

**USD 373 Combined Building Needs
Assessments
Prepared for the
2026-2027 School Year**



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District Formulas for Various Distributions

Building Budget Calculations

Below is an example of building budget calculations for the 2023-2024 school year that will be applied to the 2026-2027 school year.

ENROLLMENTS AND								
BUILDING BUDGET ALLOTMENTS								
2023-2024								
						\$6.00	\$6.50	
			Average	Projected				
	Oct 5	May 1	Enrollment	Enrollment	Bldg Budget	Teacher	Textbook	
SCHOOL	Enrollment	Enrollment	2022-23	2023-24	Allotment	Allotment	Allotment	
Northridge	166	172	169	174	\$9,830	\$1,044	\$1,131	2000
Slate Creek	190	200	195	200	\$11,000	\$1,200	\$1,300	2000
South Breeze	290	307	298.5	304	\$15,680	\$1,824	\$1,976	2000
Sunset	214	208	211	216	\$11,720	\$1,296	\$1,404	2000
ELEMENTARY	860	887	873.5	894	\$48,230	\$5,364	\$5,811	
SCHOOL								
Santa Fe (5-6)	427	426	426.5	432	\$25,920		\$2,808	
Chisholm (7-8)	471	460	465.5	471	\$28,260		\$3,062	

GRADES 5-8	898	886	892	903	\$54,180		\$5,870	
SCHOOL								
Opportunity Academy	49	85	67	72	\$5,320		\$468	
High School	955	933	944	949	\$61,440		\$6,169	
Grand Total					\$163,850		\$18,317	
Supply	(Elementary)	\$45.00	(+ \$2000 base + teacher allotment)					
	(5-6 Center)	\$60.00						
	(Middle)	\$60.00						
	(High School)	\$60.00						

Regular Education Aide Distribution

Below is an example of the formula used for the 2023-2024 school year to calculate the number of aide hours per building based upon various weighting factors. This same formula is used each year.

Aide Positions								
Building	# of sections	X 2 hours	SES	Fastbridge	Base 1.0	Base+SES+Fastbridge	# of hours * g2 equals # of hours/day	# of aides
NR	10	20	0.5	0.25	1	1.75	35	5.185185185
SC	10	20	0.5	0.25	1	1.75	35	5.185185185
SB	15	30	0.5	0.1	1	1.6	48	7.111111111
SS	10	20	0.75	0.5	1	2.25	45	6.666666667
			if SES is > 70% = .75 weighting					
			if SES is > 50% = .5 weighting					
			if SES is > 25% = .25 weighting					
			Fastbridge	based on school ranking (1 being highest % of students				
				at benchmark to 5 being lowest % of students at benchmark				
				1 = .1				
				2-3 = .25				
				4 = .4				

Building: Cooper Early Ed Ctr

<u>Rose Capacities:</u> Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
5. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes

Building: Cooper Early Ed Ctr

STUDENT GROUP: General Education

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
☒ Meets
☐ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

Fewer support needed on a regular basis compared to previous years.

II. Does the data support your personal perception

- ☒ Yes
☐ No

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:

Employee accident reports:
- school year (23-24): 14 total incidents, 10 claims for these accidents
- school year (24-25): 59 total incidents, 2 claims
- school year (25-26) to 12/31/2025: 50 total incidents, 7 claims

Data Point 2:

General Education Social Worker Data for November 2024 compared to November 2023
Decrease of 20% of time spent on radio calls – 25 fewer calls for the month, 610 minutes spent
Decrease of 5% of time spent on behavior not via a radio call– 555 fewer minutes for the month
Increase in planned interventions by 10% — 685 minutes for the month (an addition 180 minutes were scheduled but not provided due to Early Release, student absences, or a Prairie View provider being with the student during scheduled time)

	General Education Social Worker Data for November 2025 compared to November 2024: Decrease of 7% of time spent on radio calls - 14 fewer calls for the month, 130 minutes spent Decrease of 1% on time spent on behavior not via a radio call - 30 fewer minutes for the month Increase in planned interventions by 8% - 1185 minutes of interventions for the month (an additional 150 minutes were scheduled but not provided due to Early Release or student absences)
Data Point 3:	Behavior Incident reports before 2/20/23 - 45 (9 on star charts) Behavior Incident reports before 2/20/24 - 149 (10 on star charts) Behavior Incident Reports before 2/20/25 - 247 (15 on star charts) Behavior Incident Reports before 2/20/26 - 118 (7 on star charts)
Data Point 4	Referrals to Prairie View for Student Support Services and/or Therapy Through February of the 2023-2024 school year: 22 Through February of the 2024-2025 school year: 16 Other information for the 2024-2025 school year: *See below* *18 students currently receiving services, 2 more were receiving services but moved/unenrolled from Cooper, 1 intake pending *3 waiting on SED waiver before services can begin *7 carried over from 2023-2024 school year *2 declined referral Through February of the 2025-2026 school year: 9 *15 students currently receiving services, 2 more were receiving services but moved/unenrolled from Cooper *8 carried over from 2024-2025 school year *3 declined referral
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	Incidents have gone down, but claims have gone up.
DP 2 Claim:	Decreased reactive calls, more focus on preventative measures.
DP 3 Claim:	We have had fewer BIRs and fewer students with enough significant behaviors to be on STAR charts.
DP 4 Claim:	We have slightly fewer students getting services through Prairie View at school.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	

