



DISTRICT: **D0259 - Wichita Public Schools**
 SCHOOL: **Franklin Elementary**
 SCHOOL NO: **1674**
 INTERNAL NO: **326**

SECTION 1: Student Needs	Response
a. How many students are in the building?	324
b. Percentage of students with an IEP	23.1%
c. Percentage of students enrolled in ELL services	27.2%
d. Percentage of students identified as At-Risk (Free Lunch)?	78.7%
e. What is the teacher to student ratio average?	12.91
f. What is the teacher to student ratio median?	13.69
g. Are the needs of foster care students being met? If no, what supports are needed?	Yes
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	We are strenghtning core instruction and training teachers in how to differentiate within the core to ensure all students will be prepared for the next level of schooling.
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?	Teachers present daily lessons in social/emotional development.
b. What are your targets/goals related to social/ emotional growth?	Students will use the tools they learn from teachers and the school counselor to regulate emotions and solve problems in a peaceful manner. Students will demonstrate skills in perseverance, teamwork, problem solving, and managing their emotions.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We use the ASQ questionnaire and Fastbridge screeners to determine readiness.
d. What are your targets/goals related to kindergarten Readiness?	Parents will receive information needed for kindergarten readiness prior to their child coming to school. Students will arrive in kindergarten ready to learn the basic skills needed.
e. How are you measuring the success of individual plans of study?	N/A
f. What are your targets/goals related to postsecondary completion/attendance?	All students will be equipped with the skills to succeed in the next level of their education.
g. How are you ensuring students are civically engaged?	This is an area of growth for us. Students are presented information through their social studies curriculum and engage in discussions. We collect food for our neighborhood Food Pantry (Simple House) and we engage in partnerships with Friends University's Community Garden.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School;#Interventions;#Class Within a Class;#Other;
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.	My school is not a high school
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.	No

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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?	19.19
How many are needed at this building (vacant & filled)?	24.68
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;#LETRS Training;#SRG Training;#Restorative Practices;#Other; Training in the AVID College and Career Readiness Framework and the instructional practices and supports needed to ensure college and career readiness for all.
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?	No
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?	Each of our Family Nights as well as bi-annual Parent Teacher Conferences provide sessions aimed at helping parents help their students more. We would like to see additional opportunities for caregiver training through a Parent University or other short/targeted training sessions throughout the year.
c. Do you have a 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;#Seesaw;#District Wide Communication;#Social Media;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages
Is it adequate?	No
f. What types of communication/social media exists with your community?	Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Emails from Teachers;#School Website;#Phone Calls/Text Messages
Is it adequate?	No
SECTION 8: School Data	
Response	
a. What is our building attendance rate?	93.00%
b. What is our building chronic absenteeism rate?	25.10%
a. what is our district graduation rate?	N/A
b. What is our dropout rate?	N/A
c. What is our average comprehensive ACT Score?	N/A
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;#Child Study Team Ratios;#Instructional Technology Training;
Can they be achieved with additional resources?	Yes

Why or why not?	Child Study Team (CST) allocations should be considered based on student need across the continuum of the student population rather than strictly based on SPED caseloads. Small schools like Franklin have significant needs that go beyond the needs of our SPED population. To this end we are forced to buy-up CST staff allocation. Parents and students need more support in removing barriers to good attendance and access to mental health resources.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	<p>Attendance - we are still in the COVID mindset and need to help families move beyond that thinking. Many families fail to see the importance of regular school attendance or have personal barriers, such as lack of transportation, to help with continuous schooling.</p> <p>Behavior - time on task is lost when students are dysregulated and misbehave.</p> <p>Instructional Practices - teachers need additional professional learning on inquiry based practices to help students go more deeply with content rather than focusing on surface level learning and to provide opportunities for differentiation within the core. Additional Instructional Technology training is needed to help teachers use technology as a tool for learning rather than a filler activity.</p>
Identify the budget actions that should be taken to address and remove those barriers.	<p>Parent University and other marketing strategies to inform families about the connection between attendance and academics.</p> <p>Full time Social Worker in our building along with a funded Pando Student Support Worker to assist with removing barriers to good attendance and to support student mental health.</p> <p>Stipends and addendum day pay for staff to collaboratively plan and to learn instructional strategies for inquiry based learning practices.</p> <p>Support to appropriately train staff in Restorative Practices and sustain that initiative.</p>
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.	Unknown at this time.