



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?	1497
b. Percentage of students with an IEP?	22.0%
c. Percentage of students enrolled in ELL services?	7.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	64.7%
e. What is the teacher to student ratio average?	18.20
f. What is the teacher to student ratio median?	15.20
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	0
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?	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. 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. 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. 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. 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.
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)	
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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?	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?	NA
d. What are your targets/goals related to kindergarten Readiness?	NA
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?	Wichita Heights High School supports postsecondary attendance and completion through goals aligned with the Wichita Public Schools (USD 259) strategic plan. The district aims for 50% of graduates to leave high school with at least five "postsecondary assets" by 2029, such as college credit, industry certifications, internships, or qualifying test scores that prepare them for college or careers. Heights also works toward 100% of students receiving regular check-ins about their postsecondary plans to monitor progress and provide guidance. Additionally, all students develop an Individual Plan of Study (IPS) to help them explore career interests and plan coursework aligned with their future education or training goals. Through programs like dual credit courses, career and technical education pathways, internships, and college and career advising, the school aims to increase the number of students who enroll in and successfully complete postsecondary education or training after graduation.
g. How are you ensuring students are civically engaged?	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	
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a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Tutoring; 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

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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. ☒ 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?		17.25
How many are needed at this building (vacant & filled)?		19.01
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; Restorative Practices; Other; Focus on a schoolwide Vocabulary Routine
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?		No

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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?	Heights High School provides multiple caregiver training and support opportunities designed to help families effectively support their students' academic success. Throughout the school year, we share regular communication with parents and guardians that highlights available resources, including weekly tutoring schedules, academic intervention opportunities, and advocacy supports. Caregivers are given guidance on how to monitor grades and assignments through our student information systems and learning platforms, with step-by-step support available during parent meetings, enrollment events, and upon request. We also provide information sessions and individualized assistance to help families understand the technology students are required to use, including how to access coursework, communicate with teachers, and track progress. In addition, Heights connects families to academic advocacy resources such as counselor support, graduation planning meetings, and partnerships with community organizations that offer tutoring, mentoring, and college-and-career readiness assistance. Our goal is to ensure caregivers feel informed, confident, and equipped to actively partner with the school in supporting student learning.
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; District Wide Communication; Social Media; Newsletter; Emails from Teachers; School Website; PhoneCalls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Social Media; School Website; Emails from Teachers; Phone Calls/Text Messages; District Wide Communication; Parent Link; Newsletter
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	0.877
b. What is our building chronic absenteeism rate?	39.90%
a. What is our district graduation rate?	0.867
b. What is our dropout rate?	0.017
c. What is our average comprehensive ACT Score?	16

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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; Child Study Team Ratios; Caseloads per Teacher; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	One significant barrier our school faces is a 19:1 student-to-teacher ratio in mixed-ability classrooms, which limits our ability to effectively meet the diverse academic needs of all students. To better support instruction and differentiation, we are requesting an additional teacher. Additionally, Heights serves a high population of foster care students, many of whom arrive credit deficient and with significant academic and emotional needs. To address these challenges, we are requesting one certified FTE and one classified FTE to develop and support an intervention program within the comprehensive high school. This program would provide a non-traditional learning environment designed to help students catch up academically while receiving the targeted support they need to succeed.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Several barriers impact students' ability to achieve grade-level proficiency on assessments. Student attendance is a significant challenge. Limited parent or guardian involvement can also affect student progress. Student social and emotional needs present another barrier. Staffing and structural challenges also affect instructional capacity. A 19:1 mixed-ability student-to-teacher ratio limits the ability to provide individualized instruction and targeted intervention. Additionally, some core teachers are assigned to teach elective courses to expand offerings, which increases class sizes in core academic classes and reduces the amount of individualized support students can receive. The school also serves a high population of foster care students, many of whom arrive credit deficient and with significant academic and emotional needs. Finally, facility limitations present another barrier. Many classrooms in the building are outdated and designed for traditional rows of desks rather than modern instructional practices that require space for collaboration, projects, and flexible learning environments.
Identify the budget actions that should be taken to address and remove those barriers.	First, funding should be allocated to hire an additional certified teacher to reduce the current 19:1 mixed-ability student-to-teacher ratio. Additional resources should also be dedicated to hiring one certified FTE and one classified FTE to develop and support an intervention program for students with high academic and emotional needs. To support improved student attendance and engagement, budget allocations may include resources for attendance intervention strategies, student engagement programs, and support services that address barriers such as transportation or other external factors that contribute to chronic absenteeism. Funding should also support family engagement initiatives, including parent training opportunities, communication tools, and resources that help families support student learning at home and stay connected with the school. Additionally, the budget should support the implementation and expansion of Social and Emotional Learning (SEL) programs. Facility improvements should be considered to modernize instructional spaces. Allocating funds to repurpose the unused auditorium into flexible learning spaces or classrooms would allow the school to better support modern instructional practices. Lastly, The addition of a second groundskeeper at Heights High School will produce measurable improvements in campus safety, maintenance efficiency, and overall facility readiness and use.

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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.

If the proposed budget actions are implemented, the board estimates that measurable progress toward grade-level proficiency would occur within one to two academic years. During the first year, the addition of instructional staff, targeted intervention programs, expanded social-emotional supports, and improved learning environments would help stabilize attendance, increase student engagement, and provide more individualized academic support. These changes are expected to lead to improved classroom performance and incremental gains on formative and benchmark assessments. By the second year of implementation, the combined impact of reduced class sizes, targeted interventions for credit-deficient and high-need students, improved family engagement, and enhanced instructional spaces is expected to significantly increase the number of students reaching grade-level proficiency on state assessments. Students who are currently the most academically behind, including those entering credit deficient or with significant social-emotional needs, may require two or more years of consistent support and intervention to fully close achievement gaps. Overall, with sustained implementation of these budget actions and continued monitoring of student progress, the board anticipates steady improvement in student achievement and a significant increase in the percentage of students meeting or exceeding grade-level expectations.