



# Building Needs Assessment 2026-2027

**School:** Aspen Grove Elementary

**Principal:** Gretchen Anderson

**State School Code:** 1370

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- It is essential to ensure special education is fully funded by the state.
- A barrier we face is addressing ongoing staffing challenges in high-needs areas such as special education.
- It is necessary to provide staffing to best support students with behavioral and emotional needs.
- It is essential to maintain the full time social worker and the building substitute teacher to support student well-being and ensure consistent instructional coverage.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- In weekly PLCs, staff members focus upon standards alignment and identifying power standards in Math and ELA.
- In weekly PLCs, team members focus upon data cycles and use this data to drive instruction, including targeted small group instruction and the effectiveness of MTSS.
- Team members administer common assessments (95% End of Unit, 95% PSI, Heggerty, KITE mini-tests) and adjust instruction based on data.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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Even with a board-designed and approved budget, a precise timeline for each student to achieve all grade level proficiency markers on state assessments cannot be narrowly defined for the current population of over 22,000 students. Rather, school buildings and teachers continue to identify meaningful growth measures based on student assessment data ensuring a dynamic culture of learning and student success fueled by high levels of teacher collaboration. This student performance data is reviewed by the Board of Education on an annual basis allowing for monitoring of student growth on proficiency markers defined by state and other assessments.



# Building Needs Assessment 2026-2027

**School:** Blue River Elementary

**Principal:** Melissa Blevins

**State School Code:** 7786

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Kansas should fully reimburse Blue Valley for Special Education expenses.
- Preserve adequate staffing to support our students with support and interventions
- Maintain quality resources to support classroom instruction and curriculum.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Staff analyzes student data frequently to address students' skill deficits through targeted interventions.
- Teams analyze resources and strategies for intervention to best target the skill deficits.
- Students not meeting the benchmark are progress monitored regularly to determine intervention effectiveness.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (Yes or No. Explain if needed.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Yes or No. Explain if needed.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Yes or No. Explain if needed.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (Yes or No. Explain if needed.)

- 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 markets. (Yes or No. Explain if needed.)

- Yes

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# Building Needs Assessment 2026-2027

**School:** Cedar Hills Elementary

**Principal:** Cade Chace

**State School Code:** 0758

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- The main barrier to achievement relates to funding special education from the state and federal levels. The inadequate funding impacts all of our students and their abilities to reach grade level proficiencies.
- In the current budget climate, I believe that maintaining high quality instructional resources to support classroom instruction and curriculum is vital to providing the education our students need.
- With the state of the educator “pipeline” and lower numbers entering the field of education, continuing to focus on current retention of high quality educators and attracting new high quality teachers would help relieve a barrier to student success.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- All classroom teachers will participate in professional learning communities (PLC) where student data is analyzed and data informed decisions are made regarding instruction and the implementation of targeted intervention to fill instructional gaps.
  - PLC work will also work on new resource implementation, literacy standards, collaboration time, Amplify coaching visits, and vertical team opportunities will be provided during professional learning communities, professional learning, and collaboration time throughout the school year.
  - PLC teams will also review generic data from walk-throughs to reflect and make informed decisions guided by best practice.
- Cedar Hills administrative staff will complete walk-throughs focused on components of quality instruction in each classroom. This will provide an opportunity to also note strengths and growth areas in the classroom as well as conversation around action steps moving forward.
- The leadership team will meet monthly to assess the effectiveness of the professional learning, professional learning communities, and collaboration to plan and make any necessary changes to respond to and meet fluid building needs through building level feedback loops.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? *(Yes or No. Explain if needed.)*

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? *(Yes or No. Explain if needed.)*

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

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# Building Needs Assessment 2026-2027

**School:** Cottonwood Point Elementary

**Principal:** Kate Burrow

**State School Code:** 0783

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Fully funded special education would enable the district to allocate resources effectively and meet the needs of all students more effectively.
- Mental health and behavior supports for students to ensure safe and respectful school environments for both students and staff.
- Continued competitive pay for both certified and classified staff to recruit and retain highly-qualified staff members.
- Continued support for elementary teacher collaboration days to ensure teachers have adequate time to plan, collaborate and design high quality learning experiences for students.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- We meet weekly in PLCs, have consistent grade level pacing, and utilize power standards when available to ensure all students have access to rigorous Tier 1 instruction.
- We utilize district-adopted resources to anchor our instruction.
- We utilize student data to identify students in need of Tier 2 or Tier 3 interventions, monitor the effectiveness of the intervention via progress monitoring, and adjust interventions as needed.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (Yes or No. Explain if needed.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Harmony Elementary

**Principal:** Nate Kremer

**State School Code:** 0785

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Having a fully funded special education from the state of KS would help us to best use our resources to increase student learning and growth.
- Class sizes at Harmony are routinely large in many grades (especially 5th grade) and live at the top of the ratio. Having smaller class sizes, especially in the intermediate grades would better help us to meet student needs.
- A final barrier would be to help us preserve adequate staffing to support our students during our current budgetary challenges.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- We are working to align our instruction and assessments to standards, especially our BV identified power standards.
- HES is working hard to review student achievement data and respond with appropriate interventions and extensions so that learning is as personalized as can be.
- We are prioritizing relationships and connections with our students in a variety of ways with a goal of growing our students' overall sense of belonging at school to help educate the whole child.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

