



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?	1620
b. Percentage of students with an IEP?	19.1%
c. Percentage of students enrolled in ELL services?	12.1%
d. Percentage of students identified as At-Risk (Free Lunch)?	75.7%
e. What is the teacher to student ratio average?	14.61
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?	No
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?	We have reading intervention classes to target reading growth. We have adjusted staffing to increase the number of students taking upper level math courses. We have adjusted class sizes to focus on students who are below grade level proficiency.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No
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?	South identifies social/emotional needs using SAEBS as an available screener, with the understanding that it cannot be required for all students. We also use Xello as a primary tool for monitoring student advocacy goal setting and reflection on future plans. South prioritizes regular adult connections as a core SEL indicator. This includes: Counselor check-ins, Monthly Titan Time 1-on-1 conversations with their teacher, which are tracked, Academy-based weekly 1-on-1s Administrator involvement Targeted support for identified students.
b. What are your targets/goals related to social/ emotional growth?	1. Increase students' sense of belonging. Students feel known, valued, and connected to at least one trusted adult in the building 2. Ensure students feel safe and supported emotionally Create a school environment where students experience emotional safety, predictability, and care through trauma-informed practices, behavior supports, and consistent adult presence. 3. Strengthen student-adult relationships. Increase meaningful 1-to-1 connections between students and counselors, teachers, administrators, and support staff, including regular check-ins for students with higher needs. 4. Develop student self-advocacy skills through Xello. Support students in understanding their needs, asking for help appropriately, and making informed decisions about their learning and future pathways, as emphasized through Xello and advocacy work. 5. Increase student engagement with school. Foster stronger engagement in learning, activities, and daily attendance, recognizing engagement as a key indicator of social and emotional well-being. 6. Amplify student voice. Create structures where students can share feedback, reflect on their experiences, and influence school culture through surveys, listening sessions, and engagement activities.
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?	South reviews Xello snapshots to monitor whether students are: Completing required components of their individual Plan of Study, Engaging in career, postsecondary, and future-planning activities, and Demonstrating growth in self-advocacy and planning
f. What are your targets/goals related to postsecondary completion/attendance?	1. Increase daily student attendance. South has set a clear target to raise daily attendance from 85% to 90.5% recognizing consistent attendance as a foundational condition for postsecondary readiness and completion. Attendance is monitored daily and shared with teachers to support this goal. 2. Ensure students are prepared for life, college, and careers South's postsecondary goal is explicitly aligned to the district's strategic plan, with a focus on preparing students for: Life after high school College pathways Career readiness 3. Increase attainment of college- and career-ready benchmarks. South set a specific performance target to increase the percentage of students who: Score 21 or higher on the ACT, or Earn Silver or higher on ACT WorkKeys 4. Strengthen engagement with individual Plans of Study. South measures postsecondary readiness through active student participation in: Xello planning activities Individual Plans of Study Postsecondary exploration and goal-setting
g. How are you ensuring students are civically engaged?	1. Government and civics coursework. Students engage in civic learning through government classes, where they learn about: Civic responsibility Government structures and processes The role of citizens in a democratic society 2. Student organizations and leadership opportunities through civic engagement by encouraging student participation in organizations that require leadership, collaboration, and service, including: Student Council AVID 3. Community service initiatives. South connects civic engagement to real-world community involvement through service initiatives coordinated by programs such as AVID and Student Council. These experiences help students: Understand their role in the community Apply civic responsibility beyond the classroom Develop a sense of contribution and social responsibility 4. South has been a host site for local and state voting the past few years, encouraging students of age to participate and vote.
SECTION 3: Curriculum Needs	
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Tutoring; Summer School; Extended Year; Class Within a Class; Graduation Support; Interventions; Other; Learning Center every hour, Titan Time tutorials within the school day, AVID, the Sophomore Focused Academy, Within Reach program.
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?	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.?	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;
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?	Behavior Hotline (expanded availability). South offers access to the districts Behavior Hotline, with plans noted to expand hours and availability, to help caregivers understand and respond to student behavior and school expectations. While not academic instruction, this supports families in reinforcing learning-ready behaviors at home. Ongoing caregiver access to academic support information. Caregivers are informed of academic support structures through school-provided resources, including: - Titan Time tutoring - Titan Up-Grade after-school academic support - Teacher-provided classroom materials for student use at home School and district communication tools: South communicates expectations and available academic supports to caregivers through: - Parent Link - District-wide communication - School website - Emails from teachers - Phone calls and text messages
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?	Social Media; Newsletter; Emails from Teachers; School Website; PhoneCalls/Text Messages; District Wide Communication; Parent Link
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Newsletter; School Website; District Wide Communication
Is it adequate?	Yes

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SECTION 8: School Data	
	Response
a. What is our building attendance rate?	0.884
b. What is our building chronic absenteeism rate?	42.60%
a. what is our district graduation rate?	0.836
b. What is our dropout rate?	0.017
c. What is our average comprehensive ACT Score?	15.8
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/Tuancy; Child Study Team Ratios; Caseloads per Teacher; Other: Address Below; Behavior support training/de-escalation techniques for students who have behavior difficulties. Mental Health Supports for students with High Needs.
Can they be achieved with additional resources?	Yes
Why or why not?	Yes for some, CST ratios, high caseloads or Para training could be resolved with additional resources/staffing/training. Attendance/tuancy and parental involvement might be aided by more resources, but cannot be resolved with additional resources alone. We have a growing ELL population and currently only have 1 ESOL para-we also have a decline in staff that are ESOL endorsed so the need is there to support this specific population in a more intentional way.
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. Inconsistent attendance and chronic absenteeism. South identifies attendance and truancy as major non-assessment barrier. 2. Limited instructional technology access and readiness. These barriers directly impact students' ability to access digital curriculum, assessments, and instructional supports. South documents that current technology is not fully appropriate, noting: Lack of chargers, challenges keeping pace with evolving technology needs, and many of our laptops are very old, outdated and not usable, and there are no additional/backup resources available. 3. Limited scheduled time for intervention and support. South lists scheduled time / PD time as a barrier, which affects: Targeted intervention planning, consistent remediation, data-informed instructional adjustments. 4. Student engagement and motivation challenges-South documents barriers related to attendance, truancy, and engagement, which often reflect: Low academic confidence, disconnection from school, and difficulty sustaining effort on assessments. 5. Limited parent and community involvement. South identifies parent and community involvement as a barrier, noting communication with families is not yet adequate.

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Identify the budget actions that should be taken to address and remove those barriers.	Barrier: Inconsistent attendance & chronic absenteeism. Budget actions: Allocate funds for attendance intervention supports, including: Additional student support staff time, targeted incentives and engagement strategies tied to attendance, and funding for early-warning and monitoring systems that track attendance. 2. Barrier: Limited instructional technology access (chargers, devices, reliability) Budget actions: Purchase additional chargers and replacement technology to ensure students can consistently access digital curriculum and assessments Budget for ongoing technology maintenance and replacement cycles to keep pace with instructional demands. 3. Barrier: Limited scheduled time for intervention and instructional planning. Budget actions: Fund additional staffing or stipends to expand: Intervention blocks, before- and after-school academic support, and allocate resources to protect dedicated time for data analysis, intervention planning, and targeted support through multiple BLT's. 4. Barrier: Student engagement and motivation challenges Budget actions: Allocate funds for engagement-focused programming, including: Credit recovery and graduation support, student engagement incentives, support relationship-based intervention models.
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.	Estimated time: Three (3) to five (5) years to see systemwide movement toward grade-level proficiency, with annual progress monitored through state and local measures, with any help when it comes to budget actions/concerns.