

2025–26 DISTRICT GOALS | END OF YEAR REPORT

ADVANCING ACADEMIC EXCELLENCE & EXCEPTIONAL STUDENT EXPERIENCES

1. Supported and monitored student learning growth, particularly for on-level learners in the area of high school math and English language arts (ELA) courses.
 - a. Met monthly with high school ELA and math department chairs and a representative teacher to conduct professional learning, gather feedback and equip teacher leaders to lead the work.
 - b. Conducted a thorough resource adoption process for Algebra I, Geometry and Algebra II that supports active learning and conceptual understanding.
 - c. Rewrote a significant portion of on-level ELA and math courses' curriculum with a focus on identified power standards.
 - d. Identified district common assessment tools to be used in 2026–27 in both ELA and math.
 - e. State assessment scores for on-level learners rose 7% (math) and 6% (ELA).
2. Provided high-quality professional learning and support as part of the elementary reading resource adoption.
 - a. Professional learning from Amplify Core Knowledge Language Arts (CKLA) trainers launched the school year with the new resource for teachers, principals and instructional design coaches (IDCs).
 - b. Building-specific coaching sessions from Amplify CKLA trainers in fall and spring semesters based on each building's selected focus.
 - c. District professional learning sessions in response to teacher-identified needs and feedback.
 - d. IDCs provided building-embedded professional learning and responsive support to individual teachers and teams of teachers.
3. Monitored program adjustments and student outcomes in MS math courses.
 - a. Convened a group of middle school math intervention teachers to redesign math intervention programming to align with recent research.
 - b. Adopted an intervention resource for math in middle school and developed a research-based approach to intervention instruction targeted at ensuring success in Algebra I.

4. Implemented the Kansas Education Systems Accreditation (KESA) district action plan emphasizing standards alignment and high-quality instructional practices supported through professional collaboration and educator evaluation.
 - a. Standards alignment was a focus of district professional learning in 2025–26, emphasizing how to ensure that the rigor of learning experiences matched or exceeded the level of rigor demanded within the standard.
 - b. The results of the annual KESA process review indicated that our progress in these areas was acceptable. The district received accreditation based on the positive outcome of the process.
5. Explored the creation of a Center for Advanced Professional Studies (CAPS) MS model.
 - a. Professional Learning: Participated in a book study of *Career Exploration in the Middle Grades* to deepen understanding of career-connected learning and middle school career readiness.
 - b. Future Program Development: The book study has sparked ongoing conversations among middle school administrators about potential courses, programs and events that could enhance student experiences while strengthening durable and professional skills.
 - c. Regional Collaboration: Hosted a district day and invited middle school leaders from neighboring districts to share innovative programs, best practices and ideas for expanding middle school career exploration opportunities.
 - d. CAPS Network Engagement: Joined the CAPS Middle School Network and participated in monthly meetings with educators from across the country to learn from emerging middle school CAPS programming and collaborative initiatives.
 - e. POEMS Pilot Exploration: Began exploring a potential pilot of the POEMS model for the 2026–27 school year. This approach embeds professional skills into core academic classes and has demonstrated positive outcomes in student skill development, self-efficacy and self-esteem. The exploration supports our commitment to preparing students with the durable skills needed for future success.
6. Developed and communicated the introduction of power standards within the district curriculum to ensure high levels of rigor and consistency of district curriculum implementation.
 - a. In addition to the work in the on-level courses at the high school, all courses for which curriculum was designed or revised, power standards were identified and included.
 - b. District professional development for building principals, the Instructional Design Team and teacher authorship committees included a significant amount of professional learning on priority standards and how they are best utilized for student growth.

