

2025-2026 South High School Needs Assessment for 2026-2027 Budget Considerations

Due Date: 12/19/2025

Board Presentation: 1/27/2026



School Improvement - Fundamentals

The four fundamentals are interconnected and associated with actions that each school system must implement so students can meet our state's rigorous standards.

Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
We apply an explicit, systematic, diagnostic, and cumulative approach to teaching literacy that acknowledges the value of both word recognition and oral/written language comprehension as evidenced in all grades and disciplines. ● Phonemic Awareness ● Phonics ● Fluency ● Vocabulary ● Comprehension	We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in preK-12. ● Learning Intentions ● Success Criteria ● Academic Rigor ● Scope & Sequence	We assess students for risk and standards in preK-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement. ● Formatives ● Summatives ● Progress Monitoring ● Screening ● Diagnostic	We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials (HQIM) in preK-12. ● High Expectations ● Culturally Responsive ● Differentiation ● Academic & SEL ● Student Dispositions

Structures: Reinforce lead indicators and sustain fundamentals within the system: resource allocation; education evaluations; professional learning; professional collaboration; tiered system of supports; and family, community and business partnerships.

For each data review section include data that is important for your building. Highlights areas of success and growth as well as data that indicates areas of concern or need. You can use narrative statements and/or quantitative representations depending on data type.

- **Current State:** identify data trends, highlight successes, and concerns. Include references to achievement gaps for subgroups where applicable.
- **Desired State:** include goals and/or actions to address aggregate and subgroups when applicable.

Communication Goals – Data Review:

	Current State:			Desired State:
KSA ELA	Our state assessment scores from 2024-2025 show an increase in the number of students scoring at a Level 1, (Limited Understanding) (34%) on the KS English Language Arts Assessment compared to the 2023-2024 school year of 29%. The number of students performing at Level 3 (Proficient) & 4 (Advanced) on the KS English Language Arts Assessment increased to 36% compared to the 2023-2024 of 34%.			For the 2025-2026 school year South High School will demonstrate a reduction in the number of students scoring at a Level 1 (Limited Understanding) on the KS English Language Arts Assessment from 34% to 30%. South High School will demonstrate an increase in the number of students scoring a Level 3 (Proficient) or 4 (Advanced) on the KS English Language Arts Assessment from 36% to 40%. Provide continued collaboration time with Central High School and add time to collaborate with South Middle School.
Complex Communication Rubric	SHS had 32.8% (average) of the students at the demonstrating level on the communication rubric (2024-2025 School Year).			Our goal is to increase the number of students who are strong communicators from 32.8% to 33.8%. South High will have students self-evaluate using a student-friendly communication rubric again in the fourth quarter during advisory/Extended Learning Opportunity (ELO) time. By quarter 4, student self-ratings and teacher ratings should align more closely. This will show that there are shared expectations and instructional clarity. Progress toward this goal will be reviewed by administration and MTSS staff to determine next instructional and professional development steps.
	Percent of Students at Each Level	Integration of comprehension and sharing of information and ideas	Discussing or presenting information and ideas in ways that are appropriate to the situation, purpose, and audience	
	Beginning	4.9%	5.3%	
	Emerging	18.6%	16.2%	

	Developing	43.4%	46.0%	
	Demonstrating	33.1%	32.5%	
	In the second quarter of the 2025-2026 school year, 594 students self-evaluated as:			
	Percent of Students at Each Level in a Self-Evaluation	Integration of comprehension and sharing of information and ideas	Discussing or presenting information and ideas in ways that are appropriate to the situation, purpose, and audience	
	Beginning	5.4%	6.1%	
	Emerging	21%	35.5%	
	Developing	48.1%	38%	
	Demonstrating	25.4%	20.4%	
Other Data	Fall 2025 i-Ready Results: 63% of Grade 9 at 40th percentile or above			Spring 2026 i-Ready Results: 75% of Grade 9 will be at the 40th percentile or above. Maintain instructional supports such as: - Common department collaboration time. This time is used to analyze student data, share best instructional practices, collaborate on interdepartmental projects and enhance the curriculum. - Multi-Tiered System of Supports (MTSS) academic support personnel to enhance tiered support for teachers and students. Personnel provide weekly instructional strategies, model strategies within department collaboration time or in the classroom.