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# Building Needs Assessment 2026-2027

**School:** Hilltop Learning Center

**Principal:** Kendall Burr

**State School Code:** 0939

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- We have been lucky to find high quality teachers and therapists, however the number of quality candidates over the years to consider has decreased dramatically and we have to recruit heavily and consider/support candidates with alternative licensure.
- We struggle to fill classified positions, and struggle to stretch coverage when paraeducators are absent - which is more frequent than certified staff.
- We have found that parenting resources/supports/styles have changed over time, resulting in more students entering at 3, 4, or 5 with significant social-emotional needs.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Students with IEPs (majority of students) have individualized interventions within a developmentally appropriate curricular framework.
- Students who do not have IEPs benefit from the high quality curriculum and instruction, and have access to individualized problem solving.
- Curriculum and IEP goals are grounded in Kansas Early Learning Standards.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (Yes or No. Explain if needed.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Yes or No. Explain if needed.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Yes or No. Explain if needed.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (Yes or No. Explain if needed.)

- 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 markets. (Yes or No. Explain if needed.)

- Yes

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# Building Needs Assessment 2026-2027

**School:** Heartland Elementary

**Principal:** Annette Saucedo

**State School Code:** 7775

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Key barriers to ensuring all students achieve grade-level proficiency on state assessments include fully funding special education services to meet the needs of all learners. Maintaining adequate staffing during periods of declining enrollment and district budget shortfalls is also critical to sustain effective instruction and interventions. Additionally, continuing to recruit and retain high-quality educators is essential to provide consistent, high-level instruction that supports student success.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

To maintain student performance on state assessments, we focus on strong Tier 1 instruction, aligned assessments, and consistent progress monitoring.

PLCs begin each unit by identifying power standards and creating common assessments, while also conducting standards audits to ensure alignment with district curriculum and pacing. Our BLT has established clear expectations for high-quality core instruction, and PLCs calibrate performance levels (1–4) to ensure consistent scoring, especially in phonics.

Teachers provide a balance of whole-group instruction and targeted small-group support in reading and math. Ongoing progress monitoring through Acadience allows us to track student performance and adjust instruction as needed to maintain achievement.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (Yes or No. Explain if needed.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

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# Building Needs Assessment 2026-2027

**School:** Indian Valley Elementary

**Principal:** Kristin Venable

**State School Code:** 0780

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- **Sustained competitive compensation** for both certified and classified staff is essential to successfully recruit and retain high-quality personnel.
- **Full and adequate funding for special education** is critical to ensure that all students receive equitable access to a high-quality education.
- **A strong, competitive retirement system** is vital for retaining experienced and effective educators over the course of their careers.
- **Ongoing support for student-centered positions**—such as social workers, elementary building substitutes, and similar roles—is necessary to meet students’ diverse needs and to maintain continuity of high-quality instruction when teachers are absent.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Staff analyzes benchmark and progress monitoring data frequently to address students’ skill deficits.
- Targeted interventions are provided in reading and math based on skills needed determined by screeners and diagnostic assessments.
- Students not meeting the benchmark are progress monitored regularly to determine intervention effectiveness.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

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The specific needs identified by Blue Valley schools inform the development of the district budget for the 2026 – 2027 school year. Likewise, the building needs assessments articulate the importance of various variables which impact student programs, district success, and quality staffing. Removing

barriers to learning and allowing time for adequate adoption and implementation of resources and solutions takes time.

Even with a board-designed and approved budget, a precise timeline for each student to achieve all grade level proficiency markers on state assessments cannot be narrowly defined for the current population of over 22,000 students. Rather, school buildings and teachers continue to identify meaningful growth measures based on student assessment data ensuring a dynamic culture of learning and student success fueled by high levels of teacher collaboration. This student performance data is reviewed by the Board of Education on an annual basis allowing for monitoring of student growth on proficiency markers defined by state and other assessments.



# Building Needs Assessment 2026-2027

**School:** Leawood Elementary

**Principal:** Shelley Blackwell

**State School Code:** 0773

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- The state's failure to fully fund special education creates an ongoing and significant challenge for maintaining required services and supports.
- Currently, the absence of a qualified math interventionist at the building level impacts our capacity to deliver tiered math instruction with the same level of quality, consistency, and responsiveness that we provide in literacy.
- Ensuring adequate staffing remains a challenge amid declining enrollment and district budget constraints.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Staff members set, maintain, and communicate high expectations for all learners.
- All students are provided equitable access to grade-level content to support their learning.
- We use PLCs to intentionally review data and problem-solve around the four PLC questions to support student learning and effective instruction.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Lakewood Elementary

**Principal:** Kathleen Cigich

**State School Code:** 0756

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Special education must be fully funded to ensure that every student receives the services, support, and opportunities they need to succeed academically and thrive in their communities.
- Class sizes should be reduced because smaller classes allow for more individualized instruction, stronger student–teacher relationships, improved classroom management, higher academic achievement, and better support for diverse learning needs.
- Staffing levels must be preserved during periods of declining enrollment and maintained at adequate levels during district budget shortfalls to ensure student safety, instructional quality, and the continuation of essential educational services.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Professional Learning Teams are using progress monitoring data to effectively guide instruction and make instructional decisions based on student need.
- The leadership team developed a list of quantifiable measures that demonstrate quality instruction at both the whole group and small group instructional level with the use of power standards .

