

BUILDING NEEDS ASSESSMENT



2023-2024 Building Needs Assessment for 2024-2025 Budget Considerations

Building Salina Virtual Innovations Academy (SVIA) Grades Served 6-12

Section 1: Student Needs	Response	Description
A. Student Headcount	52	9/29/23
B. Percentage of students with an active IEP	23%	
C. Percentage of students enrolled in English Language Learner (ELL) services	3.8%	
D. Percentage of students identified as At-Risk (Free lunch)?	58.4%	District total used due to this measure not being calculated for virtual programs.
E. Pupil-teacher ratio average	21 to 1	
F. Pupil-teacher ratio median	NA	Duties were shared across multiple teachers - all students belonged to all teachers.
G. Are the needs of foster care students being met? If not, what supports are needed?	Yes	
H. Are there gaps in student success among race/ethnicity student subgroups?	Yes	Due to the small population size, gaps among race/ethnicity groups can not statistically be reported. However, tested students in the program did show gaps compared to their comprehensive school peers.
I. Is there a tiered system of support to target reading growth?	Yes	Online curriculum provided different levels of support for students. There were opportunities for one-on-one instruction.
J. Is there a tiered system of support to target math growth?	Yes	Online curriculum provided different levels of support for students. There were opportunities for one-on-one instruction.
K. Are there local assessments to measure reading growth?	Yes	Online grading format has assessments to measure standards, which are comparable to district comprehensive school common assessments.

L. Are there local assessments to measure math growth?	Yes	Online grading format has assessments to measure standards, which are comparable to district comprehensive school common assessments.
M. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Current State: Critical Thinking inquiries, problem-based learning and study sessions are included throughout the year. Desired State: Include field trips/community collaborations/engagement throughout the year.
N. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		Current State: Ongoing review of student achievement with individualized targeted supports are in place to identify areas of curriculum deficiencies, intervention, and enrichment. Desired State: Become more targeted on specific student growth goals.
O. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Current State: Develop of specific strategic goals for Salina Virtual Innovations Academy. Desired State: Development of specific strategic goals for Salina Virtual Innovations Academy will be implemented and monitored by data analysis.

Section 2: State Board of Education Outcomes	Response	Description
<ul style="list-style-type: none"> How is social/emotional growth being measured? 		<p>Current State: In the virtual format, growth is measured by a tiered process for individual students through administration and staff check-ins, SIT meetings and attendance checks. Strategically respond to Tier 3 needs.</p> <p>Desired State: Develop a proactive process for on-going check-ins to be able to provide optimal support to engage students before disengagement.</p>

<ul style="list-style-type: none"> • What are the targets/goals related to social/emotional growth? 		<p>Social Emotional Growth Measures</p> <ul style="list-style-type: none"> • Students will have the social/emotional skills to achieve postsecondary success, as measured by a 15% decrease in the number of social/emotional behavior offenses by 2027. • Students will have the social/emotional skills to achieve postsecondary success, as measured by a 15% decrease in the number of students who are chronically absent by 2027. <p>Desired State: Greater fidelity by teachers to norm and monitor the measures that feed into chronic absenteeism and behavior.</p>
<ul style="list-style-type: none"> • How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners) 	NA	
<ul style="list-style-type: none"> • What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners) 	NA	
<ul style="list-style-type: none"> • How are successes of Individual Plans of Study being measured? 		<p>Current State: Individual Plans of Study have been developed for each student. Students are enrolled in Xello and tasked to complete the IPS lesson plans.</p> <p>Desired State: Complete IPS lesson plans at rate of 80% or higher; and utilize course planner at 100%.</p>
<ul style="list-style-type: none"> • What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12) 		<p>Current State: Complete a transcript analysis of previous years to determine barriers they may have as they enter SVIA.</p> <p>Desired State: Increase graduation, success, and effectiveness rates.</p>
<ul style="list-style-type: none"> • How are you ensuring students are civically engaged? 		<p>Current State: Students do not have school sponsored opportunities to participate in civic engagement activities.</p>

		Desired State: Increase school sponsored civic engagement by scheduling field trips and volunteer opportunities.
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Section 3: Curriculum Needs	Response	Description
A. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Current State: Summer school Desired State: Increase credit recovery options within the school year.
B. Are there appropriate and adequate instructional materials?	No	Current State: Adopted Accelerated Ed in the 2022-23 school year. Rigor is appropriate for grades 9-12. Researching a different instructional delivery model for grades 6-8 due to lack of offered courses and curriculum needs. Desired State: Continue to research effectiveness of Accelerated Ed in student success rates for 9-12. Adopt a new instructional delivery model for 6-8 by Fall of 2024. Research and train on instructional programs used for long-term suspended students and St. Francis
C. Is current technology appropriate? If no, what technology is needed to support the curriculum?	No	Current State: All students have Chromebooks but some programs within Accelerated Ed are not compatible with Chromebooks and therefore don't work. Cannot fully access full curriculum offered from AE. Desired State: Provide access to additional technology in order to fully support the online curriculum.

