

2024-2025 Building Needs Assessment for 2025-2026 Budget Considerations Salina Virtual Innovation Academy (Grades 6-12)



[SVIA 2022-23 Accountability Report](#)

School Improvement - Fundamentals

The four fundamentals are interconnected and associated with actions that each school system must implement so students can meet our state's rigorous standards.

Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
We apply an explicit, systematic, diagnostic, and cumulative approach to teaching literacy that acknowledges the value of both word recognition and oral/written language comprehension as evidenced in all grades and disciplines. ● Phonemic Awareness ● Phonics ● Fluency ● Vocabulary ● Comprehension	We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in preK-12. ● Learning Intentions ● Success Criteria ● Academic Rigor ● Scope & Sequence	We assess students for risk and standards in preK-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement. ● Formatives ● Summatives ● Progress Monitoring ● Screening ● Diagnostic	We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials (HQIM) in preK-12. ● High Expectations ● Culturally Responsive ● Differentiation ● Academic & SEL ● Student Dispositions

Communication Goals – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.
KSA English Language Arts: Decrease % at Level 1	50% of current students are scoring at level 1 on English Language Arts KSA.
KSA English Language Arts: Increase % at Level 3 & 4	17% of current students are scoring at level 3 on English Language Arts KSA. 0% of current students are scoring at level 4 on English Language Arts KSA.
Complex Communication Rubric: Increase % at Demonstrating Level	SVIA teachers did not score students using the strategic plan rubrics since SVIA students are virtual. Online district aligned curriculum provided different levels of support for students. There were opportunities for one-on-one instruction whether in-person or virtual. Students who request in-person support have increased for the 2024-25 school year.
Other Data	

Communication – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data? Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation	Need for a full time English Language Arts teacher who is onsite			Current teachers have a hybrid schedule of in-person and off site. We have a need to shift teachers to be mostly on site for instruction and collaboration.
Educator Evaluation				
Professional Learning		Continue Visible Learning goals		

Professional Collaboration	Continue weekly Building Leadership Team meetings, weekly Professional Learning Community meetings to provide support teacher to teacher			
Tiered System of Support	Tier 3 support to be able to support structures of the Multi-tiered Systems of Support process. Reallocate Social worker, school Psych, to help support Truancy Coordinator			Students utilizing Accelerated Education Tools and SVIA teacher resources and reteaching help.
Family, Community and Business Partnerships				Learning coaches to structure the learning format at home for frequent checks for understanding and commitment to their student's education

Critical Thinking Goals – Data Review:

	Current State: <i>Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.</i>
KSA Math: Decrease % at Level 1	72% of current students are scoring at level 1 on Math KSA.
KSA Math: Increase % at Level 3 & 4	12% of current students are scoring at level 3 & 4 on Math KSA.
KSA Science: Decrease % at Level 1	44% of current students are scoring at level 1 on Science KSA.
KSA Science: Increase % at Level 3 & 4	22% of current students are scoring at level 3 & 4 on Science KSA.

Critical Thinking Rubric: Increase % at Demonstrating Level	SVIA teachers did not score students using the strategic plan rubrics since SVIA students are virtual. Online district aligned curriculum provided different levels of support for students. There were opportunities for one-on-one instruction whether in-person or virtual. Students who request in-person support have increased for the 2024-25 school year.
Other Data:	

Critical Thinking – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation	Keep current Science and Math allocation for individual opportunity for instructions.			Need for teachers to be fully on-site for instruction.
Educator Evaluation				
Professional Learning				
Professional Collaboration				
Tiered System of Support	Tier 3 allocations to be able to support structures of the Multi-tiered Systems of Support process. Restructure Social Worker, School Psych, etc. to be a planned resource for SVIA students and families			Students utilizing AE Tools and SVIA teacher resources and reteaching help
Family, Community and Business Partnerships				Learning coaches to structure the learning format at home for frequent checks for understanding and

				commitment to their student's education
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Social-Emotional – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.
Social Emotional Behavior Offenses: Decrease number of offenses	There were 2 discipline referrals for the 2023-24 school year.
Chronically Absent: Decrease %	Chronic absenteeism rate for 2023-24 was 76.81%. The 2023-24 School Year was the first year to take daily attendance for virtual students. The high chronic absenteeism rate is due to the attendance mechanism; the reality is that this is not a good measure of engagement for the virtual environment. Students learn at different paces and students may need more or less time required to meet attendance requirements.
Self-Directed Learning Rubric: Increase % at Demonstrating Level	SVIA teachers did not score students using the strategic plan rubrics since SVIA students are virtual.
Other Data:	

