



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Pleasant Valley Elementary

SCHOOL NO: 1778

INTERNAL NO: 397

SECTION 1: Student Needs	Response
a. How many students are in the building?	305
b. Percentage of students with an IEP?	23.6%
c. Percentage of students enrolled in ELL services?	41.0%
d. Percentage of students identified as At-Risk (Free Lunch)?	77.7%
e. What is the teacher to student ratio average?	15.00
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?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Our data shows that accuracy in reading is increasing which means our word recognition and decoding routines are working. We our continuing with best practices in word recognition, but branching out more into comprehension strategies in our intermediate grades. While in the early stages of that work, we do hope that we will begin to see a lift in test scores.
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?	PVE: Increase the percentage of students that feel safe and connected to PVE from 93.9% to 95% by the end of May 2025.
b. What are your targets/goals related to social/ emotional growth?	Fidelity to SEL time built into the schedule utilizing Second Step and Restorative Practices (Building community through proactive circles). Promote Attendance through weekly/monthly incentive initiatives utilizing ideas and strategies from Everyday Labs and Attendance Works.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	At in-person enrollment, parents complete two Ages & Stages Questionnaires; the ASQ-3 and the ASQ SE. These developmental screening tools are used to help teachers provide more personalized support to children.
d. What are your targets/goals related to kindergarten Readiness?	Increase the % of Ages and Stages Questionnaires completed from 82.9% to 90% by the end of September 2024. (At the end of September 2024 PVE's completion rate was 95%. 35 out of 37 students enrolled completed the ASQ)
e. How are you measuring the success of individual plans of study?	If referring to the individual plan of study that teachers are doing after the completion of LETRS , the instructional coach checks in their progress and the coach observes how they are applying their learning to the classroom.
f. What are your targets/goals related to postsecondary completion/attendance?	PVE: Increase the percentage of students that feel safe and connected to PVE from 93.9% to 95% by the end of May 2025.
g. How are you ensuring students are civically engaged?	PVE participates in the districts Food Drive, donating canned and dry goods to the United Methodist Open Door project which feeds families in need. PVE also participates in collecting hygiene products and socks (sock drive) for people in need.

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;
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.	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
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?	7.92
How many are needed at this building (vacant & filled)?	8.66
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; Restorative Practices;
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	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 don't have training programs. Teachers communicate with caregivers about homework through newsletters, conferences, phone calls, etc. Technology does not go home with students.
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	
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a. What is our building attendance rate?	92.00%
b. What is our building chronic absenteeism rate?	28.20%
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?	Paraprofessional Training; Attendance/Tuancy; Curriculum;
Can they be achieved with additional resources?	Yes
Why or why not?	Paraprofessionals require additional training in both content areas and behavioral management. Given the numerous responsibilities that principals manage, their capacity to provide this training is limited. It is essential to compensate instructional coaches for conducting training sessions on non-teaching duty days, or alternatively, the district should organize in-service training for paraprofessionals during these times to ensure they receive the necessary education. Furthermore, it is important to sustain Everyday Labs to effectively communicate information regarding students' attendance rates to parents.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Recent improvements in accuracy and decoding capabilities across the evaluated grade levels have prompted us to shift our focus towards comprehension strategies. At this time, we are concentrating on Costa's Levels of Thinking and Questioning, along with Focused Note Taking, which are integral components of our AVID initiatives. The district needs to provide more cohesive comprehension lessons much that are LETRS applicable much like they did with decoding to ensure fidelity.
Identify the budget actions that should be taken to address and remove those barriers.	I am uncertain about the budgetary measures that need to be implemented to address the curriculum barriers outlined previously.
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.	5 years.