



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Enders Stem and Leadership Magnet

SCHOOL NO: 1710

INTERNAL NO: 374

SECTION 1: Student Needs	
SECTION 1: Student Needs	Response
a. How many students are in the building?	502
b. Percentage of students with an IEP?	29.3%
c. Percentage of students enrolled in ELL services?	11.4%
d. Percentage of students identified as At-Risk (Free Lunch)?	70.3%
e. What is the teacher to student ratio average?	15.01
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	No
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?	No
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?	After reviewing state assessment data, we are implementing targeted instructional strategies to maximize student performance (OTR). These include analyzing data to identify strengths and gaps, adjusting instruction to align with state standards, providing targeted small-group instruction and interventions, monitoring student progress regularly, and ensuring consistent use of effective instructional practices across classrooms. We also focus on student engagement and attendance to support all learners.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes

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

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 questionnaire for parent, student , and staff/ SAEBRS-FastBridge Data, MRA Data from our Leader in Me work
b. What are your targets/goals related to social/ emotional growth?	Enders students will increase their overall attendance rate from 92.2% to 93.8% by May 2026.
c. If you have Kindergarten in your school, how do you determine students are ready for	Student's age and Ages & Stages Questionnaires (ASQ)
d. What are your targets/goals related to kindergarten Readiness?	Target: Student's Age ASQ Goal: Increase ASQ completion from 84.8% to 88% by the end of spring.
e. How are you measuring the success of individual plans of study?	The success of individual plans of study in kindergarten is measured through ongoing progress monitoring, including classroom observations, formative assessments, and developmental screeners. Teachers regularly review student growth in early literacy, numeracy, and social-emotional skills, adjust instruction as needed, and collaborate with support staff to ensure each child is making progress toward individualized goals.
f. What are your targets/goals related to postsecondary completion/attendance?	At the elementary level, our goal is to build a strong foundation that supports long-term postsecondary completion and attendance. Our targets focus on developing student leaders through the FranklinCovey Leader in Me framework while ensuring all students build essential academic, social-emotional, and learning skills, such as literacy, problem-solving, perseverance, and self-regulation, to prepare them for success in middle school, high school, and future postsecondary pathways.
g. How are you ensuring students are civically engaged?	We ensure students are civically engaged by integrating opportunities for leadership, responsibility, and community involvement into daily routines and classroom activities. Through programs like FranklinCovey Leader in Me, classroom jobs, service projects, and discussions about citizenship and community, students learn to contribute positively, collaborate with others, and understand their role in the school and wider community.
SECTION 3: Curriculum Needs	
	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	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; One-to-one technology is needed to support the curriculum, ensuring each student has access to an individual device for instruction, practice, and assessment.

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.		No
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.		No
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.		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?		22.92
How many are needed at this building (vacant & filled)?		23.82
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?		Other; Instructional Coaching; This includes professional learning in areas such as differentiated instruction, data-driven decision-making, social-emotional learning, effective classroom management, integration of technology, and implementation of school-wide programs like FranklinCovey Leader in Me.
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?		We provide caregiver training programs through events such as Literacy Nights and STEAM Nights at Enders. During these events, caregivers learn how to support students with practice at work, use the technology their children will need, and engage with hands-on activities that reinforce classroom learning. These programs give families practical strategies and resources to help their children succeed academically and grow in confidence.
c. Do you have an 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; 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

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

SECTION 8: School Data	
	Response
a. What is our building attendance rate?	0.929
b. What is our building chronic absenteeism rate?	21.60%
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?	Attendance/Tuancy; Parent & Community Involvement; Child Study Team Ratios; Caseloads per Teacher; Other: Address Below; The need to expand the BLT to include additional members for broader representation and support.
Can they be achieved with additional resources?	Yes
Why or why not?	Additional resources would help reduce high caseloads for special education teachers, improve support for students with specific needs, and ensure compliance with IEP documentation and service requirements. With added staff, including a Student Support Services Administrative Liaison and potentially additional support personnel, teachers would have more capacity to focus on individualized instruction, interventions, and progress monitoring, which would help students move toward grade-level proficiency.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Enders has experienced an increase of approximately 100 students during the 2024–2025 school year without additional resources to support the growth. The school currently serves 534 students, with about 30% receiving special education services, which is above district and state averages. Three special education teachers manage a combined caseload of 64 students, while four MA teachers serve 41 students with significant needs. These high caseloads and the intensive support required by many students limit the ability to provide individualized instruction and intervention. Additionally, the planned expansion to three more general education classrooms for the 2026–2027 school year will increase enrollment to about 600 students, which could impact the number of IEPs, evaluations, and services required.
Identify the budget actions that should be taken to address and remove those barriers.	To address these barriers, additional staffing and support will be needed. The addition of a Student Support Services Administrative Liaison is recommended to help oversee special education compliance, support IEP development and documentation, and coordinate evaluations and services. As enrollment grows, additional special education staff or support staff should also be considered to reduce caseloads and maintain compliance with special education requirements. These actions would allow staff to better support instruction, manage documentation, and address increasing behavioral and academic needs.
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.	If these budget actions are implemented and additional support is provided, students would have greater access to individualized instruction and interventions. Students who are slightly below grade level could reach proficiency within approximately one year with targeted support. Students with moderate academic gaps may require one to two years of consistent intervention. Students with significant learning needs may require two to three years to reach grade-level proficiency, depending on their individual needs and the level of specialized support provided.