7. Expanded implementation of Individual Plans of Study (IPS) at the high school level to assist students in progressing toward their graduation and post-secondary life goals.
 - a. A team of administrators, counselors and teacher leaders created a 6-12 IPS scope and sequence for all Blue Valley students.
 - b. All eighth grade students completed their initial IPS. Ninth grade students updated their IPS aligned to the 6-12 IPS scope and sequence. Tenth grade students updated their IPS aligned to the 6-12 IPS scope and sequence.
 - c. All eighth grade students completed a four-year plan in the course planner feature in Xello.
 - d. Financial literacy teachers developed a year 13-14 budget project that juniors will add to their IPS to understand the financial implications of decisions students make after they graduate from high school.
8. Responded to enrollment and Career Ready Program needs by analyzing and recommending potential facility needs for multiple pathways in order to centralize and maximize district programming.
 - a. In conjunction with regional workforce studies, the district conducted community and student surveys in order to identify future career-ready programming needs.
 - b. Evaluated current availability within JCCC programming to identify areas where programming should shift in-house to meet the needs of students.
 - c. Used enrollment data, survey data and workforce studies to influence potential future bond referendums.
9. Analyzed district transportation opportunities to increase student access to CAPS and all Career Ready Programming opportunities.
 - a. A team of district administrators and high school building principals investigated options for students to access transportation to the central campus.
 - b. After looking at multiple options including utilizing elementary routes near the central campus, the reality became apparent that there would need to be a significant financial investment including potentially hiring new drivers. We chose to pause this work with the realities of budget challenges facing the district.
10. Implemented district-provided screen time recommendations.
 - a. After multiple sessions with various groups within the district, including families, teachers, students, administrators and others, initial guidelines were developed.
 - b. Blue Valley's four commitments to balancing screen time with analog learning were developed and will be a cornerstone of professional learning in the following year.
 - i. Thoughtful instructional design

- ii. Skilled educators and quality resources
 - iii. Monitoring of screen time data
 - iv. Partnering with families
 - c. A [webpage](#) on the district website was developed that outlines the district's approach to screen time, provides metrics on device use by grade level, shares information about the top apps/tools used and explains the four commitments.
11. Provided initial guidance and professional learning regarding guidelines for instructional uses of artificial intelligence.
- a. Initial guidance was shared with staff that emphasized adult use, ethical use and ways to improve efficiency.
 - b. Based on multiple feedback sessions with interested parties, a cohort of teachers will be formed in the fall of 2026 to evaluate and implement AI tools, develop lessons for students aimed at equipping them with AI skills/ethics.
 - c. A course for students is currently being developed that will launch in 2026-27 as an introduction to artificial intelligence. It will teach students about AI tools, how to determine the most appropriate use of AI tools and will emphasize how to use AI with integrity in an academic setting.

FOSTERING SUPPORTIVE & HEALTHY SCHOOL COMMUNITIES

1. Emphasized ongoing and positive student and teacher relationships by providing targeted high-quality professional learning for all school levels to facilitate healthy and positive school cultures.
 - a. Engaged with Dr. Jessica Minahan, a nationally recognized behavior expert, to deliver professional learning for all teachers in the area of behavior support.
 - b. Focused on positive relationships and structured expectations within academic improvement efforts.
 - c. Positive school culture strategies were a focus of administrator professional learning and building strategic plans.
2. Explored, analyzed and identified various funding sources to maintain and expand athletic and activity programs.
 - a. Based on data, transitioned to a school-wide Title I program at one elementary to intensify the impact of Title I funding.
 - b. Used the state at-risk resource list to align and streamline resources accessed using at-risk funding.
3. Implemented and monitored ongoing revisions to At-Risk and Federal Title I programming at designated site(s).
 - a. Engaged in deep professional learning for all leaders around multi-tiered systems of support (MTSS).