Social-Emotional – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation				
Educator Evaluation				

Professional Learning				
Professional Collaboration				Students who choose an alternate path to post-secondary success need to be recognized if they choose to pursue a State recognized GED credential which awards a State of KS Diploma to reach their post-secondary goals.
Tiered System of Support				Tier 3 allocations to be able to support structures of the Multi-tiered Systems of Support process. Restructure Social Worker, School Psych, etc. to be a planned resource for SVIA students and families
Family, Community and Business Partnerships				

State Outcomes – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable. (Not all areas are applicable to each building – only complete ones of relevance.)
Civic Engagement	Current State: Increased school sponsored civic engagement by scheduling field trips, weekly club activities, monthly cultural walks, community art exhibition and volunteer opportunities.
Graduation Rate	Goal of a 10% improvement in the 24-25 school year. Screening through a transcript analysis to inform parents/students before making a decision to commit to virtual learning. Early intervention to provide support for struggling learners or provide community resources for mental health.
Postsecondary Effectiveness	Student advisors meet with students bi-weekly to discuss IPS goals, complete Xello activities, explore career opportunities and discuss barriers to learning.

State Outcomes – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation				Maintain staffing so we can build stability and continue on initiatives implemented to strengthen the virtual environment
Educator Evaluation				
Professional Learning				
Professional Collaboration				
Tiered System of Support				Advocacy at the state level for GED to be recognized as a gateway for postsecondary success.
Family, Community and Business Partnerships				Students' exposure to career, job, college opportunities that fits the virtual environment through community or business partnerships.

Rose Capacities:

Educational Capacities (pursuant to K.S.A 72-3218): How are you ensuring every child in your school is provided at least the following capacities?	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Current State: Students have access to opportunities to develop these skills; but, due to the virtual delivery model, oral communication is limited. Desired State: Incorporate more speaking opportunities for students through staff and community interactions.

2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Current State: Students have access through curriculum and additional activities to develop these skills. Desired State: Greater connection to how the information transfers to real world civic engagement.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Current State: Students have access through curriculum and additional activities to develop these skills. Desired State: Extend current curriculum to include more project-based learning.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Current State: The virtual environment relies heavily on self-report data regarding mental health and physical wellness. Increase interaction with staff to provide visible learning/interactions in order to inform students' mental and physical wellness. Desired State: Increase interaction with staff and students during weekly clubs and monthly social engagement activities.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Current State: Students have access through curriculum and additional activities to develop these skills. A minimal number of students have taken advantage of the provided opportunities to explore the community arts exhibitions and cultural walks. Desired State: Continue to expose more students to the community-based arts programs.
6. 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.	Current State: Students have access through curriculum and additional activities to develop these skills. Students are able to take vocational and advanced training courses as a part of their curriculum through a dual-enrollment partnership with traditional schools. Students can participate in extracurricular activities/athletics without dual enrollment. Desired State: Continue to explore additional opportunities. Example: Internships, Apprenticeships, civic engagement opportunities through the Chamber.
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	Current State: Limited opportunities to students in a virtual environment. Desired State: Greater flexibility for virtual students to access academic and vocational certifications, and make those credits transferable to other states without earning the general education certificate.

Building Barrier Statement:

What are the barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment?

1. Students not able to move from fixed mindset of individual need to growth mindset of possibilities beyond current situations
2. Recognition that a student's path to success does not always follow a linear path and some students may need to have the GED possibility to pursue their goals differently. This path should count as a recognized credential that leads to postsecondary success.
3. Staying the course with staffing, programming and educational opportunities that provides continued growth in the whole system. The community will then depend on the virtual option as a viable alternative with educational opportunities aligned to rigorous standards.
4. The greatest barrier to overcome is engagement. If students and families are engaged in the learning, we can move students to higher levels of proficiency. SVIA continually looks for ways to engage students and families through flexible scheduling and virtual meeting formats.