



# EUDORA SCHOOLS

2025-2026 Needs Assessment

## OUR PROMISE

Every student in Eudora Schools is known by name, strength, and need, and graduates prepared for the future they choose.

#EudoraProud

# 1684

### STUDENT HEADCOUNT

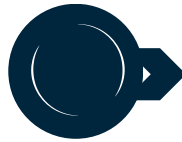
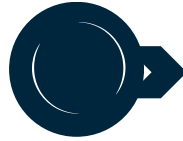
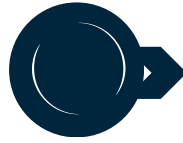
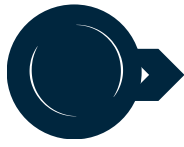
**1719**  
with DeSoto students

K - 2<sup>nd</sup>

1:1 iPads

3<sup>rd</sup> - 12<sup>th</sup>

1:1 Chromebooks



### Students Qualifying for Free and Reduced Lunch

# 32%

### Percentage of Students Served with an IEP

# 364

includes gifted and speech only

# 309

without gifted

### Students Enrolled in ELL Services

# < 1%

### Pupil to Teacher Ratio

# 1: 15

# 1: 19

115 Teachers

AT EES 5 SECTIONS 591 STUDENTS

# 15.8%

### District Chronic Absenteeism Rate

# 94%

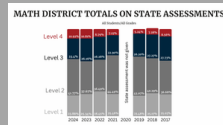
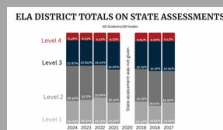
### Attendance Rate

# 97%

### Graduation Rate

# ELA

### State Results



Missing 2025 Assessment Data Available in Fall 2025

# 0.6%

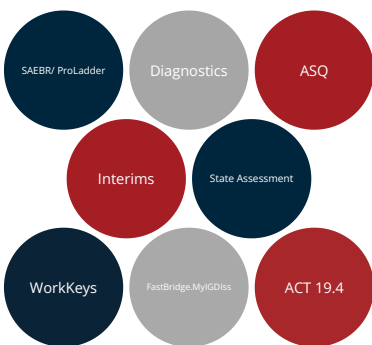
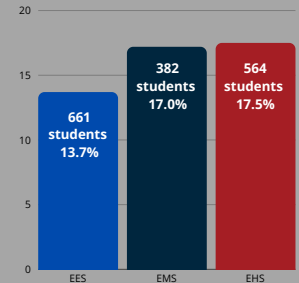
### Dropout Rate

# MATH

### State Results

## Building Chronic Absenteeism

● EES ● EMS ● EHS



## Balanced Assessment

Our district implements a Multi-Tiered System of Supports (MTSS) to guide a comprehensive, student-centered assessment and intervention process.

Through regular Professional Learning Community (PLC) meetings, educators analyze assessment data to identify student needs. Students requiring additional academic support are referred to the school's General Education Intervention team and appropriate responses are put into place to accommodate the student's needs.

## Our Focus



### CULTURE OF BELONGING

We will embody a welcoming school community where each student is known by name, strength and need, and is empowered to engage, lead, and thrive.



### INSTRUCTIONAL EXCELLENCE

We will improve student performance through enhanced instructional coherence and high-impact instructional practices.



### FUTURE PREPARED

We will ensure our graduates are prepared for the future they choose.



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## 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 student 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



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What are the barriers that must be overcome for each student to achieve grade-level proficiency on state assessments? What specific budgetary actions should be taken to address and remove these barriers, and how much time does the Board estimate it will take for each student to achieve proficiency if these budget actions are implemented?

We need to follow the course of action outlined in our 5-year strategic plan for continuous improvement. The plan addresses barriers, budgetary focus, and metrics of accountability in our 6-month, 1-year, and 18-month plans that adjust to meet our continuous improvement efforts annually.

### Structures

Reinforce lead indicators and sustain fundamentals within the system.

### Lead Indicators

Action that supports implementation of our strategic plan which embeds the four fundamentals.

### Strategic Plan Focus Areas

**Culture of Belonging**  
**Instructional Excellence**  
**Future Prepared**

### Resource Allocation

Budget emphasis on implementing high-quality instructional materials and professional development aligned to state standards, structured literacy, high-quality instruction that embeds a balanced assessment system.

### Educator Evaluation

#### Instructional Excellence

Educator evaluation process and conversations account for high-quality instruction and standards in PreK-12 and optimizing conditions related to fulfilling [Our Promise](#).

### Professional Learning

#### Instructional Excellence

District professional development, mentoring, and onboarding plans account for the alignment toward instructional coherence, alignment of classroom practices, district agreements, state standards and high-quality instructional materials.

### Professional Collaboration

#### Instructional Excellence

Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.

### Tiered System of Supports

#### Culture of Belonging and Instructional Excellence

Data analysis and utilization of screening for risk and performance against standards. Appropriate time is provided for core instruction and interventions to meet student needs.

### Family, Community, and Business Partners

#### Culture of Belonging and Future Prepared

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness.



