DISTRICT:	**D0259 - Wichita Public Schools**
SCHOOL:	**Cleaveland Traditional Magnet Elementary**
SCHOOL NO:	**1648**
INTERNAL NO:	**314**

SECTION 1: Student Needs	Response
a. How many students are in the building?	262
b. Percentage of students with an IEP	23.7%
c. Percentage of students enrolled in ELL services	13.0%
d. Percentage of students identified as At-Risk (Free Lunch)?	72.9%
e. What is the teacher to student ratio average?	15.32
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?	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	MTSS process for indentifying student levels and needs for placement in tier reading and math groups. Enrichment groups focused on higher level strategies. Look at predictive interim testing to analyze and make academic changes and fill in gaps as needed. Sending home test scores. Getting encouraging notes from families.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No

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 data
b. What are your targets/goals related to social/ emotional growth?	Self regulation skills & techniques in classroom. Positive peer interactions. Less incident referrals. Daily Second Step instruction.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	If a student is 5 years old on or before August 31st Parents take the ASQ III for student readiness. A screener consisting of letter names, numbers, colors, shapes and if they can write thier names and willingness to participate.
d. What are your targets/goals related to kindergarten Readiness?	Onset sound and letter naming Visually recognizing their name and printing name Recognizing the difference between numbers and letters
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?	Aspire group Jump Rope for Heart Food Drive Second Step Lessons Collaborative learning throughout the day

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Class Within a Class;#Before/After School Support;#Summer School;#Interventions;#Other; STEALTH Program
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.	No
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	No
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.	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.	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?	14.49
How many are needed at this building (vacant & filled)?	19.03
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?	At family engagement nights we have a home support station staffed by certified staff for families to learn about curriculum and ways to support gaps and enrichment.
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?	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?	District Wide Communication;#Social Media;#School Website
Is it adequate?	Yes

SECTION 8: School Data

SECTION 8: School Data	Response
a. What is our building attendance rate?	93.60%
b. What is our building chronic absenteeism rate?	17.90%
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

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?	Child Study Team Ratios;#Paraprofessional Training;#Attendance/Truancy;#Parent & Community
Can they be achieved with additional resources?	Yes
Why or why not?	We need a full time MTSS coach to give paras needed professional development time and time for direct insruction from teachers for how to support classrooms. Grade level guides for parents to know what they should need to know by the end of each grade level. Attendance incentives to encourage attendance and not being tardy. We need a full time child study team to address the social and emotional needs of our building, behavior, and attendance.

b.	Additional building unique identified Items:	None
	Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Cleaveland has a true need for an ESOL program based on qualifying needs. However, many parents are opting to sign a waiver in order to continue attending here.
	Identify the budget actions that should be taken to address and remove those barriers.	We do not currently have an ESOL budget. It would need to be added by the ESOL department.
	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.	It generally takes up to 7 years to learn a 2nd language, but we would see improvements every year on our scores with an ESOL program.