



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?	544
b. Percentage of students with an IEP?	16.2%
c. Percentage of students enrolled in ELL services?	61.9%
d. Percentage of students identified as At-Risk (Free Lunch)?	86.6%
e. What is the teacher to student ratio average?	11.98
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?	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?	This year, we're focused on maximizing student scores through language comprehension. Our professional development is fully aligned with this goal, ensuring our core instruction is strong. We provide intentional reading interventions to close gaps, and our Read to Succeed program gives students extra one-on-one reading time with adults. Additionally, we host family engagement nights to support and promote learning at home.
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?	Saebars, attendance and referrals processes for counseling and KOSP services.
b. What are your targets/goals related to social/ emotional growth?	Our main goal for social-emotional growth is creating a strong sense of belonging for every student. We track progress through attendance and SAEBERS scores, and develop individualized plans for students who need extra support in this area.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We use "They Turn 5" as our guide and can also use the ASQ to gather additional insights about students' development.
d. What are your targets/goals related to kindergarten Readiness?	Increase the % of Ages and Stages Questionnaires completed from 84.8% to 88% by end of September 2026.
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?	n/a
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Interventions; Class Within a Class; Other; We have interests clubs- drama, running, disc golf and animations
b. Are there appropriate and adequate instructional materials?	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	No; We currently do not have 1 to 1 technology and kindergarten does not have access to technology.

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.		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?		27.15
How many are needed at this building (vacant & filled)?		27.15
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?		No
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?		Instructional Coaching; SRG Training; Other; Continued work to develop strategies and practices to best support multilingual students in the classroom, ensuring they have equitable access to language, content, and learning opportunities.
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?		We've begun partnering with Salud, a program that supports families with a wide range of needs. They also host community events at the Evergreen building, conveniently located near our school.
c. Do you have an 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; Emails from Teachers; School Website; PhoneCalls/Text Messages; Newsletter
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?		0.909
b. What is our building chronic absenteeism rate?		30.50%
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	
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Paraprofessional Training; Parent & Community Involvement; Attendance/Tuancy; Caseloads per Teacher; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	With increased teacher allocation in kindergarten and additional SPED/ESOL support, we will be able to provide more targeted assistance to students.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Cloud Elementary serves a highly diverse student population, including many students who enter school with little to no prior exposure to English. Unlike upper grades, there is currently no formal newcomer program for Kindergarten and First Grade, meaning these classrooms are often the first point of structured English exposure for many students. In addition, Cloud Elementary has one of the highest free and reduced lunch rates in the district, which often correlates with students entering school with limited early language development and fewer early literacy experiences. As a result, many students require significant support in building foundational language skills, learning school routines, and developing early academic readiness.
Identify the budget actions that should be taken to address and remove those barriers.	Providing centrally funded paraprofessional support in each Kindergarten and First Grade classroom would significantly strengthen early learning outcomes. An additional adult in the classroom would allow for increased language development support, targeted academic assistance, and reinforcement of classroom routines. Cloud Elementary is currently identified as a Comprehensive Support and Improvement (CSI) school, making early intervention especially important. Strengthening foundational language and literacy skills in the earliest grades is a critical strategy for improving long-term academic outcomes and supporting the school's efforts to exit CSI status. To maximize the effectiveness of this support, it would also be essential for the district to provide targeted training for paraprofessionals focused on strategies for supporting multilingual learners, early literacy development, and effective classroom support practices. Well-trained paraprofessionals would be able to work alongside classroom teachers to reinforce instruction and help accelerate language and academic growth for students. (Reducing Kindergarten class sizes would allow teachers and paraprofessionals to provide more individualized support, reinforce routines, and accelerate early language and literacy development for multilingual learners.)
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.	With the implementation of centrally funded paraprofessional support in Kindergarten and First Grade, along with reduced class sizes, students, especially multilingual learners and those entering with limited early literacy, would receive more individualized instruction, targeted language support, and reinforcement of routines. While the exact timeline can vary by student, research and early intervention best practices suggest that consistent support from the start of formal schooling can accelerate foundational skills, potentially allowing the majority of students to reach grade-level proficiency on state assessments within 2 to 3 years of sustained, targeted support.