



DISTRICT: **D0259 - Wichita Public Schools**
 SCHOOL: **Enders Stem and Leadership Magnet**
 SCHOOL NO: **1710**
 INTERNAL NO: **374**

SECTION 1: Student Needs	Response
a. How many students are in the building?	424
b. Percentage of students with an IEP	28.5%
c. Percentage of students enrolled in ELL services	7.8%
d. Percentage of students identified as At-Risk (Free Lunch)?	76.9%
e. What is the teacher to student ratio average?	13.27
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 targeted interventions happening throughout our building focusing on Word Recognition and utilizing comprehension strategies for students who have met fluency and accuracy goals. Students are tracking their progress in their Leadership Notebooks and able to articulate where they are and their next goal. All staff (teachers, paras and other supports) use the same vocabulary to ensure student understanding and success.
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?	SAEBRS as well as MRA data (Leader in Me data tracking)
b. What are your targets/goals related to social/ emotional growth?	As a building, we have focused on Student Belonging and Goal Setting as we empower our learners. We also work to build strong relational capacity with Restorative Practices.
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?	Helping support students and families by giving them the resources from the ASQ website specific to the needs of their students.
e. How are you measuring the success of individual plans of study?	Kindergarten Progress Reports
f. What are your targets/goals related to postsecondary completion/attendance?	We strive to empower our students by showcase different postsecondary options.
g. How are you ensuring students are civically engaged?	Our leaders are taught how to utilize their leadership skills to positively impact their school community as well as outside our walls. We participate in student leadership representative elections as well as support our community through grade level Community Service Projects.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School;#Extended Year;#Interventions;#Class Within a Class;
b. Are there appropriate and adequate instructional materials?	No
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes

SECTION 4: Educational Capacities pursuant to article 32.72-3218	
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	
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?	31.1
How many are needed at this building (vacant & filled)?	32.10
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	No
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;
SECTION 6: Facility Needs	
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	
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 are excited to bring additional Leader in Me opportunities to our families! We have dedicated family events for Literacy and STEM and additional opportunities for connection and learning throughout the year.
c. Do you have a active site council?	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes
e. What types of communication exist with families?	Parent Link;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages;#Seesaw
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#Phone Calls/Text Messages
Is it adequate?	Yes
SECTION 8: School Data	
SECTION 8: School Data	Response
a. What is our building attendance rate?	91.80%
b. What is our building chronic absenteeism rate?	34.40%
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

DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: Enders Stem and Leadership Magnet
 SCHOOL NO: 1710
 INTERNAL NO: 374

SECTION 9: Other Data	
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;#Attendance/Truancy;#Child Study Team Ratios;
Can they be achieved with additional resources?	Yes
Why or why not?	We would be SO THANKFUL for a full time CST. With our building size along with our 4 Mixed Abilities classrooms, our CST is always hopping and a fill time staff would be amazing support to our Enders family. Additional para time and funds to help support family activities would be much appreciated as well.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Time to intentionally analyze data and plan for action for teachers and paraprofessionals. Our staff is dynamic and we know this time would be very beneficial and used well.
Identify the budget actions that should be taken to address and remove those barriers.	Allocations for additional CST supports as well as Specials Team allocations to ensure all staff have the ability to effectively plan for success.
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.	4 years