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Liberty View Elementary

**Principal:** Suzie Martin

**State School Code:** 0765

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Ensure all SpEd staff is funded and hired to support students in need.
- Ensure our student/teacher ratio allows for the best personalized and consistent experience. This is reflected through establishing conservative class-size limits.
- Recruiting and maintaining the highest quality teaching staff. This includes a healthy and professional bank of substitutes to provide consistent coverage when there is a staff member absence.
- Fund and maintain research-based and highly engaging core curricular resources in literacy, phonics, math and social-emotional learning

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Utilize PLC structure to:
  - Focus on Power Standards and common assessments during PLCs. Utilize year-long pacing guides/scope & sequences to ensure annual standards are taught within the course of that grade level.
  - Review unit and lesson data and provide reteaching and interventions for content lessons (reading and math). This allows for gaps and lagging skills to be directly addressed within current units.
  - Identify and include opportunities for extension (what does a 4 look like?) and what activities will accelerate complex thinking.
- Frequent progress monitoring of students through standard district measures which act as predictors for state assessments.
- Utilize district benchmark assessments and the CARE team process to collaboratively identify students who qualify for Tier II interventions. Define interventions and implement them with a measure marker to establish growth toward grade-level standards.
- Use KITE resources such as mini-tests to expose students to grade-level rigor and presentation of state standards within an assessment vehicle.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? *(Yes or No. Explain if needed.)*

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? *(Yes or No. Explain if needed.)*

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Morse Elementary

**Principal:** Charity Selber

**State School Code:** 0771

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- We need to ensure that our special education staffing remains adequate to both stay compliant with IEPs and to ensure that instructional time for all students is protected by having students with the highest needs sufficiently supported.
- Our newest teachers need more time devoted to their hands-on mentoring and professional development. This will ensure retention of high-quality educators as well as build distributed leadership across professionals as the years progress and a high percentage of our faculty will soon leave for retirement.
- The breadth of workload for our key building leaders - instructional design coach, counselor, and me as administrator - makes it difficult to be proactive in our systematic efforts, such as building-wide programming and data reviews. At times, our work is taken over by the “urgent” causing us to pause on other important work in prevention efforts.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Our grade-level PLC teams meet weekly and monthly during our professional collaboration days to review students’ response to tier one instruction as evidenced by curricular assessments.
- We have worked strategically this school year to increase our collaboration between grade-level teachers and academic support staff - reading specialist and special education teachers - ensuring that our most at-risk students are getting adequate levels of intervention for them to progress.
- Implementing a new anchor resource in ELA has allowed us to better align our ELA instruction with standards in both the word reading and language comprehension components of literacy development.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? *(Yes or No. Explain if needed.)*

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Mission Trail Elementary

**Principal:** Completed by Debbie Bond outgoing principal spring 2026

**State School Code:** 0777

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- It is important to recognize that next year MTE will be reduced to one sped position due to budget shortages. Fully funding special education would be very impactful.
- Retention and recruitment of quality staff in all areas, but particularly in the area of special education.
- The class size maximums are large, especially given the room sizes across the district. Smaller class sizes do allow for more personalization of learning.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Our staff is intentional with teaching the grade level standards and using real time data to direct instruction. We continue to use the state standards as the foundation for math/reading/science/social studies instruction. This was a challenge with a new ELA resource and we have discovered some standard gaps.
- MTE PLC teams intentionally previewed the standards taught using the ELA resource prior to each quarter.
- We have already met this current school year to determine the tweaks needed for the first quarter standards focus and assessments for next year.
- MTE teams meet vertically to transition students within the building.
- We provide high quality math and reading intervention for students needing support.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? *(Yes or No. Explain if needed.)*

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? *(Yes or No. Explain if needed.)*

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Oak Hill Elementary  
**Principal:** Keith Wohlgemuth  
**State School Code:** 0782

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Ensure full and sustainable funding for special education services to meet all student needs.
- Prioritize the preservation of staffing levels during periods of declining enrollment and ensure adequate staffing amid district budget constraints.
- Sustain access to high-quality instructional resources that effectively support classroom instruction and curriculum implementation.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Multiple modes of instruction are used and anchored in district approved resources and materials
- Intervention resources are used to provide skill based instruction to every student
- Utilizing Common Formative Assessments to drive instruction and gauge mastery of power standards

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (Yes or No. Explain if needed.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Overland Trail Elementary

**Principal:** Erica McDonald

**State School Code:** 0779

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Key barriers to overcome include strengthening behavioral support systems to maximize student access to instruction, ensuring adequate staffing in critical service areas such as psychology, occupational therapy, and speech-language services, and prioritizing the recruitment and retention of high-quality educators.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- In reviewing our state assessment data, we have committed to a consistent weekly PLC structure that allows grade level teams, interventionists (Reading Specialist, Counselor, Social Worker), and English Speakers of Other Languages teachers to routinely analyze student performance, identify trends, and plan targeted instructional supports for the classroom and within differentiated settings.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (Yes or No. Explain if needed.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Yes or No. Explain if needed.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Prairie Star Elementary

**Principal:** Stacey Sperry

**State School Code:** 7773

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- I would love to retain all staff. We should continue to offer competitive pay.
- We must ensure that the state fully reimburse the district for our special education costs for our students.
- We need to maintain high-quality instructional resources to support classroom instruction and curriculum.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- We use data- and evidence-based instructional strategies to meet the needs of all students.
- Our professional learning communities will utilize common assessment data to inform and refine instructional plans.
- During our professional learning, we will calibrate power standards, instructional approaches, and assessment criteria, including grading criteria.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (Yes or No. Explain if needed.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Yes or No. Explain if needed.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

It is not possible to determine an exact timeline or date by which all students within its total population will achieve grade level competencies as defined by state assessment outcomes. We do the right systems work to ensure we support our students and meet their needs so they experience personal growth and success while achieving or seeking to achieve competencies defined by state assessments.

