



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Wichita Alternative

SCHOOL NO: 1837

INTERNAL NO: 150

SECTION 1: Student Needs	Response
a. How many students are in the building?	107
b. Percentage of students with an IEP?	11.2%
c. Percentage of students enrolled in ELL services?	9.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	69.2%
e. What is the teacher to student ratio average?	9.38
f. What is the teacher to student ratio median?	9.36
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?	We are using the district's vocabulary plan and our Edgenuity programs, We also have tutoring on Wednesdays.
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 assessment done in Homeroom. Capturing Kids' Hearts activities in Homeroom.
b. What are your targets/goals related to social/ emotional growth?	Homeroom teachers are the students' designated advocates. Students meet with counselors every time they finish a class and as needed. Our social worker is also available to students.
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?	Grades are given in homeroom/advocacy. We have a checklist for Xello to make sure students are completing assignments. Students are connected with post-secondary training. Evidence of success is measured by certificates earned.
f. What are your targets/goals related to postsecondary completion/attendance?	Senior survey coleects data pertaining to post-secondary plans. Students often return to meet with our Future Ready Coach to help connect students to programs or schools.
g. How are you ensuring students are civically engaged?	Senior English students in first semester send emails to the building principal making suggestions about changes that could be made at school. In second semester, they write and are encouraged to send persuasive emails to a local elected representative in the their district. Some students participate at the superintendents advisory council. Social studies and other teachers encourage students to participate in civic activism.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Tutoring; Summer School; Graduation Support; Class Within a Class; Extended Year; Interventions; Other;
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. ~~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?	2.64
How many are needed at this building (vacant & filled)?	3.52
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; SRG Training; Other; Capturing Kids' Hearts. Edgenuity, our online learning platform.
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?	No
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?	Teachers contact parents to give updates. Edgenuity weekly reports for parents who sign up. Parent/teacher conferences. Orentation for our night school program. Parents attend with students. Applications for transportation so parents and students know where their car or bus is.
c. Do you have an active site council?	No
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; Social Media; 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; District Wide Communication; School Website
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	0.752
b. What is our building chronic absenteeism rate?	64.90%
a. what is our district graduation rate?	0.773
b. What is our dropout rate?	0.083
c. What is our average comprehensive ACT Score?	15.6

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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/Tuancy; Scheduled Time/PD Time; Instructional Technology Training; Parent & Community Involvement; Paraprofessional Training; Caseloads per Teacher; Physical Space for Learning; Other: Address Below; Transportation to our night program. Gas cards for families for our night program and Towne East.
Can they be achieved with additional resources?	Yes
Why or why not?	With additional resources, we could add classroom space to allow students to learn lifeskills courses, such as cooking and automotive care. We would need two allocations to achieve this.
b. Additional building unique identified items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Student attendance is often a barrier to success. Our students have a history of failure, which is how they got behind and needed to come to our alternative school. We have to work to teach them they can be successful. Part of the is celebrating the successes they have. We have awards for good attendance and completing credits.
Identify the budget actions that should be taken to address and remove those barriers.	We would love to have a rescue van to go pick up students who missed their transportation. We would like to have classes to work with parents about how they can support their student. A budget for food would help get parents to show up.
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.	At least one to two years.