



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Griffith Elementary

SCHOOL NO: 1684

INTERNAL NO: 380

SECTION 1: Student Needs	Response
a. How many students are in the building?	368
b. Percentage of students with an IEP?	21.7%
c. Percentage of students enrolled in ELL services?	28.0%
d. Percentage of students identified as At-Risk (Free Lunch)?	76.6%
e. What is the teacher to student ratio average?	12.49
f. What is the teacher to student ratio median?	12.23
g. Are the needs of foster care students being met?	No
If no, what supports are needed?	The system itself puts many of are kids in situations that are not best for them. We also have students who have the same ed. advocate and foster parent that creates a conflict of interest.
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 working to set goals for each grade-level and work to make sure that our SRG data and our state date can begin to see the correlation in them. We work with our 3rd, 4th, and 5th to make sure that they are working with the Kite-Mini assessments to make sure that students are familiar with the look of this assessment. We are working to make sure that students are developing the grit to take a high stakes assessment.
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?	We take data from our second step time and our behaviors data in the building.
b. What are your targets/goals related to social/ emotional growth?	Our target goals are for kids to come to Griffith and feel safe. We want kids to come and understand what our job is and what their job is to help make the Griffith a great place. Our target goals our daily attendance rate, 3-5 Sabers data, and classroom observations while using a regular cycle of kid talk to assist.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We have a Pre-K program that works to make sure and prepare students for the rigors of Kindergarten.
d. What are your targets/goals related to kindergarten Readiness?	Our Kindergarten goals are that students practice every sound, every letter, every day. It is a mantra in K and we work to make sure that kids have the chance to do this.
e. How are you measuring the success of individual plans of study?	Each teacher completes a goal plan for the year. Those are monitored on a quarterly basis.
f. What are your targets/goals related to postsecondary completion/attendance?	We work to prepare students for the next level.
g. How are you ensuring students are civically engaged?	We spend time working on historical teachings as well as work with culture.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Extended Year; Before/After School Support; Interventions; 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. ☒ 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?		No
b. How many classified supports staff are currently employed?		19.28
How many are needed at this building (vacant & filled)?		20.09
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; 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 have family nights to focus on climate and culture activities to help build these for Griffith. We will be working next year on academic nights for parents to understand and work with their students in a more hands on activites for ELA and Math.
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?		District Wide Communication; Social Media; School Website; Phone Calls/Text Messages; Parent Link; Emails from Teachers
Is it adequate?		Yes
SECTION 8: School Data		Response
a. What is our building attendance rate?		0.92
b. What is our building chronic absenteeism rate?		26.40%
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?		Attendance/Tuancy; Other: Address Below; Curriculum;
Can they be achieved with additional resources?		Yes
Why or why not?		When it comes to curriculum needs, time to understand and work with the curriculum would be helpful. We work to build our PD plan to make sure that teachers have time to feel comfortable with what they are doing.
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 that we face are that students come to us behind from the beginning in many cases. We also need more parental support in education. We have parents that are ready to come to events and have a nice time but they don't seem to know what steps and help to give students.
Identify the budget actions that should be taken to address and remove those barriers.		One big budget request for Griffith would be for us to have a community person who worked to help engage with the families on how they can help and continue to partner with parents. We have the Foundation/Love Schools that have helped bridge a community gap but we still struggle with our day-to-day work.
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.		I think this has the possibility to change in a few years time. Teacher students/families how to work at home on the skills that they need would truly help them to skyrocket here.