



**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?	1645
b. Percentage of students with an IEP?	20.1%
c. Percentage of students enrolled in ELL services?	13.1%
d. Percentage of students identified as At-Risk (Free Lunch)?	78.4%
e. What is the teacher to student ratio average?	14.56
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?	Providing teachers with the necessary time to analyze data for informed decision-making within their subject areas is essential. This approach includes establishing specific focuses through Wildly Important Goals (WIGs) tailored to each department and enabling educators to identify and emphasize significant trends.
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, but cannot be required. Xello work, advocacy focus. 1-1 check in.
b. What are your targets/goals related to social/ emotional growth?	Establish objectives that foster a sense of belonging within the school environment. It is essential to ensure that students feel secure and experience a genuine sense of community.
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?	Review XELLO snapshots and desinate two work days for XELLO each quarter.
f. What are your targets/goals related to postsecondary completion/attendance?	We are committed to aligning with the district's new strategic plan, ensuring that students are adequately prepared for life, college, and their future careers. To achieve this, it is essential for students to attend school consistently to demonstrate their growth. We monitor attendance on a daily basis and provide teachers with a daily overview. Our objective is to raise the daily attendance rate from 85% to 89%. Additionally, we are focused on increasing the percentage of students who achieve a score of 21 or higher on the ACT, or attain a silver or higher on the ACT WorkKeys: from 34.2% to 37.7% by spring 2025. Currently, we have surpassed the 37.7% threshold, and we will provide updates on our progress regarding ACT data improvements.
g. How are you ensuring students are civically engaged?	Through participation in government classes and community service initiatives with organizations such as AVID and Student Council, students can engage meaningfully with their communities.

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School; Extended Year; Interventions; Class Within a Class; Graduation Support; Tutoring; Before/After School 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?	No; Advancements in technology and increased accessibility are crucial. Keeping pace with evolving trends and lack of chargers continues to pose challenges.
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 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.	No
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?	No
b. How many classified supports staff are currently employed?	22.84
How many are needed at this building (vacant & filled)?	22.84
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	No
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?	Instructional Coaching; LETRS Training; SRG Training; Restorative Practices; Other; SEL tracking and training. ESOL information and training to better understand our students. Dunbar support, classes and offerings to better support teachers.
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?	No
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, Behavior Hotline-opening up hours and availability.
c. Do you have an 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; Social Media; Emails from Teachers; School Website; PhoneCalls/Text Messages
Is it adequate?	No
f. What types of communication/social media exists with your community?	District Wide Communication; School Website
Is it adequate?	No

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

SECTION 8: School Data	
Response	
a. What is our building attendance rate?	87.80%
b. What is our building chronic absenteeism rate?	45.60%
a. what is our district graduation rate?	84.30%
b. What is our dropout rate?	3.70%
c. What is our average comprehensive ACT Score?	15.7
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;
Can they be achieved with additional resources?	Yes
Why or why not?	Any additional staff trainings or additional FTE would be welcomed and supported. We adequately cannot support all classes without spilting support.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Scaffolding and re-teaching are essential as students enter high school with varying levels of preparedness, often multiple grades behind. To address this, it is crucial to provide additional paraprofessional support and targeted training.
Identify the budget actions that should be taken to address and remove those barriers.	Remain receptive and vigilant regarding opportunities for professional development as a team member. Keep abreast of technological resources and trends to optimize our utilization of available assets.
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.	I am uncertain about how to respond to this question.