Building Needs Assessment 2025-2026

WICHITA PUBLIC SCHOOLS

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?	258
b. Percentage of students with an IEP?	22.1%
c. Percentage of students enrolled in ELL services?	45.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	79.1%
e. What is the teacher to student ratio average?	15.00
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?	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?	We are currently working on strengthing our comprehension strategies during reading core. An emphasis has been placed on vocabulary and Costa's Levels of Thinking and Questioning.
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?	Per the district: Attendance is the measurement of our social/ emotional growth.
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?	During in-person enrollment, Parents are required to 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?	To be at 100% completion rate of the Ages & Stages questionnaire each year.
e. How are you measuring the success of individual plans of study?	We measure the success of individuals through Fast Bridge benchmarks and KAP data.
f. What are your targets/goals related to postsecondary completion/attendance?	Increase average daily attendance from 92.07 to 94.3 by the end of May 2026
g. How are you ensuring students are civically engaged?	PVE students participate in the district's food drive, donating canned and dry good to the United Methodist Open Door project which feeds families in need. PVE also participates in collecting hygiene product 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.)?	Class Within a Class; Interventions; Summer School;
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

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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

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)?	7.92
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?	Restorative Practices; SRG Training; LETRS Training; Instructional Coaching; Other; AVID- We are one of 5 elementary AVID schools in the district. Our staff receives AVID training throughout the school year and during the summer.

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?	No

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?	Teachers communicate with caregivers about homework through classroom 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?	Social Media; 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?	0.926
b. What is our building chronic absenteeism rate?	24.70%
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	**Response**
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Attendance/Truancy; Paraprofessional Training; Scheduled Time/PD Time;
Can they be achieved with additional resources?	Yes
Why or why not?	Paraprofessionals require additional training in both content areas and behavioral management outside of the little training they get from the district right now. In order to get the additional training needed, it is essential to compensate paras and instructional coaches (or other professionals) for training that may take place outside of the school day.
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 to comprehension strategies. At this time, we are concentrating on Vocabulary, Costa's Levels of Thinking and Questioning, along with Focused Notetaking which are integral components of our AVID initiatives. There just doesn't seem to be enough PD time embedded in the schedule to handle the necessary training to help teachers prepare for these initiatives. Sustaining the work of keepng up with chronic absenteeism through Everyday Labs requires a person outside of admin to effectively look at the data the system provides and conduct the necessary follow-ups with families . Good attendance helps grade level proficiency on assessments.
Identify the budget actions that should be taken to address and remove those barriers.	Supplemental allocation for Attendance Stipends to provide paras and teachers for additional trainings outside the school day.
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.	5 years. (PVE only has 1 school year left before closure.)