



**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?	463
b. Percentage of students with an IEP?	19.7%
c. Percentage of students enrolled in ELL services?	35.2%
d. Percentage of students identified as At-Risk (Free Lunch)?	84.7%
e. What is the teacher to student ratio average?	12.67
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?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Kdg - Daily review with flashcards for Letter Sounds and Letter Names 1st - We will implement 6 minute solutions PowerPoint daily 2nd - Make sure we get to decodable passage and read 3-6 minutes 3rd - We will implement 6 Minute Solution Daily 4th - We will incorporate 6 Minute Solution into our daily routine 5th - Will use goal setting and graphing to help increase wpm and maintain accuracy During Professional Development the staff looks at the progress monitoring and aligns it with the correct intervention according to the student needs and MTSS guidelines
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?	We are using second step and restorative practices. Each teacher has SEL books that target specific topics of behavior, safety and belonging. When looking at the BLT behavior data we will give suggestions on specific behaviors that our building needs to work on as a whole.
b. What are your targets/goals related to social/ emotional growth?	Teachers implement positive and proactive classroom structures to build community. As a whole school we do daily relational morning circles, teachers teach belonging and 2nd Step Lessons daily.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We use the ASQ to target the needs of the students for Kindergarten but it is state mandated.
d. What are your targets/goals related to kindergarten Readiness?	PreK Onset and rhyme 34.9% to 50% by May 2025 Kdg Word Segmenting 52% to 60% by May 2025 Kdg Letter Name Fluency 48% to 60% by May 2025 Kdg Letter Sound Fluency 38% to 50% by May 2025
e. How are you measuring the success of individual plans of study?	We are elementary-this is a highschool target.
f. What are your targets/goals related to postsecondary completion/attendance?	We are elementary-this is a highschool target.
g. How are you ensuring students are civically engaged?	Students are exposed to topics related to government. Environmental effects is taught in second grade. The students participate in United Way. Students participate in the Turkey drive for the community. Our student leadership team works on being and promoting how to be an effective citizen by volunteering their time in the school building.

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Other; Coding club, Bulldog Runners, and ASL Class (American Sign Language).
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	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.	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?	18.01
How many are needed at this building (vacant & filled)?	20.24
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; SRG Training; Restorative Practices;
SECTION 6: Facility Needs	Response
a. Is there adequate space for student learning?	No
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?	ASL (American Sign Language) Classes.
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

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SECTION 8: School Data	Response
a. What is our building attendance rate?	91.00%
b. What is our building chronic absenteeism rate?	31.90%
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; Other: Address Below; Motivation Lack of transportation Parent support for education Students not feeling belonging to the school or noticed
Can they be achieved with additional resources?	Yes
Why or why not?	Working with attendance works program-barrier assessment to families for attendance issues/tardies. Grade level or school wide celebration for reaching goals 3rd-5th grade. Provide community recsources to families. Staff are paired up with students that have low attendance and risk based off the SABERS data-Staff checks in with student(s) daily and keeps data on a tens frame of thier progress.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	High ESOL/Newcomers-Language enrich classrooms-using professional development to look at student growth and high impact strategies. Students are unaware of what will be expected on testing-during instruction students are aware that these are standards and why it is important.
Identify the budget actions that should be taken to address and remove those barriers.	Incentives for attendance and celebration prizes. Extending our transportation guidelines to students who parents are not able to get them here.
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 budge actions would be implemented.	They could do it by May 2030 - any good reasearch shows that implementation of something takes 5 years to see results.