Building Needs Assessment 2025-2026

WICHITA PUBLIC SCHOOLS

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?	704
b. Percentage of students with an IEP?	17.0%
c. Percentage of students enrolled in ELL services?	38.4%
d. Percentage of students identified as At-Risk (Free Lunch)?	82.0%
e. What is the teacher to student ratio average?	13.35
f. What is the teacher to student ratio median?	11.05
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?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	To maximize student performance on state assessments, we have built additional instructional time and targeted support into our master schedule. All students receive two blocks of Math and two blocks of ELA each day. The first block focuses on core grade-level curriculum and standards-based instruction, ensuring all students receive strong Tier 1 instruction aligned to state standards. The second block is dedicated to intervention and enrichment. Students are placed in this block based on data and individual learning needs, allowing us to provide targeted support or advanced learning opportunities. Within this block, we offer multiple tiered options, ensuring that students receive instruction at the appropriate level. Struggling learners receive focused intervention to address skill gaps, while students who are meeting or exceeding expectations engage in enrichment activities that extend and deepen their understanding. By using data-driven placement, flexible grouping, and additional instructional time, we are able to support students at every level and help all learners grow toward maximizing their performance on state assessments.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes

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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 measure social and emotional growth by monitoring behavioral and support data throughout the year. We collect and review data on incident referrals (IRs) and Student Support Team (SST) calls to identify trends and students who may need additional support. Our Student Support Team meets weekly to analyze this data, identify high-need students, and implement targeted interventions. In addition, our teacher teams use dedicated team time for "kid talk", where staff collaborate to discuss student needs, share observations, and develop strategies to support students socially and emotionally. By consistently reviewing data and collaborating as a team, we are able to monitor student growth and adjust supports to better meet students' social and emotional needs.
b. What are your targets/goals related to social/ emotional growth?	Our goals for social and emotional growth focus on reducing behavioral incidents and increasing positive student supports. We aim to achieve a 10% reduction in incident referrals (IRs) and disciplinary hearings compared to the previous year. In addition, we are working toward a reduction in Student Support Team (SST) calls for students who are currently in the behavior protocol, indicating that interventions and supports are helping students develop stronger self-management and social skills. These goals are monitored throughout the year using behavioral data and reviewed regularly by our SST and staff teams.
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 measure the success of individual plans of study by tracking the percentage of students who complete their 5-year plan in Xello. This allows us to monitor whether students are actively engaging in career exploration and planning for their future coursework and postsecondary goals. Staff review completion data and follow up with students who have not finished their plans to ensure all students are supported in developing and updating their individualized pathway.
f. What are your targets/goals related to postsecondary completion/attendance?	N/A
g. How are you ensuring students are civically engaged?	We ensure students are civically engaged through multiple opportunities both inside and outside the classroom. Our social studies curriculum emphasizes civic responsibility, government, and active participation in the community. Students also have opportunities to practice leadership and service through Student Council and participation in various after-school clubs, which encourage collaboration, leadership, and community involvement. These experiences help students develop the knowledge and skills necessary to be active and responsible citizens.

SECTION 3: Curriculum Needs	**Response**
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Tutoring; 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

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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?	23.61
How many are needed at this building (vacant & filled)?	26.99
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 student's 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?	Yes
f. What types of communication/social media exists with your community?	Parent Link; District Wide Communication; Newsletter; 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?	0.909
b. What is our building chronic absenteeism rate?	32.80%
a. what is our district graduation rate?	N/A
b. What is our dropout rate?	0.004
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; Child Study Team Ratios; Attendance/Truancy; Parent & Community Involvement; Other: Address Below; Inconsistent heating/cooling across the building. No AC in the gym. Insufficient staff parking (more staff than designated parking spots)
Can they be achieved with additional resources?	Yes
Why or why not?	Our building leadership team has identified several non-assessment related barriers that impact our ability to fully support students, including limited physical space for learning, high caseloads per teacher and support staff, child study team ratios, attendance/truancy challenges, parent and community involvement, and facility issues such as inconsistent heating/cooling and the lack of air conditioning in the gym. One of our most significant barriers is limited learning space within the building. We currently have a staff member teaching from a cart and one teaching on the stage due to the lack of available classrooms. Additionally, we have converted several office spaces into classrooms that were not originally designed for instruction. Academically, our teachers have the resources they need to provide high-quality instruction. However, the social, emotional, and behavioral needs of our student population exceed the capacity of our current support staff.We have a growing number of students with significant needs, and there are not enough adults available to provide the level of support required outside the classroom. Additional personnel would allow us to better meet these needs. Increased staffing in roles such as assistant principals, counselors, a full-time school psychologist, social workers, a full-time SSSAL, in-house therapists, behavior interventionists, and classroom behavior paraprofessionals would significantly strengthen our ability to support 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.	One of the primary barriers to students achieving grade-level proficiency is the wide range of academic readiness levels students bring when they enter our building. Students arrive with diverse skill sets and varying levels of background knowledge, which requires differentiated instruction and targeted supports to help each student progress toward grade-level expectations. To address this, we must ensure that interventions are appropriately matched to individual student needs. It is important that we “right-size” interventions so students receive the support necessary to close skill gaps without becoming overwhelmed by too many interventions at once. By carefully monitoring student progress and adjusting supports as needed, we can better ensure that each student receives the level of assistance required to move toward grade-level proficiency.
Identify the budget actions that should be taken to address and remove those barriers.	To address the barrier of students entering with a wide range of academic readiness levels, budget actions should focus on strengthening the resources and staffing necessary to provide targeted, differentiated support. This includes allocating funds for additional intervention staff and instructional support personnel who can work with small groups of students and provide individualized assistance. These actions will help ensure that interventions are appropriately matched to student needs, allowing us to provide the right level of support without overwhelming students and staff, and ultimately increasing the likelihood that all students progress toward grade-level proficiency.

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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 budge actions would be implemented.	If the proposed budget actions are implemented, we expect to see continued student growth each year toward grade-level proficiency. The rate at which students reach proficiency will depend largely on the level of individualized support we are able to provide. Maintaining or increasing our FTE for intervention and support staff will allow us to deliver more targeted instruction, provide timely interventions, and better address the diverse academic needs of our students. With sustained support and resources, we anticipate steady annual progress as students close skill gaps and move toward grade-level expectations on state assessments.