



DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: North High
 SCHOOL NO: 1838
 INTERNAL NO: 160

SECTION 1: Student Needs	Response
a. How many students are in the building?	2066
b. Percentage of students with an IEP	13.0%
c. Percentage of students enrolled in ELL services	26.5%
d. Percentage of students identified as At-Risk (Free Lunch)?	74.9%
e. What is the teacher to student ratio average?	16.52
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?	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	Students review scores on assessments at least twice/year and set goals. Teachers are preparing and instructing using state standards and proficiency scales, and providing multiple opportunities to demonstrate competency. Data is used to identify students who would benefit from intervention. ELA teachers examine predictive interim assessments and use this data to guide instruction. School-wide implementation of WICOR strategies have been designed and implemented to improve reading, writing, and math skills. Teachers are coming together in collaborative learning communities to examine instructional practices and outcomes. This work focuses on standards-alignment of planning, instructing, and assessing. Staff is beginning to discuss common misconceptions and classroom assessments to maximize teacher efficacy, resulting in increased student academic achievement.
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 Teacher
b. What are your targets/goals related to social/ emotional growth?	This year, advocacy courses are graded using Employability Scales with a focus on Work Habits to help build common language and expectations. As we expand our use of Employability Scales, we will be able to track student social/emotional growth more easily.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	NA
d. What are your targets/goals related to kindergarten Readiness?	NA
e. How are you measuring the success of individual plans of study?	Percent of Xello lessons completed. This year we began requiring IPOS completion for seniors to obtain pass cards. All students will begin building a digital portfolio in their IPOS. Students also share their plans after graduation via exit surveys. The results of these provide feedback regarding our students' post-graduation plans, and their perception of their high school experience.

f. What are your targets/goals related to postsecondary completion/attendance?	Wichita Public Schools is proud to offer a multitude of opportunities for high school students to prepare for their future through Graduation+. This framework encourages high school students to graduate with a diploma PLUS one or more Market Value Assets, which will help support their success after high school. 80% of Students will graduate with a diploma and one or more market value assets such as work-based learning, college credit, CTE pathway completion, etc. North High will be looking to add more opportunities for students to earn dual credit and encourage more students to complete the FAFSA. Growth goal targets will be assessed by the results from Senior Exit Surveys.
g. How are you ensuring students are civically engaged?	All students complete a US Government course. Throughout this course, teachers ensure students receive standards-based instruction including topics such as civic life, politics, government, the foundation of the American political system, democracy, world affairs, and the role of citizens in the American democracy. Community groups help students register to vote. Students are also provided with opportunities to be civically engaged through participation in various clubs and groups that engage students civically such as HOSA, HALO, Bio-Med, AVID, PANDO, and National Honor Society. Students document their experiences in their Individual Plan of Study in Xello Experiences. Several student programs require community service and volunteer experience. (Leadership, JAG, AVID, National Honor Society, etc.)

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;#Other;#Before/After School Support;
b. Are there appropriate and adequate instructional materials?	No
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	No; There are a limited number of laptops available for students if their laptop needs to be repaired. For staff, technology is sufficient but more training on utilizing technology for instruction is needed.

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.	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? How many are needed at this building (vacant & filled)?	114.94 123.34

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?	SRG Training;#Restorative Practices;#Instructional Coaching;#Other;#LETRS Training;
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?	College Fairs, Career Fairs, FAFSA nights, Parent/Teacher Conferences, AVID Family Nights, Bio-Med Family Nights, Open House, 8th grade Open House, sports nights, conversations with Administrative Assistants, Teachers, Administrators, and Counselors
c. Do you have a active site council?	Yes
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;#Newsletter
Is it adequate?	No
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;#Seesaw
Is it adequate?	Yes
SECTION 8: School Data	
Response	
a. What is our building attendance rate?	87.50%
b. What is our building chronic absenteeism rate?	39.10%
a. what is our district graduation rate?	0.786
b. What is our dropout rate?	0.021
c. What is our average comprehensive ACT Score?	15
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?	Instructional Technology Training;#Paraprofessional Training;#Parent & Community Involvement;#Attendance/Truancy;#Child Study Team
Can they be achieved with additional resources?	Yes
Why or why not?	Additional allocation for a truancy coordinator would allow for more targeted and effective efforts to impact specific students with attendance issues. Additional resources such as a parent involvement coordinator would aid in engaging parents more fully in their child's education. Special education case loads are enormous as there is a drastic shortage of qualified and effective special education teachers.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	A significant portion of North High School students are second language learners (Newcomers to LTELS). The needs of these students are different than the needs of non-ELL students. In addition, a large portion of North High students come from low income, socio-economically disadvantaged homes. These students also have different needs when compared to their more affluent peers. It will also be important to address chronic absenteeism as this also presents a significant challenge for too many North High students. Currently, our ESOL Newcomer population has grown significantly but the number of teachers in that department have stayed the same. We are lacking the resources to fully support these students.

DISTRICT: D0259 - Wichita Public Schools

SCHOOL: North High

SCHOOL NO: 1838

INTERNAL NO: 160

<p>Identify the budget actions that should be taken to address and remove those barriers.</p>	<p>Funding to provide ESL endorsement classes and extra compensation for staff who earn this endorsement and utilize with ELL students. Additional FTE to provide additional ESL support in classrooms. Funding to provide additional compensation to Special Education teachers in order to recruit and retain highly qualified staff. FTE to provide additional interventions for students, particularly in math and english. Allocation to provide more on-going credit recovery opportunities for students. (More recovery or repeater classes within the school day, additional online credit recovery opportunities-Edgenuity). Funding to employ a truancy coordinator to work with students and parents. Targeted and effective professional learning for paraprofessionals to ensure they are able to effectively support students in the classroom.</p>
<p>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.</p>	<p>5 years</p>