A focus on continuous improvement is woven into the Blue Valley Strategic Plan. Through this work, a variety of needs have been identified which are key variables for individual student growth and overall organizational growth. The Board of Education values the emphasis placed on student learning and student success as demonstrated by the actions of our staff, administration, parents, and the larger Blue Valley school district community.

The specific needs identified by Blue Valley schools inform the development of the district budget for the 2026 – 2027 school year. Likewise, the building needs assessments articulate the importance of various variables which impact student programs, district success, and quality staffing. Removing barriers to learning and allowing time for adequate adoption and implementation of resources and solutions takes time.

Even with a board-designed and approved budget, a precise timeline for each student to achieve all grade level proficiency markers on state assessments cannot be narrowly defined for the current population of over 22,000 students. Rather, school buildings and teachers continue to identify meaningful growth measures based on student assessment data ensuring a dynamic culture of learning and student success fueled by high levels of teacher collaboration. This student performance

data is reviewed by the Board of Education on an annual basis allowing for monitoring of student growth on proficiency markers defined by state and other assessments.



# Building Needs Assessment 2026-2027

**School:** Sunrise Point Elementary

**Principal:** Jamie Peemoeller

**State School Code:** 7790

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be addressed at SPE include ensuring that special education is fully funded and managing class sizes to keep them conducive to quality instruction. It is also critical to preserve staffing levels during periods of declining enrollment and to ensure adequate staffing during district budget shortfalls in order to maintain a positive work environment for both staff and students. Additionally, the school must continue to maintain high-quality instructional resources that are aligned to curriculum expectations and aligned standards. Finally, ongoing efforts to recruit and retain high-quality educators are essential to sustaining both strong instruction and a supportive school culture.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

In reviewing state assessment data, we are intentionally focusing on quality instruction, a positive work environment, and aligned standards to ensure all students maintain or improve their performance. This is done weekly in our PLC conversations. We prioritize quality instruction by using data to inform small group instruction, reteaching strategies, and targeted interventions that meet individual student needs. At the same time, we foster a positive work environment where teachers collaborate regularly, share effective practices, and feel supported in adjusting instruction based on student data. Additionally, we ensure aligned standards by tightly connecting our curriculum, pacing guides, and assessments to state expectations so that instruction remains focused and consistent across grade levels. Through this comprehensive approach, we are able to monitor progress and respond proactively to support all learners.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Sunset Ridge Elementary

**Principal:** Mary Riley

**State School Code:** 7788

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- We have had an increase in the number of students with IEPs who are moving into Blue Valley. We need for the state to fully fund special education so we can adequately provide those students with the services they need.
- Continue to prioritize keeping and recruiting high-quality staff.
- More students are entering school with significant behaviors. These behaviors affect all of the students in those classrooms and make it hard for students to learn.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- All teachers use **district curriculum** documents to plan instruction and use formative assessment that is focused on **grade level standards** and **district -provided instructional resources** .
- Grade level teams review **priority standards** and determine unit **pacing** at the beginning of each quarter in PLC. Grade level teams, SPED, and other education staff engage in **vertical discussions** focused on standards, pacing, and instruction during Collaboration and PL days.
- Teachers in grades 3-5 implement **KITE ELA Interim assessments** (fall & winter) and **KITE Math mini -tests** (1/unit), review the data in PLC, and work as a team to address student gaps/needs through whole group and/or small -group instruction for **targeted standards** .
- Teachers consistently implement **small skill -based groups** based on screening and diagnostic data and formative assessment (Tier 1 and Tier 2/3); progress monitor and review data on a regular cycle via PLC.
- Principal provides time for **communication and collaboration** between classroom teachers, SPED, and other education staff via Collaboration days, PLC cycles, PL days, etc.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? *(Yes or No. Explain if needed.)*

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? *(Yes or No. Explain if needed.)*

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Stilwell Elementary

**Principal:** Lisa Thompson

**State School Code:** 0774

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Large class sizes present a significant barrier to students achieving at grade level. When class sizes exceed recommended levels, teachers have less capacity to provide individualized instruction, timely feedback, and targeted interventions that many students—particularly those who are struggling academically, receiving special education services, require to succeed.
- Critical barriers to overcome at this school include fully funding special education services, maintaining competitive pay to support and retain staff.
- Difficulty recruiting and retaining high-quality educators presents a barrier to student success, as staff turnover and vacancies reduce instructional stability.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Teachers regularly analyze common and formative assessment results to identify strengths, monitor trends, and pinpoint areas where students may need continued reinforcement. This data is used to guide instructional planning, ensuring alignment with state standards and consistency across grade levels.
- Collaboration is also central to our approach. Teachers engage in regular data discussions and professional learning communities to share effective practices and align expectations. We continue to support students through differentiated instruction, small-group support, and strategic use of staff resources to ensure equitable access to learning.
- To support all learners, we prioritize strong Tier 1 instruction by implementing high-quality, research-based teaching strategies and maintaining a guaranteed and viable curriculum. Ongoing formative assessments are used throughout the year to monitor student understanding and make timely instructional adjustments.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? *(Yes or No. Explain if needed.)*