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Structures Reinforce lead indicators and sustain fundamentals within the system.	Lead Indicators Action that supports implementation of our strategic plan which embeds the four fundamentals	Strategic Plan Focus Areas Culture of Belonging Instructional Excellence Future Prepared
<b>Resource Allocation</b>	Budget emphasis on implementing high-quality instructional materials and professional development aligned to state standards, structured literacy, high-quality instruction that embeds a balanced assessment system.	<b>1- year Target: August 2025</b> <ul style="list-style-type: none"> <li>Review and/or Purchase HQIM: HGSS, Science, 9-12 ELA, Intervention Resources Math/ELA (SA,QI)</li> <li>Purchase ongoing PD: PLC, high-quality instruction, HQIM resource training for core content, HQ PD (SA,QI)</li> <li>Walkthrough Tool renewal and refinement if needed (SA,QI)</li> <li>Retrain staff on EduClimber dashboard (data review) (SA,QI, BA)</li> </ul>
<b>Educator Evaluation</b>	<b>Instructional Excellence</b> Educator evaluation process and conversations account for high-quality instruction and standards in PreK-12 and optimizing conditions related to fulfilling <a href="#">Our Promise</a> .	<b>1- year Target: August 2025</b> <ul style="list-style-type: none"> <li>Leadership Development PD for staff (SA,QI)</li> <li>Review baseline walkthrough data, celebrate practices, identify district/building focus areas to be supported with PD (SA,QI, SL, BA)</li> <li>Begin implementation of HR Strategic Plan</li> <li>Review progress and dashboard quarterly (BA,QI, SA)</li> </ul>
<b>Professional Learning</b>	<b>Instructional Excellence</b> District <a href="#">professional development</a> , mentoring, and onboarding plans account for the alignment toward <a href="#">instructional coherence</a> , alignment of <a href="#">classroom practices</a> , <a href="#">district agreements</a> , state standards and high-quality instructional materials.	<b>1-year Target: August 2025</b> <ul style="list-style-type: none"> <li>Develop 2025-2026 PD Calendar and identify training needs related to High-Quality Instruction, Standards Alignment, Balanced Assessment, and Structured Literacy (SA, QI, BA, SL)</li> <li>Support LETRS Facilitators Training for 3 staff (SL)</li> <li>Identify staff needing structured literacy training and enroll (SL)</li> <li>Increase staff response in engagement survey regarding access to training, resources, and materials (SA, QI, BA)</li> </ul>
<b>Professional Collaboration</b>	<b>Instructional Excellence</b> Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	<b>1-year Target: August 2025</b> <ul style="list-style-type: none"> <li>Implement daily PLCs and follow-through measures/feedback loops</li> <li>Implement a PD calendar with a focus on instructional coherence (SA,QI,BA)</li> <li>Continue enhancing the feedback loop system for clear messaging and consistency (SA, QI)</li> <li>Training with PLC+ Activators for follow through and response (QI)</li> </ul>
<b>Tiered System of Supports</b>	<b>Culture of Belonging and Instructional Excellence</b> Data analysis and utilization of screening for risk and performance against standards. Appropriate time is provided for core instruction and interventions to meet student needs.	<b>1-year Target: August 2025</b> <ul style="list-style-type: none"> <li>Begin discussions on a report card system w/teams to ensure standards alignment (SA, QI)</li> <li>Provide PowerSchool training to all elementary staff for improved practice on reporting of standards (SBG) (SA, BA)</li> <li>Develop a system for designing common formative assessments (BA)</li> <li>Refine pacing guides across content areas (SA,QI,BA)</li> </ul>
<b>Family, Community, and Business Partners</b>	<b>Culture of Belonging and Future Prepared</b> Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness.	<b>1-year Target: August 2025</b> <ul style="list-style-type: none"> <li>Draft our comprehensive communication plan</li> <li>Determine community partners for work-based learning (QI)</li> <li>Create tiers of support to address absenteeism (BA, QI)</li> <li>Implement goal setting with students and involve families (SA, QI)</li> <li>Implement recognition of student growth in performance areas (SA, BA)</li> <li>Improved communication with families (FASEA, ACT, Work Keys) (BA)</li> <li>Increase opportunities through Cardinal U (QI)</li> </ul>

Fundamentals and Strategic Plan Focus Area	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
<b>Foundation of School Improvement and Instructional Excellence Focus Area within Strategic Plan</b>	We provide literacy instruction in pre-K-12 aligned with the science of reading and assure teachers and administrators are well-trained and knowledgeable in the elements and implementation of structured literacy. We are striving for every third grader to read at grade level. (SL)	Lessons, instruction, and materials are aligned with Kansas standards and clearly identify what students must know and be able to do pre-K-12. This includes interpersonal, intrapersonal and cognitive skills in pre-K-12. We ensure all students have equitable access to reach their full potential. (SA)	We assess student learning (pre-K-12) in various ways and data is used to adjust instruction, interventions, and practice. We have a deep understanding of the purpose each assessment and how to use the data to raise achievement. (BA)	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 pre-K-12. All students will develop essential grade-level reading, writing, speaking, listening, and thinking skills across disciplines through high-quality instruction. (QI)