		provide research based teaching strategies to new teachers, mentor new professionals or professionals who are working on certification, provide professional development individually or to a department. Personnel work one-on-one with students developing academic and social emotional skills within the classroom, ELO and one-on-one. • Increased professional development opportunities to focus on student voice and other high impact teaching strategies to practice and improve communication skills. • Increased professional development time focused on discussion strategies. • Increased professional development time to focus on the communication rubric and student expectations. • Maintain an intensive reading intervention program that provides targeted instruction for students performing below grade level, with the goal of accelerating progress to grade-level proficiency. This program delivers small-group, data-driven instruction, frequent progress monitoring, and differentiated support tailored to students' literacy needs. • Maintain dedicated support courses for ELA 1 and ELA 2 designed to reduce student skill gaps. These classes provide targeted instruction aligned to course standards, scaffolded practice, and formative assessment to strengthen reading, writing, and language skills and improve students' readiness for grade-level ELA coursework.
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Critical Thinking Goals – Data Review:

	Current State:	Desired State:
KSA Math	Our state assessment scores from the 2024-2025 school year show a 15% decrease in the number of students performing at a Level 1 on the KS Math Assessment compared to 31% during the 2023-2024 school year.	For the 2025-2026 school year South High School will demonstrate a reduction in the number of students scoring at a Level 1 on the KS Math Assessment from 31% to 29%. Continue providing collaboration time with Central High School.

	Our state assessment scores from the 2024-2025 school year show a 16% increase in the number of students performing at a Level 3 or 4 (31%) on the KS Math Assessment compared to 15% during the 2023-2024 school year. *The state scores were re-normed during the 2024-2025 school year.	Provide collaboration time with South Middle School to ensure continuity and fidelity of the curriculum. For the 2025-2026 school year South High School would demonstrate a 2% increase in the number of students scoring at a Level 3 or 4 on the KS Math Assessment from 31% to 33%.			
KSA Science	State scores were not released in the area of science.				
Critical Thinking Rubric	SHS had 33.6% (average) of the students at the demonstrating level on the critical thinking rubric (2024-2025 School Year).				South High will have students self-evaluate using a student-friendly critical thinking rubric again in the fourth quarter during advisory/Extended Learning Opportunity (ELO) time. By quarter 4, student self-ratings and teacher ratings should align more closely. This will show that there are shared expectations and instructional clarity. Progress toward this goal will be reviewed by administration and MTSS staff to determine next instructional and professional development steps.
	Percent of Students at Each Level	Demonstrates understanding by uncovering the correlation of topics and concepts (explanation/analysis)	Makes inferences and generalize knowledge (interpretation/inference)	Determines the quality of information and arguments (evaluation)	
	Beginning	4.8%	5.8%	6.7%	
	Emerging	14.7%	20.3%	21.2%	
	Developing	44.4%	40.9%	40.2%	
	Demonstrating	36.1%	33.0%	31.8%	
	In the second quarter of the 2025-2026 school year, 542 students self-evaluated as:				
Percent of Students at Each Level	Demonstrates understanding by uncovering the correlation of topics and concepts (explanation/analysis)	Makes inferences and generalize knowledge (interpretation/inference)	Determines the quality of information and arguments (evaluation)		
Beginning	5%	6.1%	5%		

	Emerging	19.2%	21%	22.7%	
	Developing	47.6%	43.2%	41.9%	
	Demonstrating	28.2%	29.7%	30.4%	
Other Data					Maintain instructional supports such as: • Common department collaboration time. This time is used to analyze student data, share best instructional practices, collaborate on interdepartmental projects and enhance the curriculum. • Maintain MTSS support personnel to enhance tiered support for teachers and students. Self-assessments are developed by MTSS personnel and delivered by teachers during ELO. Data is analyzed by MTSS personnel and distributed to students and staff. Lessons related to critical thinking and problem solving skills are developed by MTSS personnel for ELO. Instructional strategy support for high impact strategies related to critical thinking and problem solving are provided by MTSS personnel. • Increased professional development opportunities to focus on critical thinking and other high impact teaching strategies to practice and improve communication skills. • Increased professional development focused on critical thinking teaching strategies • Increased professional development time to focus on the critical thinking rubric and student expectations. • Continue to provide targeted support classes for Algebra 1 to address and reduce students' skill gaps. These courses deliver focused, standards-aligned instruction, scaffolded practice, and ongoing formative assessment to strengthen foundational mathematical reasoning and improve students' readiness for grade-level algebra coursework.

