



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?	375
b. Percentage of students with an IEP?	25.9%
c. Percentage of students enrolled in ELL services?	27.7%
d. Percentage of students identified as At-Risk (Free Lunch)?	86.1%
e. What is the teacher to student ratio average?	11.79
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?	0
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?	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?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	This year, we've been very intentional with our Lead Measures (Teacher Moves) especially in the area of Reading Proficiency (Fluency/Accuracy & Comprehension) to focus on growth in reading. We've also been learning how to impact comprehension in our readers with more intentional focus on planning for reading comprehension instruction.
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 with counselors reviewing the information to ensure they are addressing needs as well.
b. What are your targets/goals related to social/ emotional growth?	Our goal is to increase safety and belonging for all of our students to ensure they feel supported emotionally, behaviorally, and academically. We are striving to teach students that reporting problems to adults will result in support and our ultimate goal is for all students and staff to feel safe at school. Students can't learn if they don't feel safe and supported in the environment. Parents are often included in this process either by inviting them in for restorative conversations or communicating with them the resolution to problems.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	ASQ screeners completed by parents in the fall.
d. What are your targets/goals related to kindergarten Readiness?	Our goal is to work toward getting more incoming Kindergarten parents in to our Kinder Readiness informational event in the Spring. We also will work to be more intentional about advertising our PreK program to encourage families who have students who are eligible for PreK to consider enrolling them.
e. How are you measuring the success of individual plans of study?	N/A for Elementary
f. What are your targets/goals related to postsecondary completion/attendance?	As elementary educators, our goals are to prepare students with foundational academic concepts they can build upon as they progress through school years to high school and beyond. At the elementary level, our job is to provide a strong foundation so students can apply their knowledge as they grow and continue to learn more challenging concepts, eventually for postsecondary and/or career.
g. How are you ensuring students are civically engaged?	We teach students aspects of a strong community, beginning by establishing strong classroom communities rooted on social contracts and agreements amongst the students (citizens) of the classroom. When problems arise, students are taught how to navigate the challenges in a civil way while upholding their agreements.

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; iPads are not sufficient for our intermediate students. There are state standards requiring writing skills that are difficult to produce electronically on iPads where students were previously able to demonstrate their level of proficiency more appropriately on laptop devices.
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.	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?	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?	LETRS Training; Restorative Practices; SRG Training; Instructional Coaching; Other; We provide extensive training on de-escalation techniques, proactive behavior supports, Tiered behavior systems, conscious discipline and 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?	In the past, Family Togetherness trainings were offered to families to guide them on healthy parenting strategies. The goal is to get back to that, but currently not in implementation status.
c. Do you have an 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; Emails from Teachers; Phone Calls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	District Wide Communication; Seesaw; Parent Link; Social Media; Emails from Teachers; Phone Calls/Text Messages
Is it adequate?	Yes

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SECTION 8: School Data	Response
a. What is our building attendance rate?	0.918
b. What is our building chronic absenteeism rate?	29.50%
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/Truancy; Parent & Community Involvement; Paraprofessional Training; Instructional Technology Training; Other: Address Below; Disruptive Tier 1 and Tier 2 behaviors are creating barriers for academic proficiency in classrooms when students disrupt the classroom environment. We do have supports and protocols to address this within our building but would benefit from more connection and problem solving with parents.
Can they be achieved with additional resources?	Yes
Why or why not?	The identified barriers are all things we have the power to impact if able to access the appropriate resources. Paraprofessional training is one that can be provided both within our school over time and within the school district if needs are communicated. Instructional technology training could also be provided by district resources upon request if able to identify specific areas training is needed.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Our students need to prioritize attendance in order to consistently receive quality instruction being provided as we navigate improving our instructional practices for all students. We are making gains with intentional planning and rigorous instructional practices with improvement still needed in some grade levels but students must be present to receive the instruction. Additionally, when academic needs are identified for students but they have inconsistent or poor attendance, the intervention plans developed for their success become less relevant when unable to implement consistently with fidelity due to access.
Identify the budget actions that should be taken to address and remove those barriers.	Our school would greatly benefit from a Parent Liaison allocation to regularly address attendance in regards to family needs to get their kids to school. This person could also spearhead deeper connection opportunities to engage in our school community.
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 this allocation were provided, progress toward grade level proficiency would be expected within a school year, if not sooner. Regular, consistent attendance at school would allow staff to address academic needs consistently without interruption as well as tackling behavior with consistent plans to be implemented with consistency.