Year 1: We need appropriate curricular resources for PreK students to guide our PLC work.
Year 2: We need to get Tier 1 put into place, with efficient policies and procedures for all students.
Year 3: Focus on Tier 2 and Tier 3 interventions.

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes
Year 1: We need to get Tier 2 and Tier 3 interventions put into place, with efficient policies and procedures for all students.	We have focused on Tier 1-3 during PLC, however, we are finding that we need better, more appropriate resources to make this process more successful and efficient.
Year 2: Refine and continue seeing how we can improve interventions.	A work in progress, we need more resources for this
Year 3: Continue Revision of curriculum and assessment	We are just getting a groove on the PLC process.

Building: Cooper Early Ed Ctr

STUDENT GROUP: Special Education

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
☐ Meets
☒ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

We have some extra needs in special education. We also believe there is still a need for 1:1 support for several students. Examples: non-verbal, high needs autism, requiring supervision for safety. We would like to explore ways to better support some of our struggling students.

II. Does the data support your personal perception

- ☒ Yes
☐ No

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:

SLP, OT, & PT caseloads have risen - Need to get actual numbers for past 3ish years would like to have numbers YTD to February

Kristen's case load	Amy's case load	Kara's case load	Rebecca's case load
April 25 -Current (1-12-26): 35	20	April 25-Current (3-9-26): 33	25-26: 19
April 24-25: 37		April 24-25: 30	24-25: 18
April 23-24: 25			23-24: 16

29% of Cooper students are identified special education, 14% of Cooper students in GEI for the 24-25 school year; 31% of Cooper students are identified special education; 14% of Cooper students in GEI for the 25-26 school year.

Data Point 3:	Social Worker's amount of time spent responding to calls about sped kiddos During November 2023, General Education social worker spent 1905 minutes responding to radio calls: 225 of those minutes were responding for support for children receiving Special Education services. During November 2024, General Education social worker spent 610 minutes responding to radio calls: 365 of those minutes were responding for support for children receiving Special Education services. During November 2025, General Education social worker spent 130 minutes responding to radio call: 50 of those minutes were responding for support for children receiving Special Education services.
Data Point 4:	Infant toddler, Child Find, and Classroom referral transitions into Cooper: 2024-2025: 49 2025-2026: 50
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	The caseload numbers suggest an increase in children receiving special education services while the GEI numbers stayed the same.
DP 2 Claim:	The numbers presented suggest an increase in the percentage of students receiving special education services.
DP 3 Claim:	The numbers reported show a decrease in minutes that the general education social worker has spent responding to radio calls for students that are receiving Special Education services.
DP 4 Claim:	We have a high number of children with special needs transitioning into Cooper or being identified with special needs while at Cooper each year.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1: Support in implementing programming for high needs students: creating systems, help with assessments, material creation, etc Full time school psychologist with early childhood experience Time for collaboration on IEP/ILP goals for partner teams More 1:1 support for students with intensive needs Intensive staff training: Conscious Discipline (CD), high incidence special education, autism Intensive/specialized training for paraprofessional staff	
Year 2: More time with special education social workers	

Additional half day classroom Peer model program Early childhood curriculum for at risk/developmentally delayed students
Year 3: Continued support for our teachers to meet specialized needs of our special education students Programming specific to high needs special education Staff highly trained in: Functional behavioral assessments, Behavior intervention plans, assessing students outside of benchmarking