Behavior and Social-Emotional – Data Review:

	Current State:	Desired State:
Social Emotional Behavior Offenses	2024-2025: 322 Social Emotional Behavior Violations Semester 1 of 2025-2026: 2 fights have occurred. Semester 1 of 2025-2026: 1 threat assessment conducted	December 11, 2025: Social Emotional Behavior Violations: 111 → Disruptive/Obscene Behavior ≤ 1 instance per week → Insubordination ≤ 1 instance per week → Fight/Physical Aggression ≤ 1 instance per semester → Threats ≤ 1 instance per semester that requires the threat assessment protocol to be conducted. ● Maintain the Campus Supervisor position which helps increase the number of instructional minutes students are in class. Additionally, the campus supervisor helps facilitate a proactive approach to behavior support. ● Maintain MTSS Behavior Support personnel. Personnel provide data analysis of students who need additional support, facilitate a proactive approach to discipline, aid in discipline incident research, and help facilitate a building environment of safety and security. Also, facilitate the PBIS incentive process for students. ● Maintain Student Support personnel such as our teen builder teacher who instructs students in life long strategies to handle difficult relationships, soft skills, and long term aggression reduction strategies. Social workers help meet the physical and social emotional needs of students in and out of school such as bus passes, community resources, food and housing security. ● Maintain funds available to maintenance vape sensors and add vape detecting wands. ● Add cameras to increase safety and security

		• Add security software such as Raptor Technology for increased safety and security • Renovate the girls locker room to help with supervision and reduce other potential behavior violations. Provide professional development for the staff related to Positive Behavioral Interventions and Supports (PBIS). Implement and fund the Renaissance Education Program. A research based program through Jostens that improves attendance, academic achievement, school culture & climate, and graduation rates. The program also reduces discipline incidents and strengthens teacher morale.
Chronically Absent	Week 13 of 2024-2025: 34.42% of students were chronically absent. Week 13 of 2025-2026: 27.72% of students are chronically absent.	4% drop each week from previous year. Overall Goal: < 10% Chronically Absent Desired state: Schedule a meeting with the truancy judge and county attorney responsible for truancy cases to work more cohesively as a team. Administrative involvement in the Crossover Youth Practice Model grant program. Maintain counselors, social workers, and administrative staff who meet with students who are on the chronic absenteeism list weekly. Provide funds for PBIS student incentives to help reduce chronic absenteeism.
Self-Directed Learning Rubric	SHS had 41.2% (average) of the students at the demonstrating level on the self-directed learning rubric (2024-2025 School Year).	South High will have students self-evaluate using a student-friendly self-directed learning rubric again in the fourth quarter during advisory/Extended Learning Opportunity (ELO) time. By quarter 4, student self-ratings

	<table><tr><th>Percent of Students at Each Level</th><th>Self-Regulation</th><th>Autonomy</th><th>Growth Mindset</th><th>Personal Responsibility</th></tr><tr><td>Beginning</td><td>5.4%</td><td>4.2%</td><td>5.7%</td><td>6.0%</td></tr><tr><td>Emerging</td><td>12.9%</td><td>11.1%</td><td>16.9%</td><td>10.0%</td></tr><tr><td>Developing</td><td>40.4%</td><td>33.6%</td><td>45.2%</td><td>43.8%</td></tr><tr><td>Demonstrating</td><td>41.3%</td><td>51.1%</td><td>32.2%</td><td>40.2%</td></tr></table>	Percent of Students at Each Level	Self-Regulation	Autonomy	Growth Mindset	Personal Responsibility	Beginning	5.4%	4.2%	5.7%	6.0%	Emerging	12.9%	11.1%	16.9%	10.0%	Developing	40.4%	33.6%	45.2%	43.8%	Demonstrating	41.3%	51.1%	32.2%	40.2%	and teacher ratings should align more closely. This will show that there are shared expectations and instructional clarity. Progress toward this goal will be reviewed by administration and MTSS staff to determine next instructional and professional development steps.	
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	<table><tr><th>Percent of Students at Each Level</th><th>Self-Regulation</th><th>Autonomy</th><th>Growth Mindset</th><th>Personal Responsibility</th></tr><tr><td>Beginning</td><td>7.6%</td><td>3.7%</td><td>6.1%</td><td>3.3%</td></tr><tr><td>Emerging</td><td>18.8%</td><td>21.6%</td><td>21%</td><td>16.4%</td></tr><tr><td>Developing</td><td>45.4%</td><td>40.6%</td><td>47.2%</td><td>37.6%</td></tr><tr><td>Demonstrating</td><td>28.2%</td><td>34.1%</td><td>25.6%</td><td>42.6%</td></tr></table>	Percent of Students at Each Level	Self-Regulation	Autonomy	Growth Mindset	Personal Responsibility	Beginning	7.6%	3.7%	6.1%	3.3%	Emerging	18.8%	21.6%	21%	16.4%	Developing	45.4%	40.6%	47.2%	37.6%	Demonstrating	28.2%	34.1%	25.6%	42.6%		
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Other Data	● Maintain common collaboration time for departments. This time is used to analyze student data, share best instructional practices, collaborate on interdepartmental projects and enhance the curriculum. ● Maintain MTSS support personnel to enhance tiered supports for teachers and students. MTSS Support personnel provide instructional support with classroom observation, modeling of strategies, student behavior observations, attending PLC time to provide instructional strategy support, progress monitoring, and intensive																											

