



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?	390
b. Percentage of students with an IEP?	21.0%
c. Percentage of students enrolled in ELL services?	37.2%
d. Percentage of students identified as At-Risk (Free Lunch)?	78.2%
e. What is the teacher to student ratio average?	14.57
f. What is the teacher to student ratio median?	12.67
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	N/A
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 diving into data, PM data and how we can engage students fully in core. Building on relationships giving students multiple opportunities to respond.
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?	Second Step lessons completions. Student/Teacher conversations. Student/Student conversations and navigating through incidents using restorative practices and using CST to facilitate support with classroom/specials teachers.
b. What are your targets/goals related to social/ emotional growth?	Reducing office referrals. Reducing chronic absenteeism. Giving students a voice and allowing them to speak with adults when needed. Restorative Practices (RP) conversations with students and parents.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	ASQ
d. What are your targets/goals related to kindergarten Readiness?	Letter names and letter sounds. ELL learners and building the oral language from English/Spanish. Giving kids multiple opportunities to respond, lots of visuals and participation.
e. How are you measuring the success of individual plans of study?	Observations. Conversations. FB data. PM data.
f. What are your targets/goals related to postsecondary completion/attendance?	Providing a positive learning environment that builds confidence, growth, and support for students as they navigate their educational journey.
g. How are you ensuring students are civically engaged?	Yes in older grades.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School; Interventions; Extended Year; Class Within a Class;
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

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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.	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?	Yes
b. How many classified supports staff are currently employed?	18.48
How many are needed at this building (vacant & filled)?	18.83
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; SRG Training; 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?	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?	We don't have programs to help with this outside of school. We are working on bringing parents into the building to support teachers and provide additional support to students, including helping with tutoring and peer support.
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?	Social Media; Emails from Teachers; Parent Link; Seesaw; District Wide Communication
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Parent Link; Seesaw; District Wide Communication; Social Media; Emails from Teachers
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	92.40%
b. What is our building chronic absenteeism rate?	24.40%
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

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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; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	We are growing as a building and every part of the space is being utilized. We're building a strong sense of community within the school and want to involve more parents by establishing a Site Council and starting a PTO. We also aim to streamline our paraeducator roles and provide proper training so they can serve as effective instructional supports. Ultimately, we are all here to support one another and ensure students get what they need to succeed.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Teaching them to problem solve and fight through adversity.
Identify the budget actions that should be taken to address and remove those barriers.	We have two levels with stairs to our building. With zero access to get upstairs other than walking up the steps. An elevator would be beneficial and we would be up to date on ADA codes for accessibility to upstairs. We do have younger students, (KDG/PreK/1st) that are going to need support up stairs in the near future as they progress in school and move into 3rd grade as our upstairs is 3rd-5th-Newcomers.
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.	N/A