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes
Year 1: Support in implementing programming for high needs students: creating systems, help with assessments, material creation, etc Full time school psychologist with EC experience Time for collaboration on IEP/ILP goals for partner teams More 1:1 support for students with intensive needs Intensive staff training: CD, high incidence special ed, autism	We have implemented extra supports through ESSDACK and the Autism Coordinator for our high needs special education students. We also feel we have more 1:1 support than previous years. We have started training on Conscious Discipline. The others we still need to work on.
Year 2: More time with special education social workers Additional half day classroom Peer model program Early childhood curriculum for at risk/developmentally delayed students	Our social worker has been able to spend more time with planned sessions. The bond approved an extra classroom for the future.
Year 3: Continued support for our teachers to meet specialized needs of our special education students Programming specific to high needs special education Staff highly trained in: Functional behavioral assessments, Behavior intervention plans, assessing students outside of benchmarking	We are working on this through PLC. Admin and social workers were trained on FBA (functional behavior assessment). The district has also started GEI training, so hopefully those tools will lead to additional training on the ICEL framework and FBA.

Building: Cooper Early Ed Ctr

STUDENT GROUP: ELL

Possible Focus Areas: Attendance/Tuancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
☐ Meets
☒ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

We are working on providing more intensive services for our ELL population.

II. Does the data support your personal perception

- ☒ Yes
☐ No

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:

The amount of students who receive ELL services has risen in the past 3 years:
2022 - 13
2023 - 15
2024 - 26
2025 - 28
2026 - 22 as of today 2/3/26

Data Point 2:

We had 3 ELL teachers during the 2022-2023 school year. We only had one ELL teacher during the 2023-24 and 2024-25 school years. This year, we have 2 certified ELL certified teachers.

Data Point 3:	8/9 ELL students respectively saw improvement in the areas of onset sounds or letter names from Fall to Spring through the 24-25 school year 23/23 ELL students respectively saw improvement in the areas of onset sounds or letter names from Fall to Spring through the 25-26 school year
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	Our ELL needs have continued to climb despite having fewer trained staff.
DP 2 Claim:	We need more staff prepared and knowledgeable in working with our ELL students to enhance their skills. The number of certified staff is down from 2022-23.
DP 3 Claim:	Some students had little growth, but 89% did see some growth through their ELL services.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year One: An ELL teacher that can focus only on ELL students. Training ELL teacher/para on expectations of position and age appropriate skills	
Year Two: We need more teachers and staff trained intensively to work with ELL students.	
Year Three: We need more teachers and staff trained intensively to work with ELL students. It would also help to have additional resources provided in Spanish, as well as someone with dual languages in this role.	

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes
Year 1: An ELL teacher that can focus only on ELL students. Training ELL teacher/para on expectations of position and age appropriate skills	Adding Kendall's position has been helpful as Aimee now has someone to go to as an expert in this area. We would love for her to provide more time and support since Cooper's assessments and timelines are different than the K-12 setting. Time to meet with paras is a struggle.
Year 2: We need more teachers and staff trained intensively to work with ELL students.	We have one teacher that finished her certification, however we need more teachers and paras trained intensively to work with these students.

Year 3: It would also help to have additional resources provided in Spanish, as well as someone with dual languages in this role.

We have purchased more Spanish picture books for classrooms and made room labels in both English and Spanish. Having someone who speaks both in this position would make working with the kids easier.

Building: Cooper Early Ed Ctr

STUDENT GROUP: At-risk/ MTSS/ General Student Support/ 504/ Homeless	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
II. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below. Overall, the building feels more successful in supporting our students due to the added support over the past few years.	
II. Does the data support your personal perception	
☒ Yes ☐ No	
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	On SDQ assessments, student scores in the following areas showed the following differences from May 2024 to May 2025 Difficulties - normal: increase 5.59%, borderline: decrease 1.52%, abnormal: increase 6.92% Emotional - normal: decrease 4.06%, borderline: increase 0.51%, abnormal: increase 5.08% Hyperactivity - normal: decrease 5.07%, borderline: 0%, abnormal: increase 5.08% Prosocial - normal: decrease 3.83%, borderline: decrease 3.42%, abnormal: increase 7.29%
Data Point 2:	Compared to Winter scores from 2024-2025, the student scores are down 6% in earlyMath and are up 3% in earlyReading (these are the students in the low-risk category) High-risk & low-risk combined are down 3% in earlyReading High-risk & low-risk combined are up 6% in earlyMath

