



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Northwest High

SCHOOL NO: 1847

INTERNAL NO: 165

SECTION 1: Student Needs	
SECTION 1: Student Needs	Response
a. How many students are in the building?	1391
b. Percentage of students with an IEP?	17.9%
c. Percentage of students enrolled in ELL services?	1.2%
d. Percentage of students identified as At-Risk (Free Lunch)?	46.8%
e. What is the teacher to student ratio average?	16.61
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	No
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?	All students are placed into the appropriate level classes based upon their progress and current learning levels for math and reading. Each department works individually with students to ensure that they are placed in the proper class. The counseling department works with department chairs to ensure that students receive placement in the appropriate class, so that students may receive instruction aimed at academic growth and progress in math and reading.
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?	Students are provided an opportunity to complete the district provided safety and belonging survey. All advocacy teachers at Northwest High School utilize the student check in questions on the required monthly student check in assignments.
b. What are your targets/goals related to social/ emotional growth?	The goal for this year for Northwest High School is to increase the percentage of students who feel safe and connected to their school from 81.2% to 85.6% by May 2026.
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?	All students at our school have the opportunity to engage with the district-required XELLO program during advocacy class. This program supports students in identifying interests beyond high school related to career and college planning and in selecting courses aligned to those interests. Dedicated time during advocacy class is provided for students to complete these required activities. Information from each student's individual XELLO account is then used by guidance counselors to support appropriate course enrollment and ensure alignment with students' postsecondary goals.
f. What are your targets/goals related to postsecondary completion/attendance?	This year's attendance goal for Northwest High School is to increase our average daily attendance from 88.6% to 91.22% by May 2026.
g. How are you ensuring students are civically engaged?	Northwest High School has an active student group, Grizzlies for Change, that partners with staff members to support our school community and engage in civic activities. These efforts include participation in the annual Turkey Drive, community service projects, and involvement in social issues that impact our school community. In addition, students are enrolled in required social studies and government courses, which further support their development of civic knowledge and engagement. The Community Connection work group is composed of staff members who are responsible for creating opportunities for families and community members to partner with the school. This group is involved in planning community- and school-based events such as Parent Exchange Day, parent-teacher conferences, and other activities designed to strengthen school-community relationships.
SECTION 3: Curriculum Needs	
Response	
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Tutoring; Summer School; Extended Year; Class Within a Class; Graduation Support; Interventions;
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. 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

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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?	17.32
How many are needed at this building (vacant & filled)?	17.32
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?	Restorative Practices; Instructional Coaching; Other; Our staff participates in required professional learning opportunities. Academic departments participate in collaborative learning communities each week. These learning sessions are provided at the building level along with opportunities to meet with district peers to discuss relevant matters and district wide learning initiatives.
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?	The school district does provide a site on the district web page that lists resources and support for parents to assist students with technology and homework. Our school makes an effort to share that website each semester through our parent link system and our school social media sites.
c. Do you have an 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; Newsletter; Emails from Teachers; School Website; Phone Calls/Text Messages
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	0.901
b. What is our building chronic absenteeism rate?	30.70%
a. what is our district graduation rate?	0.917
b. What is our dropout rate?	0.01
c. What is our average comprehensive ACT Score?	18.4

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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?	Paraprofessional Training; Parent & Community Involvement; Attendance/Truancy; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	Additional resources could support the development of a guided, designated curriculum for our paraprofessionals, including staff who work with students with interrelated needs and mixed abilities. Currently, these staff members often receive minimal training for this role. Establishing a structured training program—offered during staff in-service days and professional learning days designated for paraprofessionals—would benefit both our school and the district by increasing consistency, effectiveness, and instructional support. Overall, our school facility is in good working order; however, there are opportunities to improve certain systems, such as the HVAC system. Increased classroom-level control over temperature would allow teachers and staff to create more comfortable learning environments. Improving comfort and climate control may positively impact student engagement, staff morale, and ultimately the overall academic growth and progress of our school. There is a need for additional staff members that could assist our school in increasing the percentage of students, staff, and families who have a positive outlook towards the safety and belonging in our school. These positions include: an additional assistant principal, an additional security guard, and an additional clerical staff member.
b. Additional building unique identified items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	As increasing numbers of students rely on and have access to personal electronic devices—such as cell phones and wireless earphones—there is a growing potential for these devices to distract from or disrupt student learning. While our school has policies in place to address student use of personal devices, a more uniform and consistent approach at the district or state level could be more effective. Additionally, our school does not have the same number of assistant principals as other schools of similar or smaller size. This limits administrators' capacity to build meaningful connections and relationships with students who may be struggling academically or behaviorally. Adding an additional assistant principal would significantly increase administrators' capacity to build consistent, meaningful relationships with students. Another area where additional support is needed is the assignment of an additional Board of Education Security Officer to our building. Currently, we operate with only three officers, while other high schools are staffed with four to six. An additional security officer would allow for consistent coverage in the front office, including monitoring the secured entrance and managing the open-gate scanners. This added support would strengthen building security while enhancing the overall sense of safety, belonging, and well-being for both students and staff, ultimately contributing to a stronger school community.

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Identify the budget actions that should be taken to address and remove those barriers.	An increase in FTE to support an additional assistant principal would strengthen our school's ability to improve academic growth by allowing administrators more time and capacity to build meaningful relationships with students who may be struggling to feel connected to school. Another area where additional support is needed is the assignment of an additional Board of Education Security Officer to our building. Currently, we operate with only three officers, while other high schools are staffed with four to six. An additional security officer would allow for consistent coverage in the front office, including monitoring the secured entrance and managing the open-gate scanners. If an additional security guard position is not approved, hiring an extra clerical staff member dedicated to visitor management is a proactive solution. This new staff member would allow the lead administrative assistant to concentrate on their main responsibilities. The clerical staff member would greet and assist visitors, control access to the secured entrance, ensure proper visitor protocols, sign in late students and maintain accurate attendance records, and print student ID cards as needed. Adding this position would significantly reduce the workload for current administrative assistants, enabling them to focus on important clerical tasks. This change would create a more positive work culture, boost productivity, and ensure the school remains safe and welcoming for everyone.
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.	The beginning salary for an assistant principal is around \$90,000 annually. This number could be higher depending on the individual's years of service in our school district. Additionally we would need the increase to pay an additional security guard for a full time position. The additional pay needed for the request of an additional security guard and clerical staff would also be determined based on the level of approved pay for these positions at the district Human Resources level.