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? *(Yes or No. Explain if needed.)*

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Stanley Elementary

**Principal:** Holly Mosimann

**State School Code:** 0768

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- We need improvements to KPERS 3 to retain high quality staff.
- We need to continue to focus on competitive pay to encourage educators to choose Blue Valley.
- We need full funding for special education to meet the needs of all students.
- It is essential that we continue to provide full time social workers for elementary buildings.
- It is essential to continue to have full time building subs for each elementary building so that quality instruction can continue when teachers are out of the building.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- To maintain scores, students are receiving quality instruction within both large groups and more data driven small groups.
- Students are receiving intentional support and interventions based on frequent and systematic progress monitoring.
- Students are engaging in rigorous activities rooted in quality district resources.
- We are continuing to review and utilize KITE resources to make sure our students are prepared for the rigor of the state assessment.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (Yes or No. Explain if needed.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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population of over 22,000 students. Rather, school buildings and teachers continue to identify meaningful growth measures based on student assessment data ensuring a dynamic culture of learning and student success fueled by high levels of teacher collaboration. This student performance data is reviewed by the Board of Education on an annual basis allowing for monitoring of student growth on proficiency markers defined by state and other assessments.



# Building Needs Assessment 2026-2027

**School:** Timber Creek Elementary

**Principal:** Tara Walrod

**State School Code:** 0759

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

A major challenge is fully funding special education. Serving students with disabilities requires significant funds, specialized staff, and targeted support especially for those with challenging behaviors who need individualized plans, counseling, and trained personnel.

We must also invest in high-quality instructional materials that align with our curriculum and rigorous standards. Well-designed curricula, current textbooks, standards-aligned digital resources, and formative assessments enable coherent, challenging instruction, support differentiation, and allow consistent pacing.

Finally, smaller class sizes improve outcomes. They let teachers give individualized feedback, monitor progress, and apply interventions sooner.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

PLC/Collab time to ensure that instruction, materials, and activities are aligned with the standards, carefully selecting activities that directly support the standards being taught.

Research shows student engagement increases retention by up to 80%. All staff collaboration days include time for teachers to “make it and take it”. Activities focus on quick, low preparation activities and engagement strategies that maximize learning time.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Valley Park Elementary

**Principal:** Emily Gill

**State School Code:** 0772

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

Please fully fund special education so more money can be spent supporting core instruction. It is critical to have support in our building that can help support academics and behavior. By fully funding special education it would allow for funds to be spent to lower class sizes and support small group instruction.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Vertical alignment of instruction and priority standard
- Frequent progress monitoring
- PLC teams that are flexible to respond to data
- Common assessments
- Engagement strategies
- Tiered support for math, reading, and behavior; Responsive interventions based on data
- Walk-throughs to assess implementation of initiatives

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (Yes or No. Explain if needed.)

Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Wolf Springs Elementary

**Principal:** April Rottinghaus

**State School Code:** 0937

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Fully funding special education is a priority to meet students' needs.
- Continuing to support competitive salaries for staff to maintain and recruit high-quality teachers.
- We need to maintain high-quality instructional resources that will support and align with our curriculum.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- We will continue weekly PLCs focused on standards alignment and pacing.
- Grade levels will create common lesson plans with clearly stated objectives and standards.
- Teachers will utilize the instructional materials approved by the district.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? *(Yes or No. Explain if needed.)*

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? *(Yes or No. Explain if needed.)*

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Aubry Bend Middle

**Principal:** Chris Legleiter

**State School Code:** 0823

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

**Some of the key barriers that must be overcome at this school include:**

- Keeping class size at a reasonable level to maximize teacher to student learning.
- Maintain quality resources to support classroom instruction and curriculum.
- Retain our exemplary staff and attract quality educators when there is an opening in our building.
- The state should fully reimburse Blue Valley for Special Education expenses

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

**Reviewing state assessment data, what steps are you taking for all students to maintain their scores?**

- Each student completes goal setting throughout the year as a result of diagnostic testing to focus on their individual growth.
- Students continuously reflect on their individual goals and progress on learning.
- Teachers are teaching the Kansas standards and use formative assessments to respond to academic needs.
- School framework expectations are consistently reviewed with students quarterly to ensure student learning is a top priority.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

It is not possible to determine an exact timeline or date by which all students within its total population will achieve grade level competencies as defined by state assessment outcomes. We do the right systems work to ensure we support our students and meet their needs so they experience personal growth and success while achieving or seeking to achieve competencies defined by state assessments.

