

2025-2026 SVIA Needs Assessment for 2026-2027 Budget Considerations

Due Date: 12/19/2025

Board Presentation: 1/27/2026



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

Structures: Reinforce lead indicators and sustain fundamentals within the system: resource allocation; education evaluations; professional learning; professional collaboration; tiered system of supports; and family, community and business partnerships.

For each data review section include data that is important for your building. Highlights areas of success and growth as well as data that indicates areas of concern or need. You can use narrative statements and/or quantitative representations depending on data type.

- **Current State:** identify data trends, highlight successes, and concerns. Include references to achievement gaps for subgroups where applicable.
- **Desired State:** include goals and/or actions to address aggregate and subgroups when applicable.

Communication Goals – Data Review:

	Current State:	Desired State:
KSA ELA	16.67% of current students are scoring at level 1 55.65% of current students are scoring at level 2 27.8% of current students are scoring at level 3 0% of current students are scoring at level 4	Continue to decrease the percent of students scoring at a level 1 & 2. Continue to increase the number of students scoring at level 3 & 4.
Complex Communication Rubric	2024-25 school year was the first year we completed the strategic plan rubrics	Due to the small sample size, we were not able to get measurable data.
Other Data	Online district aligned curriculum provided different levels of support for students. Updated AI and tutoring tools were loaded within the platform for the 25-26 school year. There are opportunities for one-on-one instruction whether in-person or virtual. Students have bi-weekly support through teacher advisors which allows for targeted interventions. Virtual and in-person support has increased for the 2025-26 school year.	The district-aligned online curriculum has expanded instructional support within the platform, helping improve student success. Bi-weekly teacher check-ins have also strengthened student connections and support timely identification of needs and appropriate interventions.

Critical Thinking Goals – Data Review:

	Current State:	Desired State:
KSA Math	33% of current students are scoring at level 1. 50% of current students are scoring at level 2. 11% of current students are scoring at level 3. 5% of current students are scoring at level 4.	Continue to decrease the number of students scoring at level 1. Move students scoring at level 2 to higher scores. Continue to increase students scoring at level 3 & 4.
KSA Science	16.67% of current students are scoring at level 1. 33.3% of current students are scoring at level 2. 16.6% of current students are scoring at level 3. 33.3% of current students are scoring at level 4.	Continue to decrease the number of students scoring at level 1. Move students scoring at level 2 to higher scores. Continue to increase students scoring at level 3 & 4.

Critical Thinking Rubric	2024-25 school year was the first year we completed the strategic plan rubrics	Due to the small sample size, we were not able to get measurable data.
Other Data	Online district aligned curriculum provided different levels of support for students. Updated AI and tutoring were loaded within the platform for the 25-26 school year. There were opportunities for one-on-one instruction whether in-person or virtual. Students have bi-weekly support through teacher advisors which allows for targeted intervention. Virtual and in-person support has increased for the 2025-26 school year.	The district-aligned online curriculum has expanded instructional support within the platform, helping improve student success. Bi-weekly teacher check-ins have also strengthened student connections and support timely identification of needs and appropriate interventions.

Behavior and Social-Emotional – Data Review:

	Current State:	Desired State:
Social Emotional Behavior Offenses	The 24-25 school year had two referrals. Currently zero referrals for the 25-26 school year.	Maintain relationship building so students experience decreased stressors
Chronically Absent	2024-25 rate is 68.06%. Targeted individual students and developed support plans which include timely teacher interventions, community resources and frequent check-ins	Target is to decrease the 2025-26 rate by 10% through student support meetings, timely teacher interventions and partnering with community resources
Self-Directed Learning Rubric	2024-25 was the first year we completed the strategic plan rubrics	Due to the small sample size, we were not able to get measurable data.
Other Data		

State Outcomes – Data Review:

	Current State:	Desired State:
Civic Engagement/ IPS	Every student has an Individual Plan of Study (IPS), which is reviewed biannually or as requested by the student or staff. Teacher advisors meet bi-weekly with students to review IPS goals, complete Xello activities, explore career opportunities, and address barriers to learning. Weekly civic engagement opportunities are available for students, including volunteer experiences, club involvement, field trips, and service-oriented activities.	To see a 20% increase in the number of student participants in club activities, civic engagement and volunteer opportunities.

Graduation Rate	Moved from a 21.4% four-year cohort graduation rate to a 42.1% four-year cohort graduation rate. Our 2024-25 graduating class had an 89% graduation rate.	To see continued improvement to student success with targeted interventions. Increasing graduation rate by 10%
Postsecondary Effectiveness	Teacher advisors meet bi-weekly with students to review IPS goals, complete Xello activities, explore postsecondary options, and discuss barriers to learning. Increased check-ins have contributed to higher graduation rates and greater pursuit of postsecondary goals.	To see students accountability increase in planning for more long-range goals beyond secondary. Develop a postsecondary tracking system to collect data on student success in regards to employment, credentials, and outcomes.

Use the chart below to record needs and/or actions for each area that will support your school improvement work and impact student performance. The needs assessment for each school will be reviewed by the Board of Education as part of the annual budget decision process.

KESA Fundamental & SI Structures	Need Areas		
	Academics	Behavior	SEL
Standards Alignment (KESA Focus Fundamental)	All graduation-required courses (except electives) have been aligned to state standards.	Due to virtual instruction, no additional needs are identified.	Curriculum designed to be implemented in a virtual setting (whereas Character Strong has a class discussion format).
Professional Learning	Staff needs professional development on adapting IEP and 504 instructional materials.	Due to virtual instruction, no additional needs are identified.	Staff need targeted training that addresses most current needs (perseverance, maturity, communicating professionally, self-regulation).
Professional Collaboration	Staff have a set PLC time and need to continue collaborating on learning intentions and success criteria.	Due to virtual instruction, no additional needs are identified.	Staff would benefit from professional collaboration either in-district or outside of the district to brainstorm ways to connect with students for increased student success.
Tiered System of Support	Tier 1 - provide all resources and instruction for all students. Tier 2 - offer open tutoring sessions and access to direct instruction either in-person or virtually. Tier 3 - conduct individual meetings and implement targeted plans with follow-up.	Additional support to conduct in-home intervention.	Additional support to conduct in-home intervention.

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	Additional support to conduct in-home intervention.	Need timely updates on community resources to help staff effectively support families.
Resource Allocation	Need social worker support to assist with targeted interventions.	Need social worker support to assist with targeted interventions.	Need social worker support to assist with targeted interventions.

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?
- Continued attention to social-emotional support and resources are critical in a secondary virtual setting, where students may experience isolation or disengagement. Consistent check-ins and relationship-building are already in place through teacher advisory. However, access to a school counselor, social worker, or school psychologist would help strengthen student connection, engagement, and overall success. - The greatest challenge is engagement. When students and families are engaged in learning, students are better positioned to reach higher levels of proficiency. SVIA continues to explore flexible scheduling and virtual meeting options to strengthen student and family engagement. - Students struggle to shift from a fixed mindset focused on immediate needs to a growth mindset that embraces possibilities beyond their current situation. - Recognizing that a student's path to success is not always linear and that some students need flexible options to pursue their goals. - Staying the course with staffing, programming, and educational opportunities that support continued growth across the system. This will help position the virtual option as a trusted alternative with learning aligned to rigorous standards.