

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: Salina Public Schools	Bldg #	Grades Served:
School: Salina Virtual Innovation Academy	3023	K-12

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs		Notes
a. Student Headcount	119	
b. Percentage of students with an active IEP	21%	
c. Percentage of students enrolled in English Language Learner (ELL) services	2%	
d. Percentage of students identified as At-Risk (Free lunch)?	71%	
e. Pupil-Teacher Ratio Average	23.0	Varies by grade level.
f. Pupil-Teacher Ratio Median	30.0	Total students, not per class period.
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	No	Varies by specific need, but may include mental health, substance abuse, and social worker services
h. Are there gaps in student success among race/ethnicity student subgroups?		No state assessment scores available for 2020-21 school year as school opened the fall 2021.
i. Is there a tiered system of support to target reading growth?	Yes	
j. Is there a tiered system of support to target math growth?	Yes	
k. Are there local assessments to measure reading growth?	Yes	
l. Are there local assessments to measure math growth?	Yes	
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		No state assessment scores available for 2020-2021 school year as school opened the fall 2021.
o. Are there set targets/goals to move students out of proficiency		See above.
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition		Notes
a. How is social/emotional growth being measured?	Anecdotal measure based on observable student growth by individual teachers.	SAEBRS is provided for district-wide assessment beginning with the 2022-23 school year.

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b. What are the targets/goals related to social/emotional growth?	Students will have the social-emotional skills to be successful in their post-secondary goals as measured by a 5% decrease of social-emotional behavior offenses every year during the accreditation cycle.	District goal
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Multiple measures, such as the RDA, BAS and PAST, are used through grade 2 to determine and assess the readiness of kindergarteners.	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Students will be socially, academically, emotionally, and behaviorally ready for kindergarten as measured by a 6% increase of parents reporting “no concern” for both ASQ-SE2 and ASQ-3 by the end of the accreditation cycle.	District goal
e. How are successes of Individual Plans of Study being measured?	Measures include the number of students that complete 100% of their IPS on Xello.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Students will be successful in direction skill grit 3% of post-secondary effective rate.	
g. How are you ensuring students are civically engaged?	As part of our innovation focus and Project Based Learning professional development, teachers provide numerous opportunities for students to learn about and take on civic challenges through individual and group projects and experiences.	
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer school	
b. Are there appropriate and adequate instructional materials?	Yes	The board approved change in online curriculum provider.

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c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	
c. Is every child in your school provided at least the following		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
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	
7. 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	
SECTION 5: Staff Needs		Notes

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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?	Yes	
b. How many classified support staff are currently employed?	0	
c. How many classified support staff are needed?	1 or 2?	1 special education paraprofessional and part-time clerical/registrar support.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Additional counseling and social work support needed.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Project Based Learning, social-emotional, student and family engagement training for new staff, and continued professional development for returning staff.	
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	Students work primarily from home, but on-site space is available for group events and independent student help.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c. Are additional School Buses needed or any additional Routes needed?	N/A	Need busing only for field learning experiences.
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Parent orientation class, regular teacher communication of student progress with parents, and parent dashboard for online

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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?	Parent orientation class held at the beginning of each semester required of parents to attend. Tutorials and other resources made available to parents/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?	Email, text, video conferencing, in-person meetings, phone calls, home visits, social media	
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Skylert, Skyward Messenger	

SECTION 8: School Data	Notes
a. Building Attendance Rate	93.9% District data
b. Building Chronic Absenteeism Rate	19.6% District data
c. District Chronic Absenteeism Rate	19.6%
d. District Graduation Rate	90.8%
e. District Dropout Rate	1.4%

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)	Notes
a. What is our building graduation rate	90.8% District data
b. What is our building dropout rate?	1.4% District data
c. What is our average comprehensive ACT score?	19.3

SECTION 9: Other Data	Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Many virtual students struggle with mental health and social-emotional issues. These factors can contribute to low engagement by some students.
1. Can these be achieved with additional resources?	Yes

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<p>2. Why or why not?</p> <hr/> <p>b. Additional building unique items:</p>	<p>Additional social worker and counseling resources made available to virtual students would have a positive impact on our students.</p>	
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