DISTRICT:	**D0259 - Wichita Public Schools**
SCHOOL:	**Northwest High**
SCHOOL NO:	**1847**
INTERNAL NO:	**165**

SECTION 1: Student Needs	Response
a. How many students are in the building?	1420
b. Percentage of students with an IEP	18.2%
c. Percentage of students enrolled in ELL services	1.5%
d. Percentage of students identified as At-Risk (Free Lunch)?	48.7%
e. What is the teacher to student ratio average?	17.23
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	1. Assuring we have a certified, highly qualified teacher in every classroom. 2. Providing robust, data-driven Professional Learning for all classroom teachers to maximize intruction. 3. Use of data analysis of previous State Assessments and Predictive Interims to identify specific areas where students may need additional support. 4. Providing interventions in Math and English where needed. 5. Continual monitoring of data and adjusting where needed.
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?	1. Student XELLO survey. 2. Student and Teacher SAEBRS survey. 3. Behavior data. 4. Anecdotal observations.
b. What are your targets/goals related to social/ emotional growth?	1. We implemented a student directed self-goal that we call their Pride, Respect, and Excellence (PRE) Goal. Students choose an area of focus in one of three areas, Pride, Respect, or Excellence. You can find our goal form here: https://forms.office.com/r/xwYtePAftd. Our school-wide goal, then, as it relates to this PRE-Goal, is: NWHS students will create an individual Pride, Respect, and Excellence (PRE) Goal. 75% of NWHS students will achieve their individual PRE-Goal by the end of the 2023-24 school year. 2. We review the above mentioned survey data and support students where needed.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We do not have kindergarten.
d. What are your targets/goals related to kindergarten Readiness?	N/A
e. How are you measuring the success of individual plans of study?	1. Advocacy Teachers check in with their Advocacy students' XELLO progress once per quarter. 2. We also compare XELLO survey results with actual class and program enrollment.
f. What are your targets/goals related to postsecondary completion/attendance?	1. Increase graduation rate at NWHS to 88.6% by 2026. 2. Improve the overall enrollment of Northwest HS graduates at postsecondary institutions, including colleges, vocational schools, or trade programs. 3. Align our students' career goals to specific postsecondary institutions to increase the relevance and attractiveness of further education/training.
g. How are you ensuring students are civically engaged?	1. We ensure that comprehensive civic education in integrated into our social studies curriculum. 2. We offer multiple activities (Student Senate, Clubs, Athletics, NHS, AVID, Performing Arts, Grizzlies for Change, and more) that implement cummunity service and service-learning instruction into their programs.

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;#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.	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?	Yes
b. How many classified supports staff are currently employed?	82
How many are needed at this building (vacant & filled)?	83.00
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;#Other;#Restorative Practices;

SECTION 6: Facility Needs	Response
a. Is there adequate space for student learning?	Yes
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;#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;#School Website
Is it adequate?	Yes

SECTION 8: School Data	Response
a. What is our building attendance rate?	90.10%
b. What is our building chronic absenteeism rate?	32.90%
a. what is our district graduation rate?	0.897
b. What is our dropout rate?	0.006
c. What is our average comprehensive ACT Score?	17.6

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/Truancy;#Child Study Team Ratios;#Caseloads per Teacher;#Parent & Community Involvement;
Can they be achieved with additional resources?	Yes
Why or why not?	1. Staff: Additional personnel would help us meet these challenges. Specifically, Northwest could use an additional Administrator, Counselor, SPED allocation to help with caseload issues, and 3 additional allocations for regular ed crowding issues. 2. Family: Lack of valuing education. Increase parent/family involvement and accountability. 3. Students: SPED & 504 percentages continue to increase at NWHS. Class sizes of CWC, Adapted level, and regular education are increasing. Caseload per IEP Manager is increasing. Chronically absent student numbers are increasing. Poverty of NWHS students is increasing. Mental Health issues are increasing.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	1. Core class size must be reduced. 2. SPED & 504 numbers must be addressed. 3. Tardies and chronically absent students must be addressed. 4. Student behavior issues must be reduced. Specifically, an additional administrator and counselor would help with these numbers.
Identify the budget actions that should be taken to address and remove those barriers.	(These correspond to the answers submitted in b.b.1 above.) 1. We need 1 additional FTE at NWHS each for Science, Math, and Social Studies. 3 total FTE. 2. We need 1 additional SPED teacher at NWHS. 3. We need 1 additional Assistant Principal and 1 additional Counselor at NWHS. 4. We need 1 additional Assistant Principal and 1 additional Counselor at NWHS.
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.	1. The request for 3 addtional Core FTE would be permanent. 2. The request for 1 additional SPED teacher would be permanent. 3. The request for 1 additional AP and 1 additional Counselor would be permanent. 4. See #3 above. With these requests fulfilled, we estimate reaching target proficiency levels would take approximately 5 years.