

Building Needs Assessment 2023-2024 For 2024-25 Budget Planning (HB 2067)

DISTRICT: D0259 - Wichita Public Schools
SCHOOL: Griffith Elementary
SCHOOL NO: 1684
INTERNAL NO: 380

Section 3 Absolution threads Assolution threads		
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E-What is the teacher to student ratio median? 2.2.65	d. Percentage of students identified as At-Risk (Free Lunch)?	84.3%
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DISTRICT: D0259 - Wichita Public Schools
SCHOOL: Griffith Elementary
SCHOOL NO: 1684
INTERNAL NO: 380

INTERNAL NO:	380
Sufficient training or preparation for advanced training in either academic or vocational	No
fields so as to enable each child to choose and pursue life work intelligently.	
Sufficient levels of academic or vocational skills to enable students to compete favorably	No
,	INO
with their counterparts in surrounding states, in academics or in job market.	
SECTION 5: Staff Needs	Response
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students	Yes
	163
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?	
b. How many classified supports staff are currently employed?	30.8
How many are needed at this building (vacant & filled)?	34.00
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	Yes
professional development to teachers?	
· ·	LETDS Tarining HSDS Tarining Hardward and
e. What staff development is necessary for teachers to support students' success and meet the	LETRS Training;#SRG Training;#Instructional
school improvement goals of the building?	Coaching;#Restorative Practices;
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	None
homework, use of technology that student will be required to use, ect.) are provided?	None
Informework, use of technology that student will be required to use, ect.) are provided:	
c. Do you have a 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;#Seesaw;#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?	Social Media;#Seesaw;#Parent Link;#Newsletter;#Emails from
what types of communication, social media exists with your community:	Teachers;#School Website;#Phone Calls/Text Messages
	reactiers,#scribor website,#Priorie Calls/ Text Messages
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	90.00%
b. What is our building chronic absenteeism rate?	40.60%
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
o. Trinacis our average comprehensive Act score:	
SECTION 9: Other Data	Response
	•
a. Based on your building leadership team analysis, what are the barriers your school faced with	Attendance/Truancy;#Parent & Community
non-assessment related issues?	Involvement;#Paraprofessional Training;#Scheduled Time/PD
	Time;#Caseloads per Teacher;
Can they be achieved with additional resources?	Yes
Why or why not?	How do we get parents involved in education among the many
	other stresses they encounter?
	How do we create more autonomy for building PD needs while at
	the same time providing training related to district initiatives?
	and same time providing training related to district initiatives:
h Additional huilding unique identified Itams:	None
b. Additional building unique identified Items:	None Attendance ongognment
Identify the barriers that must be overcome for each student to achieve grade level	Attendance, engagement
proficiency on assessments.	
Identify the budget actions that should be taken to address and remove those barriers.	Unsure
Identify the amount of time the board estimates it will take for each student to achieve	5 years
grade level proficiency on the state assessments if the budge actions would be	
implemented.	