



DISTRICT: **D0259 - Wichita Public Schools**

SCHOOL: **Southeast High**

SCHOOL NO: **1842**

INTERNAL NO: **145**

| SECTION 1: Student Needs | Response |
|--|--|
| a. How many students are in the building? | 2041 |
| b. Percentage of students with an IEP? | 16.8% |
| c. Percentage of students enrolled in ELL services? | 26.6% |
| d. Percentage of students identified as At-Risk (Free Lunch)? | 57.9% |
| e. What is the teacher to student ratio average? | 17.03 |
| f. What is the teacher to student ratio median? | 15.65 |
| g. Are the needs of foster care students being met? If no, what supports are needed? | No More intensive social/emotional counseling. |
| 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? | <ol style="list-style-type: none"> 1. We analyze state assessment data to identify areas of weakness and tailor instruction to address those gaps. Teachers use formative assessments and benchmark testing to monitor progress and adjust teaching strategies accordingly. 2. We provide additional support for struggling students through remedial courses, tutoring, and small-group instruction. Intervention programs focus on core subjects, ensuring students receive the help they need to improve their scores. 3. Students receive targeted instruction on test-taking strategies, including time management, critical thinking, and problem-solving skills. Practice tests and review sessions help familiarize students with the format and expectations of state assessments. |
| 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? | Students complete the Safety and Belonging Survey as well as teachers complete the social emotional check-ins with all students in seminar class. |
| b. What are your targets/goals related to social/ emotional growth? | 100% of students complete the check-ins with teachers and 100% of students report that teachers know them and that they belong on the Safety and Belonging Survey. |
| 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? | Tracking graduation rates to ensure students are completing high school on time. Measuring the number of students meeting college and career readiness benchmarks, including ACT/SAT scores, dual-credit course completion, and industry certifications. |
| f. What are your targets/goals related to postsecondary completion/attendance? | Following up with graduates to determine postsecondary enrollment, workforce entry, military enlistment, or other career paths. |
| g. How are you ensuring students are civically engaged? | <ol style="list-style-type: none"> 1. Hosting voter registration drives for eligible students in partnership with local election offices. 2. Organizing mock elections and debates to familiarize students with the democratic process. 3. Encouraging participation in essay contests, speech competitions, and community advocacy projects. 4. Inviting guest speakers, such as local government officials, activists, or civic leaders, to speak about issues impacting the community. 5. Encouraging participation in student government, debate teams, and National Honor Society. |

| SECTION 3: Curriculum Needs | |
|--|--|
| | Response |
| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? | Tutoring; 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? | 26.13 |
| How many are needed at this building (vacant & filled)? | 31.14 |
| 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? | Instructional Coaching; SRG Training; Restorative Practices; |
| 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? | Parent University at the the beginning of the year to discuss ways for parents to be involved in their high schoolers education. |
| 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; Emails from Teachers; School Website |
| Is it adequate? | Yes |
| f. What types of communication/social media exists with your community? | Parent Link; Social Media; District Wide Communication; Emails from Teachers; School Website |
| Is it adequate? | Yes |
| SECTION 8: School Data | |
| | Response |
| a. What is our building attendance rate? | 87.90% |
| b. What is our building chronic absenteeism rate? | 37.70% |
| a. what is our district graduation rate? | 86.30% |
| b. What is our dropout rate? | 3.60% |
| c. What is our average comprehensive ACT Score? | 15.8 |

DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: Southeast High
 SCHOOL NO: 1842
 INTERNAL NO: 145

| 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? | Attendance/Truancy; Physical Space for Learning; Parent & Community Involvement; |
| Can they be achieved with additional resources? | Yes |
| Why or why not? | <p>Due to limited classroom space, teachers are using carts to move between classes.</p> <p>Our FFA program has outgrown its current resources and facilities, requiring additional support such as electricity, water access, cameras, and a trailer for transporting livestock and feed. We also need appropriate water containers, troughs, heat lamps, and warming lights to ensure proper animal care.</p> <p>Additionally, a suitable shelter, such as a barn, is essential to protect our FFA animals from harsh weather conditions. An outdoor learning space is also necessary to enhance hands-on learning opportunities for veterinary and science classes.</p> |
| b. Additional building unique identified Items: | None |
| Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments. | <p>Providing transportation for parents to attend parent meetings, site council meetings, and Parent-Teacher Conferences is essential for greater family engagement.</p> <p>Additionally, expanding remedial course offerings requires more staff and additional classroom space to better support student learning and academic success.</p> |
| Identify the budget actions that should be taken to address and remove those barriers. | We need a dedicated capital outlay plan for addressing our physical structures and needs for programs. Flexibility to adjust staffing FTE to meet the needs of our students identified above in courses of reading and math. |
| 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. | 2 years |