



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?	55
b. Percentage of students with an IEP?	118.2%
c. Percentage of students enrolled in ELL services?	0.0%
d. Percentage of students identified as At-Risk (Free Lunch)?	96.4%
e. What is the teacher to student ratio average?	4.28
f. What is the teacher to student ratio median?	#N/A
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	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?	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?	1. The placement of students in reading intervention. 2. We strategically do not pull students receiving IEP dictated counseling minutes out of reading or math classes unless there is an emergency.
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, mySAEBRs, and Check in to Connect
b. What are your targets/goals related to social/ emotional growth?	Increase the percentage of students that feel safe and connected to their school from 80.3% to 90% by 2029.
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?	District monitoring used.
f. What are your targets/goals related to postsecondary completion/attendance?	By 2029, the WPS graduation rate will rise to 85%, increasing from 79.2% graduation rate in 2023.
g. How are you ensuring students are civically engaged?	Through government class and work with current events in all social studies classes.
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;
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?	Yes
b. How many classified supports staff are currently employed?	10.56
How many are needed at this building (vacant & filled)?	11.44
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?	Restorative Practices; Instructional Coaching; LETRS Training; SRG 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?	Parent open house, ongoing information at IEP meetings and parent/teacher conferences.
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; 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; Social Media; Newsletter; Emails from Teachers; School Website; Phone Calls/Text Messages
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	74.50%
b. What is our building chronic absenteeism rate?	76.80%
a. what is our district graduation rate?	86.40%
b. What is our dropout rate?	9.30%
c. What is our average comprehensive ACT Score?	12.7
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?	Instructional Technology Training; Parent & Community Involvement; Attendance/Truancy; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	We require a larger building to meet the needs of students. The additional space will provide more opportunities and prevent the need for teachers to share classrooms.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Some students face challenges with academic readiness and understanding assessment content. Additionally, there is a need to further develop staff confidence in collecting, interpreting, and applying data to inform instruction. Student motivation to fully engage with assessments can also impact outcomes. Continued focus on implementing interventions with fidelity and increasing the relevancy of assessments will support student growth. Addressing these areas will help ensure all students are better positioned to reach grade-level proficiency.
Identify the budget actions that should be taken to address and remove those barriers.	The above barriers are not necessarily tied to budget needs.
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.	No budget actions at this time.