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## Focus Areas with Metrics

 CULTURE OF BELONGING	 INSTRUCTIONAL EXCELLENCE	 FUTURE PREPARED
<p><b>Kindergarten Readiness</b> Kindergarten readiness is achieved through high-quality early childhood education and partnerships with all families.</p> <ul style="list-style-type: none"> <li>• Metric:               <ul style="list-style-type: none"> <li>◦ Participation in ASQ (ELC and EES -K)</li> </ul> </li> </ul>	<p><b>Standards Alignment</b> Lessons, instruction, and materials are aligned with Kansas standards, ensuring all students have equitable access to reach their full potential.</p> <ul style="list-style-type: none"> <li>• Metrics:               <ul style="list-style-type: none"> <li>◦ GVC development/implementation</li> <li>◦ PD timeline</li> </ul> </li> </ul>	<p><b>Individual Plans of Study</b> 100% of 6-12 grade students update their Individual Plans of Study annually, reflecting academic goals and future plans.</p> <ul style="list-style-type: none"> <li>• Metrics:               <ul style="list-style-type: none"> <li>◦ Xello results: % of students on track                   <ul style="list-style-type: none"> <li>▪ Portfolio development</li> </ul> </li> </ul> </li> </ul>
<p><b>MTSS</b> All students have access to personalized support that addresses their individual needs in literacy, math, behavior, and social-emotional learning.</p> <ul style="list-style-type: none"> <li>• Metrics:               <ul style="list-style-type: none"> <li>◦ FastBridge and MyIGDIs academic results</li> <li>◦ SAEBRS and MyIGDIs ProLadder results</li> </ul> </li> </ul>	<p><b>High Quality Instruction</b> All students will develop essential grade-level reading, writing, speaking, listening, and thinking skills across disciplines through high-quality instruction.</p> <ul style="list-style-type: none"> <li>• Metrics:               <ul style="list-style-type: none"> <li>◦ FastBridge Results/MyIGDIs</li> <li>◦ State Assessment Results/KELPA</li> <li>◦ Walkthrough Report</li> <li>◦ PD Goals achieved</li> </ul> </li> </ul>	<p><b>Market Value Asset</b> All students graduate from high school with a minimum of one Market Value Asset.</p> <ul style="list-style-type: none"> <li>• Metrics:               <ul style="list-style-type: none"> <li>◦ Number of Concentrators, Completers</li> <li>◦ 9+ college credits (and beyond)</li> <li>◦ WBL: % of students</li> <li>◦ % of CTE experiences</li> </ul> </li> </ul>
<p><b>Student Engagement</b> 100% of students are engaged in co-curricular activities in middle and high school.</p> <ul style="list-style-type: none"> <li>• Additional Metrics:               <ul style="list-style-type: none"> <li>◦ Chronic absenteeism</li> <li>◦ mySAEBRS</li> <li>◦ KCTC data</li> </ul> </li> </ul>	<p><b>Balanced Assessment</b> Student learning is assessed in various ways and data is used to adjust instruction, interventions, and practice.</p> <ul style="list-style-type: none"> <li>• Metrics:               <ul style="list-style-type: none"> <li>◦ FastBridge Results/MyIGDIs (GROWTH)</li> <li>◦ State Assessment Results/KELPA</li> <li>◦ Interim</li> </ul> </li> </ul>	<p><b>Graduation Rate</b> 100% of students graduate from high school.</p> <ul style="list-style-type: none"> <li>• Metrics:               <ul style="list-style-type: none"> <li>◦ Graduation Rate</li> </ul> </li> </ul>
<p><b>Family Engagement</b> Eudora Schools and families work together to support students' academic and social success.</p> <ul style="list-style-type: none"> <li>• Metrics               <ul style="list-style-type: none"> <li>◦ PTC Attendance</li> <li>◦ Family Engagement Survey</li> </ul> </li> </ul>	<p><b>Structured Literacy</b> Literacy instruction is aligned with the science of reading, striving for every third grader to read at grade level.</p> <ul style="list-style-type: none"> <li>• Metrics:               <ul style="list-style-type: none"> <li>◦ Percentage of Eligible Staff Trained in Science of Reading</li> <li>◦ 3rd grade proficiency results</li> <li>◦ Vocabulary Routine Implementation</li> </ul> </li> </ul>	<p><b>Postsecondary Success</b> All students are prepared for the future they choose.</p> <ul style="list-style-type: none"> <li>• Metrics:               <ul style="list-style-type: none"> <li>◦ Postsecondary Success rate</li> </ul> </li> </ul>
	<p><b>Academically Prepared</b> 100% of students are academically prepared through rigorous, standards-aligned instruction, and targeted support at each grade level.</p> <ul style="list-style-type: none"> <li>• Metrics:               <ul style="list-style-type: none"> <li>◦ ACT results</li> <li>◦ Work Keys</li> <li>◦ State Assessments</li> </ul> </li> </ul>	