BUILDING NEEDS ASSESSMENT

2022-2023 Building Needs Assessment for 2023-2024 Budget Considerations

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

Section 1: Student Needs	Response	Description
A. Student Headcount	83	
B. Percentage of students with an active IEP	19%	
C. Percentage of students enrolled in English Language Learner (ELL) services	2.5%	
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	16.6 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	With this small population size, apparent gaps among race/ethnicity groups are less likely to be statistically significant. However, the majority of 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	Project-based learning activities, study sessions, and field trips/community collaborations are included 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 state assessment data to identify areas of curriculum alignment, 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:** There are strategic plan goals for the district regarding proficiency levels. **Desired State:** Development of specific strategic goals for Salina Virtual Innovations Academy.

Section 2: State Board of Education Outcomes	Response	Description
● How is social/emotional growth being measured?		**Current State:** In the virtual format, growth was measured by individual students through administration and staff check-ins. **Desired State:** Develop a tiered process for on-going check-ins to be able to identify issues before they intensify; strategically respond to Tier 3 needs.
● What are the targets/goals related to social/emotional growth?		**Social Emotional Growth Measures** ● 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. **Desired State:** Greater fidelity by teachers to norm and monitor the measures that feed into chronic absenteeism and behavior.
• How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	NA	
• What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	NA	
• How are successes of Individual Plans of Study being measured?		**Current State:** Individual Plans of Study have been developed for each student. **Desired State:** Transition successfully to Xello; complete IPS lesson plans at rate of 80% or higher; and utilize course planner at 100%.
• What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		**Current State:** Students at SVIA did not meet the same rates of graduation or post-secondary completion. **Desired State:** Complete a transcript analysis of previous years to determine barriers they may have as they enter SVIA. Increase graduation, success, and effectiveness rates.
• How are you ensuring students are civically engaged?		**Current State:** Students had opportunities to participate in civic engagement activities. **Desired State:** Increase participation in civic engagement opportunities.

Section 3: Curriculum Needs	Response	Description
A. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		**Current State:** Summer school and credit recovery opportunities. **Desired State:** Increase credit recovery within the school year.
B. Are there appropriate and adequate instructional materials?	Yes	**Current State:** Adopted Accelerated Ed in the 2022-23 school year. **Desired State:** Continue to research effectiveness of Accelerated Ed in student success rates.
C. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	**Current State:** All students have Chromebooks. **Desired State:** Provide access to additional technology in order to fully support the online curriculum.

Section 4: Educational Capacities (pursuant to K.S.A .72-3218)	Response	Description
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	**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.	Yes	**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.	Yes	**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.	Yes	**Current State:** The virtual environment relies heavily on self-report data regarding mental health and physical wellness. **Desired State:** Increase interaction with staff to provide visible learning/interactions in order to inform students' mental and physical wellness.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	**Current State:** Students have access through curriculum and additional activities to develop these skills. **Desired State:** Increase exposure to the community arts infusion program through the Salina Arts and Humanities.
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	**Current State:** Students have access through curriculum and additional activities to develop these skills. **Desired State:** Allow students to be able to take vocational and advanced training courses as a part of their curriculum.
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	No	**Current State:** Limited opportunities to students in a virtual environment.

counterparts in surrounding states, in academics or in the job market.		**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.

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?	0	
C. How many classified support staff are needed?	1	One or more special education paraprofessionals are needed.
D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?		Due to the virtual nature of the courses, this is built into the curriculum provider or is provided by staff from other buildings.
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?	No	
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	- Newsletter - Skylert - Phone and email conversations
F. What types of communication/social media exists with your community? Is it adequate?	Yes	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		Attendance is monitored through an online format. We will need to address a mechanism that provides a more comprehensive view of attendance on a daily basis to indicate where students are spending academic time - online or offline work.

B. Building Chronic Absenteeism Rate	4.6%	The low 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	NA	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 low 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.