



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?	434
b. Percentage of students with an IEP?	23.5%
c. Percentage of students enrolled in ELL services?	35.7%
d. Percentage of students identified as At-Risk (Free Lunch)?	86.2%
e. What is the teacher to student ratio average?	12.02
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?	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-LSF: Each day we will incorporate sound fluency games into our daily ELA routine. WS: We will do a Word Segmenting activity at the beginning of intervention daily. 1st-NWF: We will review LN/LS/CVC 3 times a week during transitions. We will practice blending during the phoneme/grapheme connection part of Heggerty daily. CBMR: Six Minute Solutions Daily Graph/Track student progress Focus on Blending 2nd-aReading: Students will engage in a vocabulary BDI strategy (i.e. DOTS Chart, Linking Language, etc.) used throughout the week. CBMR: Six Minute solution daily with tracking and goal setting 3rd- aReading: Students will engage in a vocabulary BDI strategy (i.e. DOTS Chart, Linking Language, etc.) used throughout the week. CBMR: Six Minute Solution daily with graphing and goal setting. 4th-aReading: Teachers will teach two mini-lessons per week on Analyzing Language during vocabulary using the main selection or connected text. CBMR: Six Minute Solution daily -NC-1. Six Minute Solution Daily 2. Fluency Phrase Cards 2 times a week. 5th-aReading-We will practice comprehension strategies, summarize text weekly, and incorporate grammar/morphology into our language comprehension time with fidelity. CBMR: Students will engage in a vocabulary BDI strategy (including vocabulary and grammar) (i.e. DOTS Chart, Linking Language, etc.).
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 a specific topic of behavior,safety, and belonging. When looking at the Behavior Data with BLT we will give suggestions on specific behaviors that our building needs to work on.
b. What are your targets/goals related to social/ emotional growth?	We are working on reducing our repeat offenders. We have tightened up our STOIC with in the building -using Professional development to guide this learning. The specials teachers have divided our students up in the morning and are teaching targeted lessons and doing SEL topics with them. These lessons are designed for the specific behaviors that they are working on. Teachers are implementing positive and proactive classroom structures trough STOIC to build a community. Teachers are also doing positive relational circles dialy.
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?	Kdg LSF 55.2% to 90% Kdg WS 67.1% to 90%
e. How are you measuring the success of individual plans of study?	We are elementary-this is high school 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; Interventions; Class Within a Class; Other; 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. ☒ 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

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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?	17.27
How many are needed at this building (vacant & filled)?	20.51
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; Other; Instructional Coaching; Reading Intervention programs, New Math Curriculum and Reading strategies that encompass scareboroughs rope.
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
SECTION 8: School Data	Response
a. What is our building attendance rate?	0.885
b. What is our building chronic absenteeism rate?	36.30%
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

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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?	Scheduled Time/PD Time; Parent & Community Involvement; Attendance/Truancy; Physical Space for Learning; Other: Address Below; Student behavior- It is taking up administrators time to be an effective instructional leader to staff to improve academic achievement in our building. We request the support of Behavior intervention specialist.
Can they be achieved with additional resources?	Yes
Why or why not?	If we have a Behavior Specialist in the building, this will reduce the time the administration spends helping manage behaviors. It would allow admin to be able to go into the classrooms and support academic outcomes and provide meaningful feedback to teachers which will help increase student achievement.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	If the building had a Behavior specialist to help with disruptive behaviors in the building it would also help student learning. The interruptions that the teachers are dealing with by the same students is decreasing other students learning time. Student achievement will increase because admin can help support teachers so that they are able to support student learning. Kdg LSF 55.2% to 90% Kdg WS 67.1% to 90% 1st Gr NWF 52.9% to 90% 1st Gr CBMR 42.4% to 47.4% 2nd Gr CBMR 45.5% to 50.5% 2nd Gr aReading 39.4% to 44.4% 3rd Gr CBMR 47.7% to 52.7% 4th Gr CBMR 52.7% to 57.7% 4th Gr aReading 38.2% to 43.2% 5th Gr CBMR 55.3% to 60.3% 5th Gr aReading 40.6%
Identify the budget actions that should be taken to address and remove those barriers.	We would need a position to be created and allocation to be given.
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 we used the plan, do, check, act model we feel we could achieve student improvement/proficiency within a 5 year period of when the Behavior interventionist would start.