



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?	2022
b. Percentage of students with an IEP?	14.4%
c. Percentage of students enrolled in ELL services?	28.6%
d. Percentage of students identified as At-Risk (Free Lunch)?	72.5%
e. What is the teacher to student ratio average?	16.44
f. What is the teacher to student ratio median?	15.20
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	0
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?	* Teacher awareness of assessed content in CLC (math) * Improved testing environment practices * Assessment Tool Preparation during advocacy, math, and ELA classes * ELA - test prep resources from curriculum * Sharing student scores with parents at conferences * Science enrollment - students in courses for biology, chemistry, and physics standards by 11th grade * History - Argumentative writing using Claim/Evidence/Reasoning rubric (twice per yer)
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes

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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, SAEBS Teacher, attendance rates (average daily
b. What are your targets/goals related to social/ emotional growth?	*Interim Goal: Safety & Belonging - Increase the % of students who feel safe and connected to their school. (75.8% to 80.23%) - Increase average daily attendance from 88.6% to 91.22% by end of May 2026. - 100% of students receive one-on-one check-ins with advocacy teacher. - Department Lead Measures : * monthly goals of positive parent contacts (Business, math, SPED, English, Performing Arts) * phone calls for attendance concerns (ESOL, tech, Visual Arts, ROTC), etc. * Administration : engage 5 chronically absent students per academy each month * Student recognition: increased opportunities to recognize students doing the right thing (academics, assessments, leadership)
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	no
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 completion rates (ongoing), Course Planner - accuracy of schedules, Conferences - review IPS, Senior resume reviews
f. What are your targets/goals related to postsecondary completion/attendance?	Postsecondary Completion: Increase opportunities for students to learn about postsecondary options: * Improve communication about postsecondary options. - College and Career Center communication and college/career fairs. - share career pathways in high school and beyond during advocacy classes. * Improve PSA check-in rates during advocacy. * Increase enrollment in career pathway and concurrent credit courses (AVID, JAG, Trio, BioMed, Engineering, etc.)
g. How are you ensuring students are civically engaged?	Increasing opportunities in the following areas: * government class - guest speakers, register to vote, etc. * volunteering opportunities and community service * students vote for school initiatives and officers *community service requirements in multiple programs & option for post-secondary assets *sophomores involved in Reality U *Student Council and HOSEA blood drives
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Tutoring; Extended Year; Summer School; Class Within a Class; Interventions; Graduation Support; Other; Learning Center
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; ClearTouches and student devices are not fully utilized due to technology and network issues. Some digital curriculum resources are no longer paid by the district (World Language, No Red Ink, EdPuzzle, Discovery Ed, etc.). Students need basic computer skills lessons: typing, organizing, word processing, digital organization, email etiquette.

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. ☒ 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
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?	21.73
How many are needed at this building (vacant & filled)?	21.73
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; Other; Providing opportunities for students to communicate about content through writing and speaking Vocabulary Routine - all content areas utilize research-based vocabulary routine. Continued collaboration in CLC to implement instructional strategies to support academic language development Content Literacy - all content areas utilize reading, writing, listening, and speaking skills Rigorous Content - align standards to grade level rigor (summative assessments) and increase real world problem solving opportunities.
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?	Open House, parent conferences, AVID nights, FAFSA nights, parent meetings for athletic teams, Parent Contacts.
c. Do you have an 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?	Yes
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?	0.895
b. What is our building chronic absenteeism rate?	33.80%
a. what is our district graduation rate?	0.846
b. What is our dropout rate?	0.022
c. What is our average comprehensive ACT Score?	15.5

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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; Curriculum; Attendance/Tuancy; Parent & Community Involvement; Child Study Team Ratios; Physical Space for Learning; Instructional Technology Training;
Can they be achieved with additional resources?	Yes
Why or why not?	Additional staff is needed to assist with improving student attendance and engaging families. Each counselor/administrator currently supports approximately 400 students, making it difficult to consistently provide Tier 2 and Tier 3 support for our most at-risk students. Currently, 37.6% of seniors (163 students) are not on track to graduate, 38.4% of North High students (774) are chronically absent, and 634 students speak a language other than English at home, creating additional communication barriers with families.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Lack of foundational skills needed for high school readiness -- communication, social skills, math, reading, and writing. English Language Acquisition -- large population of students struggling to meet grade level standards due to limited academic literacy. * Insufficient support for ESOL students -- newcomers moved into mainstream classes a year early, often into courses with teachers who do not have an ESOL endorsement or sufficient ESOL training. * Student Attendance concerns -- approximately 39% of our students are chronically absent, meaning they are missing out on learning academic skills to do well on assessments. * Lack of parent / family involvement -- staff reaches out to families via email, text, and phone calls multiple times a year. Many families do not respond. * Reading and writing literacy and lack of training/resources. * Student motivation. * Chronic cell phone usage distracts students from learning.
Identify the budget actions that should be taken to address and remove those barriers.	Attendance and Family Engagement Advocate - communicate with families of at-risk students with attendance concerns and/or who are not on track to graduate Additional intervention teachers to adequately address gaps in reading skills and literacy for K-12 reading and writing intervention training (secondary focus). Instructional materials for courses without adopted curriculum (Foundations of Algebra, History electives, Intermediate Algebra, Math Apps, World Language). Technology improvements to make purchased devices work as intended.
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.	Four years