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# Building Needs Assessment 2026-2027

**School:** Blue Valley Middle

**Principal:** Bryan Salsgiver

**State School Code:** 0776

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- **Full Funding for General and Special Education**  
Ensuring full and consistent funding for public education is critical to maintaining high-quality instruction, competitive staff compensation, and adequate resources for all students. Predictable funding enables districts to engage in strategic long-term planning and sustain impactful programs that support student success.
- **Class Size and Student-Teacher Ratios**  
Maintaining low student-teacher ratios in core academic areas is essential for providing individualized instruction and meeting the diverse needs of students. While current class sizes align with Board of Education guidelines, preserving these ratios is increasingly important as student needs grow in complexity.
- **KSDE Licensure**  
Addressing challenges related to Kansas State Department of Education (KSDE) licensure requirements is essential to maintaining a strong pipeline of qualified educators. Streamlining certification processes and reducing barriers to licensure will help attract, support, and retain high-quality professionals in the field of education.
- **Teacher Recruitment and Retention**  
Recruiting and retaining highly qualified educators across all content areas remains a top priority. To stay competitive, districts must continue to offer attractive salaries, comprehensive benefits, and supportive working conditions that value and sustain educators.
- **Specialized Academic Support**  
Improving student outcomes in reading and math requires targeted, specialized support. Expanding access to reading and math intervention specialists at the building level will provide students with the focused instruction needed to close gaps and accelerate learning.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Through our weekly Admin PLC groups we often review student data and have created a building-wide consistent goal setting sheet for students that help students and staff see fall, winter and spring data. Teachers work with students during class and flex to set some goals

and stretch goals as we move through the assessment windows. Students take time to reflect on their own growth or lack thereof and set new goals.

- Teachers use their PLC Team time to review formative and summative data, then develop lessons that include Tier 1 and Tier 2 interventions.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? *(Yes or No. Explain if needed.)*

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? *(Yes or No. Explain if needed.)*

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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growth and success while achieving or seeking to achieve competencies defined by state assessments.

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# Building Needs Assessment 2026-2027

**School:** Harmony Middle

**Principal:** Nate Winslow

**State School Code:** 0784

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Fully funding SPED is an important barrier that we have to overcome every year.
- Continuing to recruit and retain high quality educators is a barrier we have to overcome.
- Maintaining high quality instructional resources to support classroom instruction and resources.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- We use the KAP interim assessments and mini tests to prep students for the state assessments.
- We use flex to differentiate learning in math and literacy for all students.
- Our staff has prioritized aligning classroom instruction to state standards and using data to inform future instruction.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (Yes or No. Explain if needed.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Yes or No. Explain if needed.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Lakewood Middle

**Principal:** Lisa Stolper

**State School Code:** 0757

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- The state must fully fund special education so that our district funds can be maximized in all areas to support learning for all students we serve
- In an attempt to personalize instruction that meets the needs of students with varying skills, we need to maintain reasonable class sizes in both core and elective classes
- During this time of declining enrollment, we must maintain adequate staffing in our building to meet the needs of all students and maintain current levels of support

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Utilize professional learning time to focus on aligned standards and formative assessment
- Create opportunities for vertical alignment within content teams to ensure that the state standards are being instructed adequately across grade levels
- Ensure all teachers get uninterrupted PLC time weekly to review student data and progress

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (Yes or No. Explain if needed.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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learning and student success fueled by high levels of teacher collaboration. This student performance data is reviewed by the Board of Education on an annual basis allowing for monitoring of student growth on proficiency markers defined by state and other assessments.



# Building Needs Assessment 2026-2027

**School:** Leawood Middle

**Principal:** Ryan Colburn

**State School Code:** 0778

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Special Education needs to be fully funded to support students.
- Continue staffing during declining enrollment to keep providing opportunities for students.
- Continue investigating competitive pay to retain quality educators.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- We continue to look at diagnostic data from assessments to ensure progress is happening throughout the year.
- Use of KITE mini assessments to ensure proper test taking skills and exposure to state assessment formats.
- Daily quality classroom instruction and support through professional learning to ensure continued progress.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (Yes or No. Explain if needed.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Yes or No. Explain if needed.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Oxford Middle

**Principal:** Jon Holsapple

**State School Code:** 0767

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Fully funding Special Education is critical for the continued success and growth of our students.
- Recruiting and retaining high quality educators while providing high quality professional learning opportunities
- Class size considerations are critical to ensure the continued success for all students

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Use Backward Design to Plan Standards-Based Instruction tailored to Summative Assessment
- Teachers will intentionally integrate district-approved resources to ensure student access to grade-level standards and content
- Utilization of the the Kansas State Assessment practice assessments to analyze the needs of our students through formative assessment data protocols
- Teams will create and use common formative assessments throughout the unit to measure mastery of learning objectives

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? *(Yes or No. Explain if needed.)*

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? *(Yes or No. Explain if needed.)*

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Overland Trail Middle

**Principal:** Trent Stern

**State School Code:** 0781

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Maintaining and recruiting high-quality staff to ensure the diverse needs of students are being met despite declining enrollment.
- Fully funding special education to meet the unique programming needs of students including interrelated resource, intensive resource, and Navigator (center-based) programs.
- Ensuring that class size remains appropriate to adequately address the needs of students including general education, special education, and English language learners.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Staff will utilize a backwards design approach to lesson/unit design, aligning standards with instructional pedagogical practices to support data review cycles.
- Provide staff with professional learning opportunities to identify and develop differentiation plans to meet the needs of diverse learners.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (Yes or No. Explain if needed.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Pleasant Ridge Middle

**Principal:** Phoebe Lewis

**State School Code:** 7787

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Provide high quality education for students with increased class sizes due to budgetary shortfalls
- Hire and keep staff who meet our building vision and mission to reach all students
- Meet the needs of our students with IEPs given the special education funding shortfall

