



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Pleasant Valley Middle School

SCHOOL NO: 1828

INTERNAL NO: 265

SECTION 1: Student Needs	Response
a. How many students are in the building?	756
b. Percentage of students with an IEP?	16.4%
c. Percentage of students enrolled in ELL services?	39.9%
d. Percentage of students identified as At-Risk (Free Lunch)?	85.2%
e. What is the teacher to student ratio average?	15.27
f. What is the teacher to student ratio median?	11.78
g. Are the needs of foster care students being met? If no, what supports are needed?	No We have a few foster kids. They almost all struggle at school - academics, behavior, social interactions. We have school counselors who work themselves to death trying to help them, but it isn't enough to meet their needs.
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?	We give every student two math and reading classes. One for core instruction and one for intervention/enrichment. We teach both on grade level standards and remediation. We focus on improving students' literacy skills in reading, writing, and speaking through a range of assessments. We have students track their own data and goal set with their teachers. We celebrate their success with incentives.
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 collect data on incident referrals (IRs) and Student Support Team (SST) calls. Our SST meets weekly to review the data. We identify high need students, diagnose their patterns, and implement targeted interventions.
b. What are your targets/goals related to social/ emotional growth?	10% reduction in IRs and disciplinary hearings from the previous year. Reduction in SST calls for students in the behavior protocol.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	N/A
d. What are your targets/goals related to kindergarten Readiness?	N/A
e. How are you measuring the success of individual plans of study?	We track the percentage of students who complete their 5-year plan through XELLO.
f. What are your targets/goals related to postsecondary completion/attendance?	N/A
g. How are you ensuring students are civically engaged?	Through the social studies curriculum.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Interventions; Class Within a Class; Before/After School Support;
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.	No
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.	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?	Yes
b. How many classified supports staff are currently employed?	20.83
How many are needed at this building (vacant & filled)?	22.45
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?	Instructional Coaching; LETRS Training; SRG Training; Restorative Practices;
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 provide parents with instructions for checking students' grades on Parent Vue.
c. Do you have an active site council?	No
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; District Wide Communication; Social Media; Newsletter; Emails from Teachers; School Website; PhoneCalls/Text Messages
Is it adequate?	No
f. What types of communication/social media exists with your community?	Social Media; School Website; District Wide Communication
Is it adequate?	No
SECTION 8: School Data	Response
a. What is our building attendance rate?	90.70%
b. What is our building chronic absenteeism rate?	30.30%
a. what is our district graduation rate?	N/A
b. What is our dropout rate?	0.50%
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?	Physical Space for Learning; Caseloads per Teacher; Child Study Team Ratios; Attendance/Truancy; Parent & Community Involvement;
Can they be achieved with additional resources?	Yes
Why or why not?	<p>Our teachers have what they need to provide high quality academic instruction for our students. The social/emotional/behavior needs of our student body are greater than our support staff can manage - regular ed, SPED, and 504. There are too many kids with extreme needs and not enough adults to provide the help they need outside of the classroom. More support staff would help us meet the needs - 3 assistant principals, 3 counselors, full-time school psych, 2 social workers, full-time SSSAL, in-house therapists, behavior interventionist, behavior paras in every classroom.</p> <p>We also have over 100 Newcomers students. We have 3 NC teachers and 1 long-term sub. Currently we are pushing kids into mainstream before they are ready. We do not offer ESOL2 services. We need to split the program in half and move half of it to another school and give them 3 NC teachers. We would only need 3 if we had half the kids. That would allow us to keep kids in NC 1 until they are ready and offer ESOL2 services as well.</p> <p>We house 2 categorical SPED programs - MA and ALS.</p> <p>We received over 150 additional students from Hadley/Marshall this year when Hadley closed, and the boundaries shifted. Our class sizes are okay, but our building is too crowded - hallways, cafeteria, auditorium, etc. We had to convert offices to classrooms and closets to offices. We have support staff sharing spaces and a teacher on a cart. We need to redraw boundaries</p>
b. Additional building unique identified items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	The biggest barrier to that is students not having the academic skills they need for middle school when they arrive in 6th grade. If incoming 6th graders mastered single-digit basic skills - addition, subtraction, multiplication, and division - we would be able to teach them operations with fractions and get them ready to pass algebra in high school. If incoming 6th graders could read a passage and summarize it effectively, we could teach them how to analyze and think critically about the text so they would be ready for high school coursework. If incoming 6th graders could write one paragraph with complete sentences, we could teach them how to write a five paragraph essay to prepare them for high school coursework.
Identify the budget actions that should be taken to address and remove those barriers.	<p>Add a second Newcomers program to the North High Feeder Pattern and shift half of PVMS Newcomers kids to that school.</p> <p>Give PVMS a full time school psych and a full time SSAL.</p> <p>Shift a boundary line to move PVMS kids from Chisolm Trail to Stucky MS.</p>

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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 the expectation is that every student will score proficient then I cannot put a timeline on that. I will say that we will continue to see an increase in the percentage of students who score proficient each year. In 2019, we had 9% score proficient in reading and 4% score proficient in math. In 2024, we increased to 19% scoring proficient in reading and 17% in math. If we keep our current teacher FTE and reduce our overall enrollment by just a little, I fully expect to see this trend continue.

Please know that our percentages of students scoring proficient include students in both our Mixed Abilities program (reading and math) and Newcomers program (math only). In my opinion, it is not the best measure to use state assessments to measure the success of students from these programs. It is also not the best measure to use state assessments as an accountability measure for the school for these students.