



DISTRICT: D0259 - Wichita Public Schools  
 SCHOOL: Cloud Elementary  
 SCHOOL NO: 1650  
 INTERNAL NO: 315

SECTION 1: Student Needs	Response
a. How many students are in the building?	507
b. Percentage of students with an IEP	20.5%
c. Percentage of students enrolled in ELL services	55.2%
d. Percentage of students identified as At-Risk (Free Lunch)?	88.0%
e. What is the teacher to student ratio average?	14.01
f. What is the teacher to student ratio median?	13.69
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	
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?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores	Our focus is to increase the number of students proficient on reading screeners at all grade levels. This is the foundational step in creating students that can read and comprehend on the state assessments.
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?	Teachers complete the SABRS as well as tracking data of time
b. What are your targets/goals related to social/ emotional growth?	Our goal is to decrease the time students spend outside of the classroom to regulate their emotions. We are teaching self regulation skills through second step, class wide interventions ased on the SABRS data, and small group interventions provided by members of our Child Study Team.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We use the data from ASQ to determine kindergarten readiness.
d. What are your targets/goals related to kindergarten Readiness?	Increase the number of parents that participate in the ASQ prior to students starting kindergarten.
e. How are you measuring the success of individual plans of study?	N/A
f. What are your targets/goals related to postsecondary completion/attendance?	N/A
g. How are you ensuring students are civically engaged?	Teach them on constitution day. Kansas day activities. Lessons aligned with the standards.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School;#Interventions;#Class Within a Class;#Tutoring;#Extended Year;
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.	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
<b>SECTION 5: Staff Needs</b>	
<b>Response</b>	
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? How many are needed at this building (vacant & filled)?	31.77 35.28
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?	LETRS Training;#SRG Training;#Instructional Coaching;#Restorative Practices;#Other; NME
<b>SECTION 6: Facility Needs</b>	
<b>Response</b>	
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
<b>SECTION 7: Family Needs/Community Relations</b>	
<b>Response</b>	
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?	Helping hands parenting classes. Learning through play parent event. Math and STEM family nights.
c. Do you have a 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?  Is it adequate?	Parent Link;#District Wide Communication;#Social Media;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages  Yes
f. What types of communication/social media exists with your community?  Is it adequate?	Social Media;#District Wide Communication;#School Website  Yes
<b>SECTION 8: School Data</b>	
<b>Response</b>	
a. What is our building attendance rate?	91.70%
b. What is our building chronic absenteeism rate?	29.30%
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
<b>SECTION 9: Other Data</b>	
<b>Response</b>	
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?  Can they be achieved with additional resources? Why or why not?	Attendance/Truancy;#Child Study Team Ratios;#Paraprofessional Training;#Parent & Community Involvement;  Yes Additional CST staff could help address attendance, increase family and community involvement opportunities, as well as training our paraprofessional in behavior and regulation strategies.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	N/A
Identify the budget actions that should be taken to address and remove those barriers.	N/A
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.	N/A