



DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: West High
 SCHOOL NO: 1844
 INTERNAL NO: 190

| SECTION 1: Student Needs | Response |
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| a. How many students are in the building? | 1352 |
| b. Percentage of students with an IEP | 18.0% |
| c. Percentage of students enrolled in ELL services | 14.5% |
| d. Percentage of students identified as At-Risk (Free Lunch)? | 80.4% |
| e. What is the teacher to student ratio average? | 15.25 |
| f. What is the teacher to student ratio median? | 15.26 |
| g. Are the needs of foster care students being met? | Yes |
| If no, what supports are needed? | |
| 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? | 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 | Ensuring that we market state assessments and provide practice using KITE and other resources. All academies should be discussing the seriousness of the test. Snacks are provided to ensure they are not hungry. Teachers are planning, instructing and assessing based on standard that are being assessed. |
| 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? | SAEBERS |
| b. What are your targets/goals related to social/ emotional growth? | We develop relationships and continue to utilize PANDO, counselors, social workers, and our academy teachers in AT. All students will build a relationship with their AT and one other adult in the building and feel valued. |
| 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? | Xello |
| f. What are your targets/goals related to postsecondary completion/attendance? | Students will be able to have access to any post-secondary option. We would like to have 50% of students attend a post-secondary institution. |
| g. How are you ensuring students are civically engaged? | We will have a yearly Community Day and our CCCC brings in college and career representatives twice a year. |
| 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? | 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. Is 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. | No |

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| 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. | No |
| 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. | No |
| 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? | 79.62 |
| How many are needed at this building (vacant & filled)? | 90.62 |
| c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.? | Yes |
| d. Are a 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;#SRG Training;#Restorative Practices; |
| 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? | None |
| c. Do you have a 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;#School Website;#Emails from Teachers;#PhoneCalls/Text Messages |
| Is it adequate? | No |
| f. What types of communication/social media exists with your community? | Social Media |
| Is it adequate? | No |
| SECTION 8: School Data | |
| Response | |
| a. What is our building attendance rate? | 84.30% |
| b. What is our building chronic absenteeism rate? | 51.30% |
| a. what is our district graduation rate? | 0.773 |
| b. What is our dropout rate? | 0.019 |
| c. What is our average comprehensive ACT Score? | 14.2 |
| 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? | Scheduled Time/PD Time;#Paraprofessional Training;#Instructional Technology Training;#Parent & Community Involvement;#Attendance/Truancy;#Caseloads per Teacher;#Physical Space for Learning; |
| Can they be achieved with additional resources? | Yes |
| Why or why not? | Space needs to be adequate to enable comfortable learning. We need to provide more parent engagement to enable access and communication so families feel valued. We need training for staff to be able to effectively address and communicate with families. |
| b. Additional building unique identified items: | None |

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| Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments. | Increase the rigor, have practice assessments, attendance committee, before school and after school tutoring aside from Wed. mental health supports, behavioral support, students to be present in school and classes. Safety is a concern in our building as well due to the student behaviors and lack of parental support. |
| Identify the budget actions that should be taken to address and remove those barriers. | Need more supervision in hallways to ensure safety and success. Ability to have funds for an attendance team. Expansion on the building to allow for more room. |
| 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. | 5 years. |