contribute to absenteeism (e.g., transportation, family issues). (JH) 2. Parent/Guardian Involvement: Lack of involvement can lead to gaps in understanding and limited academic progress. To overcome this barrier, schools can provide training for parents on how to support homework, engage with technology tools, and promote positive academic behaviors. Creating a welcoming school environment and offering resources to help families engage in their child's education can also make a significant difference. 3. Student Social and Emotional Training: These challenges can directly impact their ability to focus on assessments and academic content. To overcome this barrier, implementing comprehensive social and emotional learning (SEL) programs is essential. Providing students with tools to manage emotions, build resilience, and engage positively with peers can create a stronger foundation for academic success. 4. Core teachers are being assigned to teach elective classes to expand elective course offerings. This shift increases student numbers in core classes.

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<p>Identify the budget actions that should be taken to address and remove those barriers.</p>	<p>To address and remove the barriers preventing students from achieving grade-level proficiency on assessments, the following budget actions should be considered:</p> <ol style="list-style-type: none">1. Increase Funding for Attendance Support and Academic Support: Allocate funds to enhance attendance and academic support. Invest in Student Mentor to work directly with students and families.2. Enhance Parent/Guardian Involvement Programs: This could include workshops on supporting academic achievement, digital literacy training to help families navigate school technology, and outreach initiatives to build stronger communication between home and school.3. Continued Investment in Social and Emotional Learning Programs: This could include professional development for teachers and counselors to integrate SEL strategies into the classroom, SEL resources and curriculum, and hiring additional mental health professionals to provide individual or group support.4. Increase Staffing for Smaller Class Sizes: Hire additional teachers and paraprofessionals.5. Support for Therapeutic Services: Increase funding for therapeutic services that support students with emotional and behavioral needs. Hiring specialized staff, and providing additional resources for students who require intensive support (This coincides with 1-4)6. We are requesting additional FTE for high-interest elective courses to reduce core class sizes.
<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 budge actions would be implemented.</p>	<p>By May 2029.</p>