		tutoring which leads to increased student achievement and reduced course failure. • Increased professional development opportunities to focus on critical thinking and other high impact teaching strategies to practice and improve communication skills. • Increased professional development time and resources focused on critical thinking teaching strategies. • Increased professional development time to focus on the critical thinking rubric and student expectations.
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State Outcomes – Data Review:

	Current State:	Desired State:
Civic Engagement/IPS	Xello Completion: Class of 2029: 89.93% Class of 2028: 87.20% Class of 2027: 73.49% Class of 2026: 82.58% Parent Teacher Conference Participation: Fall 2025-42% Fall 2024-38%	Increase parent-teacher conference participation to greater than 50% to increase families' involvement with the school and to support parent's understanding of graduation asset requirements. At the Fall 2026 parent teacher conference SHS will be utilizing the student-led method and incorporating the IPS, Xello and graduation asset information in addition to grade progress reporting. To support this work, South High School needs to maintain Student Support personnel, such as counselors and MTSS, to implement and monitor completion of Xello and other graduation asset requirements. With these supports in place, we can work to provide: • Continued virtual on on-site career fairs • School-day volunteer opportunities • Developing an alumni panel to speak to students about postsecondary success from a variety of career pathways. • Hosting "Principal for a Day" in coordination with KPA to engage legislators in the educational process
Graduation Rate	2022-2025 4 Year Cohort= 89.3% 2021-2024 4 Year Cohort= 86.4%	95%+ (Across all categories)

	2020-2023 4 Year Cohort= 87.9% 2019-2022 4 Year Cohort= 90.1% 2018-2021 4 Year Cohort= 90.8%	Targeted focus on freshmen considered at-risk for graduation Maintain: ● Cougar Academy. The program helps keep credit-deficient students enrolled and earning a diploma. ● Student Support Personnel: ○ Interventionist: supports graduation by providing social-emotional learning to students. Self-regulation strategies, instructional support for students, and strategies to engage students within the school community. ○ MTSS: Increases graduation likelihood by identifying struggling students early and matching them with structured academic and behavioral supports before credits are lost. ○ Counselors: Improve graduation outcomes by monitoring credit progress, adjusting schedules, and providing guidance on individual plans of study (IPS). ○ Bilingual support: Reduces dropout risk by helping multilingual students access grade-level coursework, communicate with families, and successfully earn credits ● Financial resources to support student incentives: Improves attendance and engagement, increasing course completion rates. ● Mental health partnerships such as CKMH & Cessation therapist: Keeps students in school by stabilizing emotional, behavioral, and addiction-based barriers that cause withdrawal or failure.
Postsecondary Effectiveness	2019: 59.0% Five Year Success Average 2020: 51.9% Five Year Success Average 2021: 56.3% Five Year Success Average 2022: 53.2% Five Year Success Average 2023: 56.5% Five Year Success Average	Increase our Five Year Success Average 1.5% by: ● Implement the Senior Portfolio and Exit Interview during February Parent-Teacher Conferences, this also serves as a graduation asset. ● Expand opportunities for students to earn Industry Recognized Credentials (IRCs) during high school,

		including increasing access to programs such as welding and agriculture at South High. ● Implement the free ACT preparation option in Xello during ELO. ● Continue professional development and curriculum writing (academy) to ensure a viable curriculum that is aligned to standards. ● Increase field trip opportunities focused on postsecondary exploration. ● Maintain access to rigorous coursework, including AP, concurrent, and dual credit options, to support college readiness and persistence. ● Continue to examine and refine Math and Science course progressions to increase student access to advanced coursework.
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Use the chart below to record needs and/or actions for each area that will support your school improvement work and impact student performance. The needs assessment for each school will be reviewed by the Board of Education as part of the annual budget decision process.

