



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?	424
b. Percentage of students with an IEP?	25.2%
c. Percentage of students enrolled in ELL services?	31.1%
d. Percentage of students identified as At-Risk (Free Lunch)?	82.5%
e. What is the teacher to student ratio average?	13.24
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?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Enterprise is using a tiered system and progress monitoring to adjust needs and supports as necessary.
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?	Safety and Belonging Survey; Second-Step performance tests.
b. What are your targets/goals related to social/ emotional growth?	Quarterly social/emotional learning targets assessed through observation and classroom performance. Safety and Belonging Survey twice/year district-wide for 3rd-5th grade students who are opted-in, for parents of all students who take the opportunity, and for all staff.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Ages and Stages Questionnaire administered to parents with fidelity. Multiple attempts to support parents with completion.
d. What are your targets/goals related to kindergarten Readiness?	Specifically, our goal is to increase the % of Ages and Stages Questionnaire completion from 61.9% to 65% by the end of September 2024. Our goals are to gauge readiness to the best of our ability, but more so to provide supports to parents if there are concerns as to whether or not the child demonstrates readiness. Parents are the first educator so equipping them with the tools/supports they need to provide guidance at home while we educate during the day is critical.
e. How are you measuring the success of individual plans of study?	N/A
f. What are your targets/goals related to postsecondary completion/attendance?	We are working diligently on student daily attendance. Our goal is to increase average daily attendance from 92.5% to 94.5% by end of May 2025. For first semester, we had 205 students who met a goal of 94% or higher average daily rate of attendance. We held a popsicle party to celebrate them. In early April 2025, we will hold another celebration to honor all students who meet the goal of 94% or higher ADA for 3rd quarter. On a daily basis, we recognize students who are on time to school with small trinkets/incentives and we have a class incentive for every 10 times the class has 100% attendance.
g. How are you ensuring students are civically engaged?	We are engaging our community with monthly engagement events in the evenings to bring our families in to our school outside of the instructional day. We are working to build up our PTO which is currently active and growing. Additionally, we are establishing a group of community partners who will further support us in these goals moving forward.

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; Other; Students receive pull-out services for academic needs and special program for social, emotional, and behavior needs.
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; All students need to be at a one-to-one device with a keyboard and mouse. The ability to access online curriculum to meet state standards. Trainings for new technology for staff.
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.	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.	No
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?	22.11
How many are needed at this building (vacant & filled)?	22.99
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; Restorative Practices; Other; SRG Training; Adequate instructional technology training, adequate behavior training and understanding of special education law, ESOL training.
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

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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?	None currently, but hope to have programs available in the future.
c. Do you have an active site council?	No
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; 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; Newsletter; Emails from Teachers; School Website; Phone Calls/Text Messages
Is it adequate?	Yes
SECTION 8: School Data	
	Response
a. What is our building attendance rate?	91.00%
b. What is our building chronic absenteeism rate?	31.20%
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?	Instructional Technology Training; Paraprofessional Training; Parent & Community Involvement; Attendance/Truancy; Caseloads per Teacher; Other: Address Below; Special Education and Behavior Training for all staff.
Can they be achieved with additional resources?	Yes
Why or why not?	We recently received new technology in ClearTouch panels to replace outdated SmartBoards but upon receipt, received no training or direction on how to effectively use for instruction leaving teachers to learn on the fly. We are looking into resources to purchase for our own paraprofessional training we provide here in our building. However, more paraprofessional training would be helpful district-wide to support district initiatives for paras outside of our building.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Student attendance is our first area of need to improve as we need them here in the building in order to teach. Additionally, adequate support and training for our Special Education needs to be appropriately supported within our GenEd classrooms consistently.
Identify the budget actions that should be taken to address and remove those barriers.	The Special Education needs could be addressed through more paraprofessional allocations to serve the 25% of our students receiving services. While we are currently fully staffed, there are still areas of need unable to be consistently met through scheduling and we've had to get very creative to serve them with the allocations we do have.
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.	The amount of time is somewhat unpredictable as there are countless factors which impact student achievement. However, we consistently establish interim goals and monitor growth toward those goals regularly throughout the year.