



EUDORA SCHOOLS

OUR PROMISE

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

2025-2026 Needs Assessment
2026-2027 Budget Considerations

PK-12
1733

STUDENT HEADCOUNT

K-12 ~ 1607 students
K-12 ~ 1645 with DeSoto students

K - 2nd

1:1 iPads

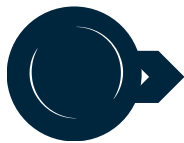
K - updated iPads 2026

3rd - 8th

1:1 Chromebook

9th - 12th

MacBook Neo 2026



Students Qualifying for Free and Reduced Lunch

32%

Percentage of Students Served
with an IEP

363

includes gifted and speech only

311

without gifted

Students Enrolled in
ELL Services

< 2%

Pupil to Teacher Ratio

1:14

118 K-12 Teachers

1:21

at EES 5 sections in K-3rd and 5th
6 section is 4th
648 students in 2025-2026

10.6%

District Chronic
Absenteeism Rate
AMOSS 2026

94%

Attendance Rate
AMOSS 2026

96.2%

Graduation Rate
Data Central 2025

**ELA
State
Results**

50%

Level 3 and 4
unofficial

1%

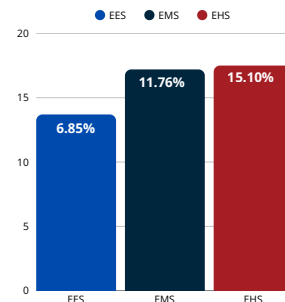
Dropout Rate
Data Central 2025

**MATH
State
Results**

48%

Level 3 and 4
unofficial

Building Chronic Absenteeism

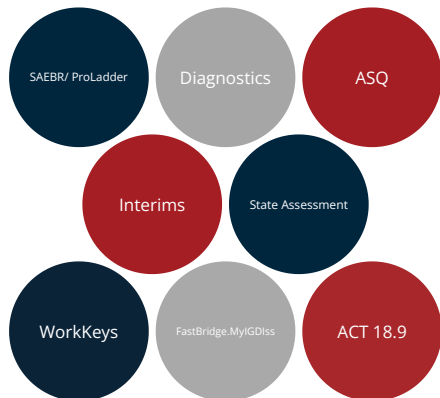


AMOSS 2026 unofficial

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.



EUDORA SCHOOLS

OUR PROMISE

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

#EudoraProud

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



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 24 and 30 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.



24 Month Strategic Plan Focus

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.

24-month Target: August 2026

- Review and/or Purchase HQIM: K-12 Math, K-12 HGSS, K-12 Science, 9-12 ELA, 6-12 Intervention Resources Math/ELA (SA,QI)
- Sustain and be responsive to ongoing PD: PLC, high-quality instruction, HQIM resource training for core content, HQI PD (SA,QI)
- Sustain Walkthrough Practice and Improve Feedback (SA,QI)
- Sustain utilization of EduClimber dashboard (data review) during PLCs (SA,QI, BA)

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](#).

24-month Target: August 2026

- Leadership Development PD for staff and admin continued (SA,QI)
- Sustain walkthrough data reviews, celebrate practices, identify district/building focus areas to be supported with PD (SA,QI, SL, BA)
- Continue implementation of HR Strategic Plan
- Review strategic plan progress and dashboard quarterly (BA,QI, SA)

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.

24-month Target: August 2026

- Design 2026-2027 PD Calendar and identify training needs related to High-Quality Instruction, Standards Alignment, Balanced Assessment, and Structured Literacy - building coherence (SA,QI, BA, SL)
- Monitor structured literacy instruction through "Look For" tools (Curriculum-Based "Look Fors" and/or KSDE "Look Fors" that support quality instruction)
- Adhere to practices and routines embedded in HQIM and uphold the integrity of HQIM (SL,QI). FOCUS January - August 2-26: ELA, Math, vocabulary routine, math fluency practice, and walkthrough tool areas identified through district/building-level data reviews.
- Use engagement survey data and respond to the 5 lowest identified areas (SA, QI, BA)

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.

