

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?	1228
b. Percentage of students with an IEP?	18.7%
c. Percentage of students enrolled in ELL services?	16.7%
d. Percentage of students identified as At-Risk (Free Lunch)?	73.7%
e. What is the teacher to student ratio average?	14.41
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?	To maximize student performance on state assessments, we are implementing a focused, multi-layered instructional plan. Reading remains our core priority, supported by tiered interventions that ensure all students can access and analyze complex texts—an essential skill for state testing. In other classrooms, we are emphasizing rigorous questioning techniques to strengthen critical thinking, reasoning, and academic language. We are also consistently implementing district-aligned vocabulary routines to deepen students' understanding of academic language and improve their ability to interpret assessment prompts.
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?	Monthly Advocacy check-ins and SAEBERS screeners.
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?	NA
d. What are your targets/goals related to kindergarten Readiness?	NA
e. How are you measuring the success of individual plans of study?	Xello, Advocacy Check-ins, and Post Secondary Assest tracker.
f. What are your targets/goals related to postsecondary completion/attendance?	Ensuring that kids are given access to post secondary assests and industry recognized certificates well before the 2028 mandate. Xello progression and completion by the end of their Senior year. Multiple FAFSA nights.
g. How are you ensuring students are civically engaged?	Getting our kids back into the community through "days of service". Student council/student leaders visiting local elementary schools for reading and "no one eats alone" days. West Fest, school clubs and blood drive.
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; Other; Night School
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

DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: West High
 SCHOOL NO: 1844
 INTERNAL NO: 190

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
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?	17.83
How many are needed at this building (vacant & filled)?	17.83
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	No
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; Restorative Practices; Other; LETRS Training; Capturing Kids Hearts was an impactful training I was able to recieve in the middle schools. I would like to see this continue into high trauma/high needs schools like ours.
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?	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?	Have some ideas for the future, but we have little in the way of this currently in place.
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; School Website; PhoneCalls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Social Media; District Wide Communication
Is it adequate?	No
SECTION 8: School Data	Response
a. What is our building attendance rate?	0.856
b. What is our building chronic absenteeism rate?	48.50%
a. what is our district graduation rate?	0.768
b. What is our dropout rate?	0.024
c. What is our average comprehensive ACT Score?	15.2

DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: West High
 SCHOOL NO: 1844
 INTERNAL NO: 190

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; Attendance/Truancy;
Can they be achieved with additional resources?		Yes
Why or why not?		I believe many of the challenges West High is facing could be addressed by increasing support in key areas. Our student population clearly justifies the need for an additional ESOL paraprofessional, which would strengthen academic achievement and help build stronger connections for our multilingual learners. We also have internal systems that need to be developed to better support teachers in their professional growth. I wish that simply adding more funding would solve our attendance issues, but that's a problem I'm still working to figure out.
b. Additional building unique identified Items:		None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.		The barriers come from several different areas. First our student level barriers include chronic absenteeism, trauma, and on grade level proficiency. School level barriers include inconsistent systems, teacher burn-out/turnover, and limited access to ESOL support. And the community faces systemic poverty, housing instability, limited transportation, food access, and access to highly qualified employment opportunities.
Identify the budget actions that should be taken to address and remove those barriers.		Fund a dedicated Attendance Intervention Team, not just a attendance clerk or office staff member that is over sending truancy letters. We need a more proactive approach that give someone the opportunity to early identify, make home outreach, and manage a caseload that is tremendous in size.
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.		With these interventions you could see small wins in less than a semester. But seeing meaningful movement in the systemic issues could take several years.