



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Southeast High

SCHOOL NO: 1842

INTERNAL NO: 145

SECTION 1: Student Needs	
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a. How many students are in the building?	1958
b. Percentage of students with an IEP?	17.0%
c. Percentage of students enrolled in ELL services?	22.4%
d. Percentage of students identified as At-Risk (Free Lunch)?	58.7%
e. What is the teacher to student ratio average?	16.38
f. What is the teacher to student ratio median?	15.20
g. Are the needs of foster care students being met?	No
If no, what supports are needed?	Foster care students need stabilized homes of support and intensive support on campus in the area of counseling and therapy.
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?	No
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. We routinely 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 (such as foundations of algebra), tutoring, and small-group instruction. Intervention programs- though limited- focus on core subjects, ensuring students receive the help they need to improve their scores. 3. Students receive targeted instruction on test-taking strategies via seminar classes, including time management, critical thinking, and problem-solving skills to aid in test preparation. Practice tests and review sessions help familiarize students with expected test formats and help expose students to practice tests that simulate state assessments.
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)	Response
a. How are you measuring social/emotional growth?	1. Students complete the district-created Safety and Belonging Survey. Additionally, teachers complete the social-emotional check-ins required of 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 in seminar monthly. 100% of students should report that teachers know them and that they belong, as indicated on the Safety and Belonging Survey. An indication of belonging will also be seen in average daily attendance, with a goal to increase average daily attendance from 86.7% to 90.5% by end of May 2025.
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?	Monitoring the fidelity of seminar monthly check ins. Tracking graduation rates to ensure students are graduating high school with their expected cohort. 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?	One goal is that at least 50% of students have two post-secondary assets upon graduation. 100% of students will be monitored each month during advocacy [seminar] on their progress toward post-secondary assets. Internally, administrators will monitor documentation of post-secondary assets quarterly.
g. How are you ensuring students are civically engaged?	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; 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?	No; Though our district has supplied every student with a device, there are circumstances where a student forgets their device and our staff has requested additional machines to support this emergency. As such, teachers have requested an additional learning device (1) in each classroom to support students who forget their device at home.

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?	No
b. How many classified supports staff are currently employed?	31.41
How many are needed at this building (vacant & filled)?	34.66
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?	Other; Restorative Practices; Staff need additional training in incorporating adopted curriculum with their current technology to ensure consistent engagement of students.
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/ Open House at the the beginning of the year to discuss ways for parents to be involved in their high schooler's education. The session also focused on educating parents in two specific goals, a) Graduaion+ and b) our three school/district strategic goals. FAFSA night to help with college applications.
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?	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?	0.883
b. What is our building chronic absenteeism rate?	38.40%
a. what is our district graduation rate?	0.877
b. What is our dropout rate?	0.016
c. What is our average comprehensive ACT Score?	15.8

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SECTION 9: Other Data	
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; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	The population our school has grown significantly since moving to our current location 10 years ago. Due to limited classroom space, teachers are using carts to move between classes. The addition of learning spaces, specifically for career exploration such as JAG or our culinary arts department, will help to improve our learning opportunities. 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. Our environmental sciences courses have received small grants to build a pond for learning, but investment in an outdoor classroom will enhance the study of environment and landscapes our teachers desire to offer.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Adding another para-educator to our staff will allow for additional support of students with learning disabilities and poor English proficiency. We currently have mixed ability students and students in Academic Life Skills who have para needs that pull support from our Classes within a Class. Adding a para-educator to support the more restrictive programs will allow me not to pull paras from the less restrictive classrooms. Adding a classified office worker to support truancy work and increased discipline (due to Department of Justice demands) will allow for greater efficiency and accuracy in our documentation of current issues and solutions employed. Providing transportation for parents to attend parent meetings, site council meetings, and Parent-Teacher Conferences is essential for greater family engagement. Finally, expanding remedial course offerings might require additional staff and additional classroom space to better support student learning and academic success.
Identify the budget actions that should be taken to address and remove those barriers.	I will request an additional staffing FTE for a low-incidence para-educator and classified office assistant to improve our staffing FTE ratios and greater support our student needs. Additionally, a dedicated capital outlay plan with support from the community is necessary for addressing our physical structure and current barriers to ideal instructional spaces.
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