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- **Data-Driven Instruction:** Teachers regularly analyze assessment and classroom data from their formative assessments and summative assessments. We meet on this regularly through our administration PLC.
- **Targeted Interventions:** Students receive additional support through small-group instruction, intervention blocks, and individualized learning plans based on their specific needs. We have put in place a tier 2, and a tier 3 through our 45 minute flex time.
- **Curriculum Alignment:** Instruction is closely aligned with state standards to ensure students are consistently exposed to tested content and skills. This year we have really focused on, unpacking the standards and making sure they are using backward design when planning lessons.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Prairie Star Middle

**Principal:** Eric Rembold

**State School Code:** 7776

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Recruit and retain high-quality staff with quality staff development and competitive compensation
- Special Education funding shortfall
- Continue to provide staffing allocations to keep class sizes manageable

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Building-based PD and school wide expectations related to differentiation in the GenEd setting
- Consistent review of MyPath and Amplify data to target specific skill deficiencies
- Weekly Skill Reviews at all grade levels (math) to ensure spiraling of concepts

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? *(Yes or No. Explain if needed.)*

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? *(Yes or No. Explain if needed.)*

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Wolf Springs Middle

**Principal:** Courtney Domoney

**State School Code:** 1527

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Special Education must be fully funded in order for our school to provide the necessary interventions and have adequate staffing for all student learning and behavioral needs.
- WSM needs to preserve adequate staffing to offer all courses offered in the district.
- Class sizes are a barrier we must overcome due to the new schedule and staffing model in middle school.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- We will look at our incoming assessment data for all students as a new school to determine baseline ability and need. This data will be reviewed by teams and monitored in SST meetings to determine placement in MTSS tiers.
- WSM will provide math and reading strategies courses for students who need Tier III instruction.
- WSM will monitor student screener scores for BSEL and provide interventions to support behavioral and social emotional needs.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (Yes or No. Explain if needed.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** 18-21 Program/GEAR

**Principal:** Erica Warren

**State School Code:** N/A

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Fully fund Special Education Resources and Supports
- Continue to recruit and retain high quality educators
- Research and staff development on new approaches at behavior management

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Full team review of student and district data for alignment with district strategic plan
- Exploration on wide variety of ways to help address learning gaps and differentiate instruction
- Collaboration with home schools for identifying and addressing academic gaps

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? *(Yes or No. Explain if needed.)*

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? *(Yes or No. Explain if needed.)*

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Blue Valley Academy

**Principal:** Scott Kreshel

**State School Code:** 7789

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Fully fund Special Education Resources and Supports
- Funding for At-Risk programming
- Retention strategies of qualified educators
- Growing class sizes
- Preserving staffing during declining enrollment

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Team review of district data and alignment with strategic plans
- Staff development to review scores and problem solve learning gaps
- Review of strategies to increase interest and motivation of student testers

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (*Yes or No. Explain if needed.*)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (*Yes or No. Explain if needed.*)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (*Yes or No. Explain if needed.*)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Blue Valley High School

**Principal:** Charles Golden

**State School Code:** 0770

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- KS must fully reimburse the school district for the costs associated to special education services.
- Ensure adequate staffing during budgetary shortfalls.
- Continue to recruit, retain, and develop high-quality teachers.
- Maintaining class sizes that allow for appropriate instructional differentiation and accommodations, especially for students receiving special education services.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Understanding students' current- and previous-semester achievement levels.
- Focusing ELA, Math, Science and Social Studies teams on the power standards tied to key Kansas assessment areas
- Leveraging practice opportunities and interim assessment data to guide instructional decisions and support continuous progress toward KAP proficiency benchmarks.
- Increasing instructional impact through the incorporation of research-supported teaching and learning strategies (e.g., Hattie, AVID's WICOR), with support from an instructional coach, department chairs, and administrators, as needed.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Blue Valley North High School

**Principal:** Tyson Ostroski

**State School Code:** 0769

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Fully funded SPED services from the state are extremely necessary to meet our students' needs who have Individual Education Plans.
- Ensuring adequate staffing during our district's budget shortfall
- Maintain high quality instructional resources during our district's budget shortfall

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Weekly PLC meetings
  - Content and grade-level teachers will meet weekly to discuss curriculum alignment.
  - Departments will meet weekly to develop interventions to support students who are below district benchmark standards.
  - Collaboration with Instructional Design Coach
- Close Reading Strategies
  - Departments will collaborate with the library staff to implement close reading strategies throughout their class.
  - Building PL will focus on strategies that teachers can implement in their classes to foster literacy skills.
- Common formative assessments
  - By utilizing and developing common formative assessments, PLCs are able to monitor student progress through a collaborative process. This process will allow teachers to make informed decisions based on data.
- Collaborative Learning Environment
  - By creating a highly collaborative learning environment, teachers can support the diverse needs of all students, both academically and emotionally.
  - Utilize and implement close reading strategies across all content areas.
- All 9th and 10th-grade students will complete an IPS (Individual Plan of Study).
- School counselors will meet with all students during enrollment to ensure that they are

making progress on their individual plan of study.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? *(Yes or No. Explain if needed.)*

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? *(Yes or No. Explain if needed.)*

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Blue Valley Northwest High School

**Principal:** Leah Vomhof

**State School Code:** 7774

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- State legislature prioritizes full funding for special education
- Protect staffing levels even as enrollment declines and budgets tighten
- Provide teachers and students with high-quality, impactful instructional resources