Data Point 3:	According to staff, a strong majority of our students are showing progress on TSG in the areas of Literacy and Mathematics. From the Fall 2025 to Winter 2025 checkpoint timeframe, the students who were Meeting and Exceeding Expectations was up 19% in Literacy while students who were Meeting and Exceeding Expectations was up 11% in Mathematics.
Data Point 4	2024-2025 school year: 28 students have gone through the GEI process & 7 have been referred for SPED evaluation 2025-2026 school year: 26 students have gone through the GEI process & 9 have been referred for SPED evaluation
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	All the abnormal scores within the SDQs are increased by at least 5%
DP 2 Claim:	Having an appropriate curricular resource for PreK students could help with our earlyMath scores on Fastbridge in high-risk and low-risk categories.
DP 3 Claim:	According to staff, a strong majority of our students are showing progress.
DP 4 Claim:	While the number of students going through the process of GEI has decreased, the number of students who are being referred for a special education evaluation have increased.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1: We need appropriate curricular resources for PreK students to guide our PLC work.	
Year 2: We need to get Tier 1 put into place, with efficient policies and procedures for all students.	
Year 3: Focus on Tier 2 and Tier 3 interventions.	

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes
Year 1: Research and pilot appropriate PreK curricular resources.	There is a teacher who is piloting curricular resources.
Year 2: Have additional staff receive more intensive training	We currently have CD & Building Wide Expectations. One teacher was trained at

at Conscious Discipline Institute to bring back to the rest of the staff. Continue to add to Building Wide Expectations as needed.	CD Institute the summer of 2025.
Year 3: Continue to build and refine Tier 2 & Tier 3 interventions.	We are working on this through PLC.

Building: Cooper Early Ed Ctr

Additional Needs:

Department	Need(s)	Departmental response/validation
Maintenance/custodial	Increased need in custodial staff, littles require more time in comparison to older students. awnings over outside doors to keep weather out of classrooms Playground updates (turf on all playground areas), storage areas	.
Technology	Kid friendly, touch screen tablet-type tech, wireless connections to our TVs during IEP meetings	
Transportation	Car for transporting for HS students/families, more drivers to eliminate bussing issues on PLC days	
Food Service	More options/better rotations for breakfast/snack, fresh fruits and veggies	
Communications	Family spotlight and promoting Cooper programs: can we do program staff spotlights of some sort?	
Other (please specify)	Differentiating PD/building time for other areas to include PD for Infant toddler, PAT and Prek/HS/SPed Change outside drop-off (discussion) Additional half day classroom with more support for high needs Full time school psychologist with EC experience Early childhood curriculum for at risk/developmentally delayed students Time for collaboration on IEP/ILP goals for partner teams More time with special education social workers More 1:1 support for students with intensive needs Intensive staff training: CD, high incidence special ed, autism Peer model program Specialized and intensive training for our support staff Alternative learning setting that applies to PreK	

Building: Northridge Elementary

<u>Rose Capacities:</u> Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation.	Yes
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
5. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes

Building: Northridge Elementary

STUDENT GROUP: General Education	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
II. Does the data support your personal perception	
☒ Yes ☐ No	
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	(Infrastructure/Facilities) • Water leaks into our gym, library, and front office. • Gutter Work • We have increased our partnership with Prairie View; we have a school-based therapist and a school-based community case manager. We need a private space for them to conduct sessions with students.

	• Mold is growing in multiple classrooms across many areas of the school. • Updated classroom furniture (student desks, chairs, and tables)
Data Point 2:	(Staffing) • Our building sub is used daily to cover staffing shortages. • Each year, we are losing teachers to other districts for a variety of reasons. Northridge consistently has para and aide openings and fills 3-4 licensed positions each year ○ Para/Aide base hourly rate - \$14.09 per hour ○ Admin. Assistant base hourly rate - \$14.73 per hour • We currently have 1 licensed position open for the 26-27 school year. • Northridge needs to add a position for a second interventionist • Northridge would benefit from another Prairie View case manager and therapist; both positions have over 20 students on their caseloads. • Staff Sub shortages occur multiple times per week - specials classes have been cancelled and some classes have had to combine to cover for absent teachers. We would benefit from a second building sub, or at least a K-4 floating sub
Data Point 3:	(Curriculum-Intervention) State Assessments-All Students • Reading (Level One and Level Two all students): ○ 21-22:67.52% ○ 22-23:67.5% ○ 23-24: 70.82 ○ 24-25: 63.88% ○ 25-26 No Data available yet. • Math (Level one and level two all students): ○ 21-22:70.5% ○ 22-23:79.74% ○ 23-24:82.28% ○ 24-25: 72.96% ○ 25-26 No Data available yet.

