



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:

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.