



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: West High

SCHOOL NO: 1844

INTERNAL NO: 190

SECTION 1: Student Needs	Response
a. How many students are in the building?	1299
b. Percentage of students with an IEP?	18.5%
c. Percentage of students enrolled in ELL services?	14.8%
d. Percentage of students identified as At-Risk (Free Lunch)?	75.3%
e. What is the teacher to student ratio average?	15.03
f. What is the teacher to student ratio median?	15.65
g. Are the needs of foster care students being met? If no, what supports are needed?	No Not able to get a hold and work with advocates effectively. Their rules differ greatly from what we offer or need them to be a part of.
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?	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?	In the pursuit of enhancing student learning outcomes, a multifaceted approach is essential. Emphasizing reading as a foundational skill, tiered interventions can be implemented to cater to diverse learning needs. This strategy allows educators to provide targeted support, ensuring that all students can engage with complex texts effectively. Electives that focus on articles and cross-curricular assistance can further enrich the learning experience. By integrating various subjects, students can develop a more holistic understanding of content, fostering critical thinking and application of knowledge across disciplines. A key component of this educational framework is the emphasis on questioning techniques in all classes. Encouraging students to ask thoughtful questions not only deepens their comprehension but also promotes active participation in discussions. Additionally, Document-Based Questions (DBQs) serve as an effective tool in subjects such as social studies. These assignments challenge students to construct claims supported by evidence and reasoning, honing their analytical skills. By weaving together reading, questioning, and evidence-based reasoning, educators can create a dynamic learning environment that prepares students for future academic challenges.
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?	Pioneer Time check-ins and SAEBERS.
b. What are your targets/goals related to social/ emotional growth?	Establish routines, procedures, expectations for students and staff. Focus on ensuring each student has one trusted adult or advocate in the building.
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 and monthly check-ins through PT/Advocacy.
f. What are your targets/goals related to postsecondary completion/attendance?	Through the use of Xello and our monthly check-ins ensuring students are meeting these. Data assessment coordinator pulling data - athletics/activities are a part of post-secondary that is a focus this year as well.
g. How are you ensuring students are civically engaged?	Community days, encourage voting, West Fest, various clubs, blood drive.

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Tutoring; Summer School; Interventions; Graduation Support; Class Within a Class; Extended Year;
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?	No
b. How many classified supports staff are currently employed?	16.94
How many are needed at this building (vacant & filled)?	18.50
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; 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?	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?	None
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; PhoneCalls/Text Messages; School Website
Is it adequate?	No
f. What types of communication/social media exists with your community?	Social Media; School Website
Is it adequate?	No
SECTION 8: School Data	Response
a. What is our building attendance rate?	83.40%
b. What is our building chronic absenteeism rate?	51.50%
a. what is our district graduation rate?	78.40%
b. What is our dropout rate?	3.90%
c. What is our average comprehensive ACT Score?	15

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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?	Scheduled Time/PD Time; Paraprofessional Training; Parent & Community Involvement; Curriculum; Attendance/Ttruancy; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	Some will require additional funding and others come down to a time/personnel issue.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Attendance. We need more of a vertical alignment within the curriculum and subject areas with middle and elementary schools.
Identify the budget actions that should be taken to address and remove those barriers.	Additional staff to support the attendance issues by making home visits, phone calls, etc.
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.	3-5 years minimum.