KESA Fundamental & SI Structures	Need Areas		
	Academics	Behavior	SEL
Standards Alignment (KESA Focus Fundamental)	Action: Ensure all courses, including alternate programs (Cougar Academy) and special education, are aligned to Kansas Standards. Continue building goals of incorporating Learning Intentions and Success Criteria with fidelity. Teachers need Curriculum Academy Time and text analysis time with financial reimbursement	Action: Align behavior expectations with districts self-directed learning rubric for consistent messaging. Our building learning dispositions are: perseverance, accountability and willingness. Perseverance aligns with goal setting, accountability with feedback use, and willingness to embrace challenges.	Action: Align SEL programming with KSDE standards. Use the SECD standards in conjunction with Character Strong in ELO. Maintain Student Support personnel to implement in the SEL curriculum. Continue to provide collaboration time with Central High School.

	to refine and expand curriculum alignment.	Increase professional development days to focus on behavior management and deescalation strategies.	
Professional Learning	Action: Continue providing professional development opportunities focused on high-impact teaching strategies. Show examples of student work at Level 4 on the district critical thinking rubrics and scaffolds to get there. Maintain common collaboration time so Academic Strategy based workshop conference hours can be established. Increase professional development days to focus on high impact research based teaching strategies. Increase professional development days to help prepare new teachers who are not trained in the content or in the education profession.	Collaborative & Proactive Solutions (CPS) Model Action/Need: Training in trauma-informed practices and restorative approaches. Conference hour workshops on behavior interventions or strategies Professional development on how to foster perseverance, accountability, and willingness in students in and out of the classroom.	Collaborative & Proactive Solutions (CPS) Model Continue to incentivize attendance at summer professional development opportunities regarding mental health.
Professional Collaboration	Action: PLCs focus on implementing high-impact strategies as well as designing performance tasks that require generalization of knowledge and	Action: Maintain both academic and behavioral MTSS staff so teachers have support identifying when behavior challenges are rooted in academic skill deficits,	Action: Provide collaboration time for grade-level counselors and teachers to share SEL strategies and ensure consistency across grade levels.

	evaluation of sources (from district rubrics). Maintaining MTSS staff and the mentoring program ensures teachers continue receiving support with planning instruction, analyzing data, and implementing strategies that improve student achievement.	and to collaboratively design interventions that address those underlying needs.	
Tiered System of Support	Action: Refine MTSS protocols for literacy and math interventions and ensure fidelity in progress monitoring using tools such as i-Ready, IXL, and KITE Mini-Tests. This work requires a designated MTSS staff member to analyze student data, organize instructional groups, and monitor intervention cycles, as these specialized tasks cannot be absorbed by classroom teachers without reducing instructional time.	Action: Develop clear Tier 2 and 3 Interventions following the Ci3T protocol. Increase early identification of repeated minor behaviors.	Action: Maintain Hope in 3D adult mentoring program. Maintain the resources to continue with Cougar Academy. This provides an alternative setting for students who are not successful in the traditional classroom. It provides opportunities to recover credit and earn a high school diploma.
Family, Community and Business Partnerships	Parent/Teacher Conference Attendance—We would like to increase turnout to increase understanding of graduation assets. Expand communication about academic support. Strengthen dual credit/CTE and business partnerships.	Establish a long term community partnership for adult mentors within the building and introduce students to a variety of post secondary paths. Develop career and community mentors and/or apprenticeships.	Action: host student showcases. Action: implement Fist-bump Fridays: Get groups of parents, mentors, businesses to come in the morning 7:10-7:40 to welcome kids and build relationships

Resource Allocation	Maintain Student Support Services and Bilingual Support so students continue receiving intervention and access support, and increase SPED staffing to meet service needs and reduce learning gaps. MTSS academic support staff directly deliver intervention cycles, monitor student progress, coordinate support across departments, and provide real-time instructional coaching. This work cannot be absorbed by teachers, counselors, or administrators without reducing student support.	Maintain the funding for a Campus Supervisor. This position has increased the amount of time students are in the classroom learning. This position also prevents many behavior occurrences within the building. A full-time school resource officer is needed to provide consistent coverage and proactive safety monitoring.	Continue Character Strong subscription. Continue to provide resources to support Cougar Academy, Teen Builders and Partnership for Success classes. These programs support individual students' needs to help reach graduation for students who cannot reach graduation in a traditional method.
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Rose Capacities:

Educational Capacities (pursuant to K.S.A 72-3218): How are you ensuring every child in your school is provided at least the following capacities?	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Current State: - Supporting high-impact tier one academic strategies in classrooms across departments. - Providing authentic communication opportunities in IPS portfolios. Desired State: - Provide professional development to teachers regarding the communication rubric. - Provide instruction to students regarding the goals and expectations of communication skills for students graduating from SPS. - Integrating literacy skills within professional development - Professional development related to student discussion strategies
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Current State: - Social Studies curriculum aligned to Kansas Standards, which emphasizes civic, economic, and historical literacy. - Embedding current events and critical reasoning tasks in ELA and Social Studies to help students evaluate issues and claims.

	• Cross-curricular projects that connect economics, social systems, and real-world problem solving (ex. Feast on the Fe Culinary Event, Building Bridges) • Student organizations such as debate and forensics that allow students to apply knowledge of systems in authentic contexts. Desired State: • Integrate Project Based Learning activities that include interpretation and critical thinking in terms of social systems.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Current State: • Required Social Studies courses introduce and provide information concerning local, State, and federal government levels. Students participated in a field trip to watch a live session of the Court of Appeals. Desired State: • Students participate in community government processes. Cross-curricular experiences for students to prepare for participation in citizenship. Professional development and resources are needed to provide sufficient instruction in citizenship. • Provide additional opportunities for students to witness the governmental processes in action.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Current State: • Integration of social-emotional learning (SEL) and PAW dispositions into ELO and classrooms. • Access to counselors, social workers, and structured MTSS support. • IPS portfolios, where students reflect on strengths, goals, and career plans. • Courses in PE and Health that emphasize lifelong physical and mental wellness. • Access to mental health professionals with community resource access such CKMH • The StopIt app is an anonymous self-reporting tool for students needing additional support or needing to report unsafe behaviors. • Students started an Outdoor Club to engage in physical activity, which supports mental health. Desired State: • More mentoring / role modeling opportunities • Maintain community partnership such as CKMH and CKF
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Current State: We ensure students gain appreciation of cultural and historical heritage through: • A wide range of visual arts, music, and theater courses aligned to Kansas Fine Arts Standards • AP courses available in the areas of art and music • Student participation in concerts, plays, exhibitions and competitions at local, regional, and state levels. • Access to student-led affinity groups Desired State: • Expand outside of school opportunities for students to visit cultural centers, museums or cultural immersion days.

	• Develop cross curricular projects between the history and art departments.
6. 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.	Current State: • Offering dual-credit, AP, and CTE pathways that provide both academic rigor and technical training. • Cougar Academy as an alternate pathway for graduation with individual pacing. • Work-based learning opportunities (internships, job shadowing, technical certifications). • Guidance via IPS and career counseling to align student choices with postsecondary opportunities. Desired State: • Increase community connections to offer more options for work-based credit earning options. • Expand career pathway opportunities in the field of early childhood.
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	Current State: • Aligning instruction to Kansas Standards for college/career readiness. • Monitoring growth through diagnostic programs such as i-Ready, IXL, and KAP assessments to target interventions. • Ensuring CTE completers have options for certification or credentials that make them competitive in the workforce. • Embedding high-impact strategies into all classrooms to accelerate learning outcomes. Desired State: • Expand welding and agriculture opportunities to the South High campus. • Expand internship and apprentice opportunities

Building Barrier Statement:

What are the barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment?
Response: Establishing and communicating significance and value of assessments to students is essential to increasing performance levels. Student attendance is a barrier to mastery of standards and graduation. Mental health and addiction (family & student) inhibit attendance, academic performance, time in classroom, cognitive functioning, behavior, healthy sustainable life long relationships Identifying and addressing current levels and gaps in skills is the foundation for improving instruction. Curriculum for all students needs to be aligned to standards (specifically in the area of special education). We have worked to align curriculum in ELA and Math.

Literacy skills are essential to learning in every classroom and current scores indicate a need for continued and increased focus on developing literacy skills in our students across content areas.

Recognition that a student's path to success does not always follow a linear path and some students may need to have the GED possibility to pursue their goals differently. This path should count as a recognized credential that leads to postsecondary success.

High poverty (50%+ Free/Reduced) population of students. Barriers such as transportation and parental involvement to tackle chronic absenteeism and tardy issues.

Addressing these barriers requires maintaining the staffing, instructional supports, and community partnerships that students rely on and that cannot be added to existing roles without reducing access and outcomes for students.