24-month Target: August 2026

- Sustain implementation of daily PLCs and follow-through measures/feedback loops
- Sustain implementation of PD focused on building instructional coherence and improving instruction (SA,QI,BA)
- Continue enhancing the feedback loop system for clear messaging and consistency (SA, QI)
- Monitor and sustain quality PLC practices (QI) (Uphold Norms, Questioning, Use Collaborative Inquiry Cycles and PLC+ Practices)

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.

24-month Target: August 2026

- Create a workgroup to discuss grades/ report card system w/teams
- Conduct standards alignment review (SA, QI)
- Provide Powerschool training to all elementary staff for improved practice on reporting of standards (SBG) (SA, BA)
- Continue to develop a system for designing formative assessments and common formative assessments (BA)
- Refine pacing guides across content areas (SA,QI,BA)

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.

24-month Target: August 2026

- Complete a district comprehensive communication plan
- Continue to build community partners and strengthen current partners for work-based learning opportunities (QI)
- Continue to improve and sustain identified evidence-based practices to address absenteeism with TASN support (BA, QI)
- Review goal setting with students and share growth with families (SA, QI)
- Implement recognition of student growth in performance areas at each building (SA, BA)
- Improve communication with families (FAS, ACT, Work Keys, PTC, MTSS) (BA)
- Increase family engagement (ASQ, Xello, MTSS communications) and participation in the engagement survey to better strengthen family partnerships
- Sustain opportunities through Cardinal U for an increase in MVAs (QI)

Fundamentals and Strategic Plan Focus Area

Structured Literacy

Standards Alignment

Balanced Assessment

Quality Instruction

Foundation of School Improvement and Instructional Excellence Focus Area within Strategic Plan

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)



Focus Areas with Metrics

 CULTURE OF BELONGING	 INSTRUCTIONAL EXCELLENCE	 FUTURE PREPARED
Kindergarten Readiness Kindergarten readiness is achieved through high-quality early childhood education and partnerships with all families. • Metric: ◦ Participation in ASQ (ELC and EES -K)	Standards Alignment Lessons, instruction, and materials are aligned with Kansas standards, ensuring all students have equitable access to reach their full potential. • Metrics: ◦ GVC development/implementation ◦ PD timeline	Individual Plans of Study 100% of 6-12 grade students update their Individual Plans of Study annually, reflecting academic goals and future plans. • Metrics: ◦ Xello results: % of students on track ▪ Portfolio development
MTSS All students have access to personalized support that addresses their individual needs in literacy, math, behavior, and social-emotional learning. • Metrics: ◦ FastBridge and MyIGDIs academic results ◦ SAEBRS and MyIGDIs ProLadder results	High Quality Instruction All students will develop essential grade-level reading, writing, speaking, listening, and thinking skills across disciplines through high-quality instruction. • Metrics: ◦ FastBridge Results/MyIGDIs ◦ State Assessment Results/KELPA ◦ Walkthrough Report ◦ PD Goals achieved	Market Value Asset All students graduate from high school with a minimum of one Market Value Asset. • Metrics: ◦ Number of Concentrators, Completers ◦ 9+ college credits (and beyond) ◦ WBL: % of students ◦ % of CTE experiences
Student Engagement 100% of students are engaged in co-curricular activities in middle and high school. • Additional Metrics: ◦ Chronic absenteeism ◦ mySAEBRS ◦ KCTC data	Balanced Assessment Student learning is assessed in various ways and data is used to adjust instruction, interventions, and practice. • Metrics: ◦ FastBridge Results/MyIGDIs (GROWTH) ◦ State Assessment Results/KELPA ◦ Interim	Graduation Rate 100% of students graduate from high school. • Metrics: ◦ Graduation Rate
Family Engagement Eudora Schools and families work together to support students' academic and social success. • Metrics ◦ PTC Attendance ◦ Family Engagement Survey	Structured Literacy Literacy instruction is aligned with the science of reading, striving for every third grader to read at grade level. • Metrics: ◦ Percentage of Eligible Staff Trained in Science of Reading ◦ 3rd grade proficiency results ◦ Vocabulary Routine Implementation	Postsecondary Success All students are prepared for the future they choose. • Metrics: ◦ Postsecondary Success rate
	Academically Prepared 100% of students are academically prepared through rigorous, standards-aligned instruction, and targeted support at each grade level. • Metrics: ◦ ACT results ◦ Work Keys ◦ State Assessments	