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Deep Commitment to High Quality PLCs (based on DuFour's work)/[BVNW Learning Cycle](#)
  - a. Diagnosis - FastBridge Data (aReading/AutoReading)
  - b. Standards Alignment
  - c. Common Formative Assessments - KAP Interims
  - d. Common Summative Assessment - KAP Summative
- B. All staff trained in Structured Literacy (Explicit Vocab Instruction & Text Structure)
- C. All staff trained in AVID WICOR Strategies

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (Yes or No. Explain if needed.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Yes or No. Explain if needed.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

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# Building Needs Assessment 2026-2027

**School:** Blue Valley Southwest High School

**Principal:** Tyler Alexander

**State School Code:** 0820

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Fully fund special education
- Maintaining appropriate staffing levels amid declining enrollment and district budget constraints
- Continue to recruit and retain high quality educators

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- Use assessment analysis by standard, PLC documentation, and walkthrough evidence to confirm standards-based instruction.
- Departments will know standards alignment is effective when assessment results, student outcomes, PLC documentation, and observation data all consistently reflect grade-level standards and rigor. Core content areas emphasize structured assessment and PLC processes, while electives and support services focus more on student feedback, program goals, and individualized progress measures.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (Yes or No. Explain if needed.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- 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 markets. *(Yes or No. Explain if needed.)*

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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# Building Needs Assessment 2026-2027

**School:** Blue Valley West High School

**Principal:** Katie Bonnema

**State School Code:** 7777

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Fully funding special education services is essential to ensure all students receive the support they need to achieve grade-level proficiency.
- Maintaining manageable class sizes is critical to allow for effective instruction and individualized support for students.
- Preserving adequate staffing levels despite declining enrollment and budget constraints is necessary to sustain quality instruction and student outcomes.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

- We utilize weekly PLC meetings focused on standards alignment and vertical teaming to ensure consistent instruction and targeted support for all students.
- We regularly administer and analyze KAP mini and interim assessments to monitor progress and adjust instruction based on student data.
- We are providing structured literacy professional learning for all staff, with an emphasis on increasing student engagement and ensuring access to on-level learning experiences.

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- Yes

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. (Yes or No. Explain if needed.)

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Yes or No. Explain if needed.)

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Yes or No. Explain if needed.)

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. (Yes or No. Explain if needed.)

- 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 markets. (Yes or No. Explain if needed.)

- Yes

### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

It is not possible to determine an exact timeline or date by which all students within its total population will achieve grade level competencies as defined by state assessment outcomes. We do the right systems work to ensure we support our students and meet their needs so they experience personal growth and success while achieving or seeking to achieve competencies defined by state assessments.

A focus on continuous improvement is woven into the Blue Valley Strategic Plan. Through this work, a variety of needs have been identified which are key variables for individual student growth and overall organizational growth. The Board of Education values the emphasis placed on student learning and student success as demonstrated by the actions of our staff, administration, parents, and the larger Blue Valley school district community.

The specific needs identified by Blue Valley schools inform the development of the district budget for the 2026 – 2027 school year. Likewise, the building needs assessments articulate the importance of various variables which impact student programs, district success, and quality staffing. Removing barriers to learning and allowing time for adequate adoption and implementation of resources and solutions takes time.

Even with a board-designed and approved budget, a precise timeline for each student to achieve all grade level proficiency markers on state assessments cannot be narrowly defined for the current

population of over 22,000 students. Rather, school buildings and teachers continue to identify meaningful growth measures based on student assessment data ensuring a dynamic culture of learning and student success fueled by high levels of teacher collaboration. This student performance data is reviewed by the Board of Education on an annual basis allowing for monitoring of student growth on proficiency markers defined by state and other assessments.



# Building Needs Assessment 2026-2027

**School:** Center for Advanced Professional Studies (CAPS)

**Principal:** Chad Ralston

**State School Code:** 0821

## 1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

**Adequate and sustained funding for specialized services (SPED and intervention supports):** Ensuring all learners, including those with diverse learning needs, receive the targeted support necessary to demonstrate proficiency.

**Class size and staffing structures:** Maintaining appropriate student-to-teacher ratios to allow for individualized instruction, feedback, and relationship-building.

**Recruitment and retention of high-quality educators:** Attracting and retaining educators with both strong pedagogical skills and relevant industry experience, which is essential to the CAPS model.

## 2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Reviewing state assessment data, what steps are you taking for all students to maintain their scores?

**While CAPS does not directly administer all state assessments, staff collaborate with home high schools to review available data and ensure students continue to develop critical literacy, problem-solving, and analytical skills. Instructional practices emphasize real-world application, communication, and critical thinking, all of which support sustained academic performance.**

**Additionally, CAPS instructors embed feedback cycles, reflection, and revision processes that reinforce the transferable skills necessary for success on state assessments.**

Have you set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?

- **Yes.**

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- **Yes.**

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Yes or No. Explain if needed.)

- **Yes.**

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- **Yes.**

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- **Yes.**

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- **Yes.**

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

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### 3. IDENTIFY THE AMOUNT OF TIME THE BOARD ESTIMATES IT WILL TAKE FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON THE STATE ASSESSMENTS IF THE BUDGET ACTIONS WOULD BE IMPLEMENTED:

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