- b. At each level, district and building leaders collaborated on and co-designed a tiered system for the three strands of Multi-Tiered System of Support (MTSS): literacy, math and BSEL.
 - c. A resource audit was conducted to identify specific resources to be used within intervention or gaps in resources that need to be established.
 - d. Summer leadership focused on designing MTSS implementation plans for the fall of 2026.
- 4. Expanded implementation of a Multi-Tiered System of Support when staff utilize a variety of strategies based on data and practices taught as part of professional learning to meet students' needs.
 - a. Conducted various professional learning sessions on regulation, expectations and neuroscience of behavior to build staff capacity to address and teach behavior skills.
 - b. Trained staff on the use of EduClimber to access, curate and use data to inform responses to unskillful behavior.
- 5. Implemented and monitored ongoing revisions to student and staff response strategies that will decrease the use of seclusion and/or restraint when a student is experiencing a behavioral crisis.
 - a. Piloted Ukeru, a trauma-informed crisis management system, in eight elementary schools and in early childhood.
 - b. Board Certified Behavior Analysts (BCBAs) participated in a cohort that provided real-time coaching on the implementation of functional assessment and skill-based intervention to support students with intensive behavioral needs.
- 6. Analyzed current procedures and methods to prevent student-to-student bullying and provide recommendations for procedural or programmatic revisions.
 - a. Input sessions led to six recommendations for changes or updates in our bullying prevention work across Blue Valley. Here are the items that have been shared with Blue Valley principals and leaders for implementation in Fall 2026:
 - i. Communicate and utilize a common definition for bullying among all stakeholders (Definition provided by KSDE)
 - ii. Provide districtwide elementary resource for Bullying Prevention lessons
 - iii. Additional layers for reporting concerns will be available to stakeholders via Safe Schools Reporting and Canvas pages
 - iv. Global Announcements in Canvas will pop-up/share student reminders for reporting concerns
 - v. Principals will facilitate conversations with student groups about expectations and reporting. They will also follow steps for responding in a timely and thorough manner.

- vi. Review the entire [Bullying Prevention Report and Recommendations](#).

EMPOWERING EXEMPLARY EDUCATORS & STAFF

1. Piloted Frontline Professional Growth's updated homepage to improve the employee experience and evaluate future software enhancements.
2. Expanded employee well-being opportunities through the Benefits Fair, Virtual Vitality Conference, retirement and Medicare workshops, Heart Healthy Month activities and districtwide well-being challenges.
3. Increased employee access to wellness resources through building Wellbeing Champions, Employee Assistance Program resources, mental well-being supports, the Employee Total Wellbeing webpage and monthly benefits communication.
4. Expanded the Blue Valley Educational Foundation Fort Hays State University Para to Teacher Scholarship program by celebrating two graduates now serving as Blue Valley special education teachers, supporting four continuing or new scholarship recipients and recommending two additional candidates for the 2026–27 school year.
5. Launched the Blue Valley Ambassador Program to strengthen recruitment efforts by connecting prospective employees with current staff through personalized outreach, employment webpages, social media and university partnerships. The program established nine ambassadors and facilitated 14 candidate connections.
6. Expanded proactive recruitment efforts by hosting fall and spring student teacher recruitment events, interviewing 35 student teachers and hiring seven future educators.
7. Strengthened educator recruitment through partnerships with CAPS Educator Pathway students by participating in Educators Rising, conducting mock interviews and supporting practicum and observation experiences for aspiring teachers.
8. Provided professional learning opportunities for substitute teachers through the Level Up program, offering 14 virtual learning sessions that supported license renewal and professional growth, while engaging more than 80 participants.

FOUNDATIONAL COMMITMENTS

- Academics: We will provide rigorous, engaging and equitable learning experiences that empower every student to thrive.
 - See above.
- Communication: We will cultivate trust, pride and connection through strategic communication that informs, listens and engages — celebrating the

people, achievements and values that define Blue Valley Schools and are tied to the strategic plan.

