



**DISTRICT:** D0259 - Wichita Public Schools  
**SCHOOL:** Caldwell Elementary  
**SCHOOL NO:** 1636  
**INTERNAL NO:** 309

SECTION 1: Student Needs	Response
a. How many students are in the building?	382
b. Percentage of students with an IEP	21.7%
c. Percentage of students enrolled in ELL services	32.2%
d. Percentage of students identified as At-Risk (Free Lunch)?	84.6%
e. What is the teacher to student ratio average?	10.49
f. What is the teacher to student ratio median?	12.86
g. Are the needs of foster care students being met? If no, what supports are needed?	Yes
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	Goal Setting Monitoring Student Progress Predictive Interims-students look at their scores to identify strengths and weaknesses PLC routinely look at the data and plan for instruction based on the students' needs according to the tests. Regular Parent Communication on student growth and needs Interventions (which are fluid) to support specific areas of academic concerns
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
b. What are your targets/goals related to social/ emotional growth?	We use this data to identify students who may need intervention and additional relationship building with at trusted adult. We want students to be Not at Risk in social, emotional and academic behaviors on the SAEBRS teacher and student screeners.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	If they turn 5 by August 31st - per Kansas Educational Law. DISTRICT -The district does provide an opportunity for parents to have their child Screened for Success.
d. What are your targets/goals related to kindergarten Readiness?	Basic social skills Know their letters Know their numbers to 5 Communicate their needs Take care of their personal hygiene Exposure to nursery rhymes
e. How are you measuring the success of individual plans of study?	Secondary Level
f. What are your targets/goals related to postsecondary completion/attendance?	Secondary Level
g. How are you ensuring students are civically engaged?	Student leadership team organized the Turkey Drive Donations and they also raised money for United Way and they raised money for items from USD 259 angel tree. Constitution Lessons Teach about the 3 branches of government

SECTION 3: Curriculum Needs	
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School;#Extended Year;#Interventions;#Tutoring;#Class Within a Class;#Before/After School Support;
b. Are there appropriate and adequate instructional materials?	Yes
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?	Yes
b. How many classified supports staff are currently employed?	33.5
How many are needed at this building (vacant & filled)?	34.50
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	
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	
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?	Homework hotline Behavior hotline
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;#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

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SECTION 8: School Data	
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a. What is our building attendance rate?	90.60%
b. What is our building chronic absenteeism rate?	37.70%
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	
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?	Parent & Community Involvement;#Attendance/Tuancy;#Caseloads per Teacher;
Can they be achieved with additional resources?	No
Why or why not?	These barriers are outside of our control.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Lack of parental support, lack of awareness of parenting skills, lack of early exposure to reading and language
Identify the budget actions that should be taken to address and remove those barriers.	Money to fund parenting classes at the school. Pay a person who is qualified to teach these classes.
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.	A lifetime, because we want all our students to be life long learners.