Section 4: Educational Capacities	Response	Description
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(pursuant to K.S.A .72-3218)		
A. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grades 10-12)	Yes	SVIA provides courses to meet all State Board of Education graduation requirements.
B. Is every child in your school provided at least the following capacities?		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	<p>Current State: Students have access to opportunities to develop these skills; but, due to the virtual delivery model, oral communication is limited.</p> <p>Desired State: Incorporate more speaking opportunities for students through staff and community interactions.</p>
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	<p>Current State: Students have access through curriculum and additional activities to develop these skills.</p> <p>Desired State: Greater connection to how the information transfers to real world civic engagement.</p>
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	<p>Current State: Students have access through curriculum and additional activities to develop these skills.</p> <p>Desired State: Extend current curriculum to include more project based learning.</p>
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	<p>Current State: The virtual environment relies heavily on self-report data regarding mental health and physical wellness.</p> <p>Desired State: Increase interaction with staff to provide visible learning/interactions in order to inform students' mental and physical wellness.</p>

5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	<p>Current State: Students have access through curriculum and additional activities to develop these skills.</p> <p>Desired State: Increase exposure to the community arts infusion program through the Salina Arts and Humanities.</p>
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.	Yes	<p>Current State: Students have access through curriculum and additional activities to develop these skills.</p> <p>Desired State: Allow students to be able to take vocational and advanced training courses as a part of their curriculum.</p>
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.	No	<p>Current State: Limited opportunities to students in a virtual environment.</p> <p>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.</p>

Section 5: Staff Needs	Response	Description
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 the content area being taught in said classroom, and meet the goals of the school?	No	There are a variety of barriers, such as appropriate licensure, number of candidates, and virtual staffing requirements, to hiring highly qualified staff.
B. How many classified support staff are currently employed?	.4	Clerical staff currently works 15 hours per week to assist administrative office clerical duties.
C. How many classified support staff are needed?	1	One full-time clerical staff is needed to cover registrar, business office, attendance and secretarial duties.

D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Support needs vary so the Administration will request support from other buildings or district office personnel as needed.
E. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Principal and staff have access to district-provided training as well as opportunities for professional development specific to the virtual environment.
F. What staff development is necessary for teachers to support student success and meet the school improvement goals?		Curriculum alignment training primarily, as well as access to district-provided training and opportunities for professional development specific to the virtual environment.

Section 6: Facility Needs	Response	Description
A. Is there adequate space for student learning?	Yes	
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	NA	Development of common space for students to come on campus for learning opportunities.
C. Are additional School Buses needed or any additional Routes needed?	NA	

Section 7: Family Needs/Community Relations	Response	Description
A. Do you have regular events to engage parents with teachers?	Yes	Participation has been limited in the past. The virtual staff will be working on ways to increase engagement with the learning coach (parent).
B. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?		Orientation meetings/training sessions, as well as “just-in-time” frontloading of information to learning coaches.
C. Do you have an active Site Council?	Yes	

D. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No	
E. What types of communication exists with families? Is it adequate?	Yes	<ul style="list-style-type: none"> ● Website ● Skylert ● Phone, in-person and email conversations
F. What types of communication/social media exists with your community? Is it adequate?		USD 305 has ongoing support for buildings to get information to the public through social media.

Section 8: School Data	Response	Description
A. Building Attendance Rate	NA	Attendance is monitored weekly through an online format and student reported offline learning logs. The reports show where students are spending academic time - online (active and inactive) and offline work. Will need to discuss academic progress vs time spent as a measurement of attendance.
B. Building Chronic Absenteeism Rate	68.52%	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.
C. District Chronic Absenteeism Rate	32.8%	
D. District Graduation Rate	86.6%	
E. District Dropout Rate	2.4%	
1. What is our building graduation rate	29.2%	This information was not provided due to SVIA being a new building instead of a program.
2. What is our building dropout rate?	18%	
3. What is our average comprehensive ACT score?	NA	This information was not provided due to SVIA being a new building instead of a program.

Section 9: Other Data	Response	Description
A. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		Challenges are primarily time-management, consistent student engagement and minimal learning coach support.
1. Can these be achieved with additional resources?	Yes	

2. Why or why not?		The knowledge and support to help families is available at the comprehensive schools and within the district, but it will require commitment and access for students and learning coaches (families) to take advantage of such support.
B. Additional building unique items:		SVIA has flexibility, but this also creates a mechanism of procrastination and non-engagement.

Section 10: Building Barriers Statement	Response	Description
A. The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment.		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.