- Strengthened strategic communications by developing and executing comprehensive plans for major district initiatives, the legislative session, organizational updates and crisis communication.
- Advanced accessibility and communication standards by implementing accessible communication practices, standardized templates, training and resources to prepare for WCAG 2.1 compliance.
- Prepared for the future of district communication by partnering with the Digital Resources Team to lead planning efforts for the implementation of ParentSquare, the new districtwide mass communication and two-way engagement platform.
- Launched the district's new website, delivering a more modern, accessible and user-friendly experience with streamlined navigation, enhanced search functionality, standardized athletics and activities webpages and a comprehensive districtwide calendar of activities and athletics.
 - The new website received a National School Public Relations Association (NSPRA) Golden Achievement Award.
- Continued growing AllinBV community partnership program with more than 15 partnerships that support student activities and athletics.
- Rebranded the After55 pass to Legacy Senior Pass. With a focus on increasing awareness, the number of passholders grew by more than 175.
- Facilities: We are committed to creating and maintaining exceptional environments to foster and support lifelong learners.
 - Continued to successfully deliver on the major project promises in the 2023 Bond Referendum.
 - Projects completed or under construction include Wolf Springs Middle, Blue Valley High weight room, Blue Valley Southwest auxiliary gym, Harmony Middle and Pleasant Ridge Middle multipurpose spaces, districtwide mobile removals, Stilwell building envelope replacement and CTE improvements at all high schools, with all major projects to be completed by fall 2026.
 - Continued to make progress on a future Bond Referendum through the successful completion of student and community surveys, Board Advisory Committee reports and feedback and preliminary budgeting and design.
 - Implemented energy savings programs and strategic purchasing to save the district more than \$1.5 million in rebates, incentives and grants.
- Financial Resources: We are dedicated to managing financial resources to directly support student success and organizational efficiency.

- Budget challenges with declining enrollment were navigated through reserve utilization of approximately \$12.7 million.
- The financial commitment to staff recruitment and retention was prioritized with 4% compensation increases for certified and classified staff.
- Safety: We will ensure safe, supportive environments for students, staff and visitors.
 - Twenty-five new staff members were trained as practitioners of the Comprehensive School Threat Assessment Guidelines (CSTAG) program, while those previously trained were offered refresher sessions. Of the identified 187 threats made by students, 159 were resolved as transient, while 28 were determined to be substantive and managed accordingly.
 - Trained staff responded to 800 Centegix staff alerts this year for elopements, physical altercations, medical emergencies and other behavior issues. There were no intentional lockdown lights-out alerts. The Centegix CrisisAlert system continued to function as prescribed, streamlining emergency communications for faster response.
 - Intruder-resistant glass was installed in and around all exterior entrances of 17 elementary school buildings.
 - A permit program was established for elementary and middle students who ride e-bikes and scooters to school to encourage safe operation.
 - Campus police officers and event staff provided security service for over 500 events.
- Technology: We will leverage technology to enhance and support student learning, teacher instruction and district operations.
 - Exceptional Service Delivery & Support: Successfully resolved over 15,000 service support tickets with an average resolution time of just 30 minutes, achieving a 96.44% customer satisfaction rating from staff and students.
 - Targeted Hardware & Infrastructure Deployments: Deployed more than 7,500 new devices districtwide to directly support instruction and student learning. This included upgrading 600 wireless display devices at the middle school level, executing high school and PAC AV upgrades and implementing a variety of hardware, systems and services for the opening of Wolf Springs Middle.
 - Identity Management Upgrades: Successfully rolled out a variety of new workflows to enhance the onboarding experience of various staff roles.
 - Network Modernization: Continued updating overhead paging systems, installing new network hardware, successfully converted 911 calling service and rolled out new wireless security access features to all district devices.

- Enhanced District Communication & Digital Access: Improved community and staff engagement by implementing ParentSquare districtwide and transitioning virtual meetings and conferences to Microsoft Teams, and rolled out the Learn Platform (BV Digital Resource Library) to streamline and protect educational tool usage.
- Robust Cybersecurity & Risk Mitigation: Mitigated over 27,000 security incidents through automated remediation, neutralized about 500 high-priority threats via updated virus protection systems and restructured email routing to eliminate redundant security software spending.
- Enterprise System Modernization: Migrated core ERP and business scheduling systems to highly reliable, cloud-hosted platforms, reducing reliance on aging, on-premises hardware.
- Safety & Compliance Enhancements: Replaced and upgraded 600 security cameras across elementary, middle and high schools. Converted emergency routing to a specialized third-party 911 service to improve location accuracy and maintain compliance.