Building Needs Assessment 2025-2026

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?	387
b. Percentage of students with an IEP?	23.3%
c. Percentage of students enrolled in ELL services?	34.4%
d. Percentage of students identified as At-Risk (Free Lunch)?	73.6%
e. What is the teacher to student ratio average?	13.33
f. What is the teacher to student ratio median?	12.23
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?	Using mini Kites and allowing time for teachers/students to review the tools of the system. Using the data to help guide instruction in small groups and finding gaps in student learning.
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?	SABERS data helped us identify students and e are paring those students up with Love School volunteers to help build confidence in reading skills but foster relationships with adults
b. What are your targets/goals related to social/ emotional growth?	Moving kids out of the red/high risk students. Giving them more oppurtunities for growth. They have a better understanding of where they are academically and they are taking ownership of thier learning and growth.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We have two preK classrooms and meet kids where they are when they arrive. Our Kdg teachers build relationships and provide a safe loving environment for students to grow
d. What are your targets/goals related to kindergarten Readiness?	Letter names/sounds Word Segementing social and emotional regularity Understanding basic math facts and preparing them for 1st grade
e. How are you measuring the success of individual plans of study?	Student growth. Teacher observations. Progress monitoring and benchmarks. Classroom assessments
f. What are your targets/goals related to postsecondary completion/attendance?	Provide an environment for kids to give them a safe learning environment and they want to come to school.
g. How are you ensuring students are civically engaged?	We work to relate our learning to their communities and bringing in background knowledge of the students.

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Interventions; Class Within a Class; Other; Tutoring;
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.	No
Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state and nation.	No
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.	No
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.	No

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?	20.24
How many are needed at this building (vacant & filled)?	20.24
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 dont have that at Franklin. District is starting a class to teach families English. This can be helpful for some of our parents.
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; Social Media; District Wide Communication; Newsletter; Emails from Teachers; PhoneCalls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Social Media; Newsletter; Emails from Teachers
Is it adequate?	Yes

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SECTION 8: School Data	**Response**
a. What is our building attendance rate?	0.929
b. What is our building chronic absenteeism rate?	18.90%
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; Physical Space for Learning; Curriculum;
Can they be achieved with additional resources?	Yes
Why or why not?	We are working with families and community to bring more events to Franklin and open the doors for families
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Old building. Limited space. Proper functioning AC/Heat units. Bathrooms. No elevator for second floor
Identify the budget actions that should be taken to address and remove those barriers.	no money for elevators
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.	We are years behind, but working hard everyday to grow ourselves and kids