



DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: Enterprise Elementary
 SCHOOL NO: 1660
 INTERNAL NO: 387

SECTION 1: Student Needs	Response
a. How many students are in the building?	410
b. Percentage of students with an IEP	27.3%
c. Percentage of students enrolled in ELL services	32.2%
d. Percentage of students identified as At-Risk (Free Lunch)?	85.9%
e. What is the teacher to student ratio average?	12.76
f. What is the teacher to student ratio median?	12.86
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	
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 have administered gr. 3-5 taking the state interim assessment three times each year. We analyze that data and create instructional groups based on skill to be taught/retaught during whole or small groups. We also used that same data and had tutoring after school, two times a week that focused on those lagging skills as well.
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?	number of discipline referrals as well as teacher input on SAEBR data
b. What are your targets/goals related to social/ emotional growth?	We use Restorative Practices and Conscious Discipline to teach children social emotional skills. We use a list of processing questions that teaches students accountability for their actions as well as repairing harm.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Teachers look at ASQ data to see what skills students are entering kindergarten with in order to adjust SEL or academic instruction. We have parents take a ASQ survey at enrollment to give us information on the readiness skills their kindergarteners have at the beginning of kindergarten. We have referred some families to Screen for Success which also looks at academic and adaptive skills for those before age 5
d. What are your targets/goals related to kindergarten Readiness?	Three times a year all kindergartners are assessed in ELA with letter names, letter sounds, and word segmentation. Teachers analyze that data to focus on small group instruction to increase their automaticity and scores. Goal is to have 90% of all kindergartners knowing their letter names and sounds at the end of the year. Teachers also progress monitor those students below target scores at least weekly or biweekly. That data is used for small group reading tier time to focus on heir deficits.

e. How are you measuring the success of individual plans of study?	Students have set individual reading goals based on Fastbridge data. Teachers also use progress monitoring data to determine appropriate reading/math tier group.
f. What are your targets/goals related to postsecondary completion/attendance?	We talk to all students about how elementary school teachers build the foundation for them starting in kindergarten. Our goal is to get them ready for middle school and beyond so they have opportunities for college or career education.
g. How are you ensuring students are civically engaged?	We use 2nd Step curriculum lessons that teaches students empathy for others, that all students have a voice and how to use it respectfully (conflict resolution), and Restorative Practice circles to address how others affect students when harmed.

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Tutoring;#Summer School;#Extended Year;#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?	No; The majority of our interactive whiteboards are no longer working and are not compatible with teacher's Surface Pros. They need replaced with new interactive screens.

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?	30.2
How many are needed at this building (vacant & filled)?	32.20
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;

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?	The district has a HELP desk available to parents to call for any tech issues as well as a homework hotline that parents may call to get help with homework.
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;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages
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;#Newsletter;#School Website;#Phone Calls/Text Messages
Is it adequate?	Yes
SECTION 8: School Data	
Response	
a. What is our building attendance rate?	91.50%
b. What is our building chronic absenteeism rate?	28.90%
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;#Attendance/Truancy;#Parent & Community Involvement;#Instructional Technology Training;#Scheduled Time/PD Time;#Caseloads per Teacher;
Can they be achieved with additional resources?	Yes
Why or why not?	We need more funding to train paraprofessionals in behavior and intervention programs.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	More training on state assessments and more rigorous text. Tardies are a big issue. If students come late every day or leave early, they are missing a lot of instruction time that can put them further behind. Other barriers is lack of time to train paras in instructional and behavior strategies.
Identify the budget actions that should be taken to address and remove those barriers.	More rigorous text and comprehension training in the ELA curriculum purchased by district. More recruitment for additional paras. Can't find people to hire.
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.	3-5 years