Data Point 4:	(Technology) Projectors, Smartboards, and Elmos in the classrooms are aging. There is no budget available to upgrade these devices to newer, more relevant technology. Replacing these devices is very expensive and not something that we can afford at the building level.
Data Point 5:	(Behavior Management- need for an alternative learning environment) Discipline Data: 22-23: 145 referrals, 10 days in school suspension, 26 days suspension 23-24: 158 referrals, 8 days in school suspension, 27 days suspension 24-25: 102 referrals, 4 days in school suspension, 11 days suspension 25-26: 109 referrals, 6 days in school suspension, 16 days suspension Attendance (22-23) Excused Absences: 1,153 Unexcused absences: 243 (2 hours or more of the school day missed) Tardies: 543 instances of students being late to school Early Pickup: 85 Instances of students leaving early (After 2:45 PM) Attendance (23-24) Excused Absences: 1,239 Days Unexcused absences: 149 Days (2 hours or more of the school day missed) Tardies: 1247 instances of students being late to school Early Pickup: 293 Instances of students leaving early (After 2:45 PM) Attendance (24-25) Excused Absences: 875 Days Unexcused absences: 86 Days (2 hours or more of the school day missed) Tardies: 1,267 instances of students being late to school Early Pickup: 151 Instances of students leaving early (After 2:45 PM) Attendance (25-26) Excused Absences: 848 Days Unexcused absences: 153 Days Tardies: 1,613 instances of students being late to school Early Pickup: 224 instances of students leaving early (After 2:45 PM)

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)

DP 1 Claim:	(Infrastructure/Facilities) • We need office space for mental health professionals. • Our building continues to have issues with water leaking into the building in various locations anytime it rains. The gym, library, several classrooms, and office are our main areas of concern. • The roof on our building needs to be replaced. • The student furniture in classrooms is mismatched, dated, and difficult to have appropriate space in classrooms with the current furniture available. Furniture hasn't been updated/replaced for over 25 years.
DP 2 Claim:	(Staffing) • Hire a full-time district-level recruiter to promote the district, recruit staff, and partner with the Communications Director on positive messaging • Consider combining this role with a grant writer to secure additional funding • Increase base salary to remain competitive with surrounding districts • Increase hourly rates for classified staff by at least \$1.00/hour • Strengthen onboarding for classified staff (district orientation + position-specific training) • Continue full-time building subs in each building, and add a second full-time building sub if possible. • Fund a dedicated SEL aide position (currently using classroom aides to cover this need) • Add a math interventionist based on FastBridge and state assessment data • Continue partnership with Prairie View (Case Manager, Therapist, Liaison) • Continue consultant support through ESSDACK and Greenbush (behavior + instruction)
DP 3 Claim:	(Curriculum-Intervention) • Staff need additional training for working with Tier II and Tier III behaviors. Trauma Informed training, Conscious Discipline training, and Solution Tree Behavior Intervention training for staff would give them the tools needed to work with high needs students. • MTSS training for high-level implementation of MTSS procedures • PLC training - continued training and refinement of working in PLCs • Utilize ESSDACK consultants to provide support in behavior and instructional strategies

DP 4 Claim:	(Technology) • Projectors need to be replaced with high definition, large screen televisions or interactive displays • Aging Smartboards need to be replaced with Interactive Display Devices • Need to have the ability to project wirelessly and utilize Bluetooth for audio
DP 5 Claim:	(Behavior Management) • Training is needed for Tier 1 and Tier 2 supports/resources for teachers to expand their toolboxes for in-class interventions and support. • There is a need for an expanded Alternative Learning Environment for K-6 students across the district. Some students require additional support beyond what the classroom teacher can provide. A K-6 Alternative Learning Environment will provide a place for those students to get the support they need to be successful.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1:Year One: Curriculum - Conduct a curriculum audit to see where we are as a district with curriculum in Core, SPED, ELL, and Interventions. Behavior Management - Provide training in the behavior matrix and district universal expectations along with MTSS structures and begin to work to have a common approach and language across the entire district. Provide tools and management approaches for teachers and administrators to be able to use in the classrooms and buildings. Staffing - Increase salaries in all positions in order to be competitive in the local and regional markets. Develop a recruitment and retention plan to bring quality staff to our district. -Raise para pay to retain adequate people in these positions. -Along with the suggestion regarding para pay (if increased), it should also be considered that we offer them an improved laptop choice and not a student Chromebook. Technology - Conduct a technology audit that will identify current needs to ensure our students have access to modern technology and current technological standards. This audit should also identify areas to ensure that we maintain a secure network	
Year 2: Curriculum - Purchase curriculum resources and provide training for teachers on new resources using a phased approach. Ensure that the resources are aligned K-6 and 7-12	

Behavior Management - Implement a Tiered approach to behavior management K-12.

Staffing - Continue to work on increasing staff salaries. Look at ways to fill open positions and address staff needs addressed in the Needs Assessment.

Technology - Develop a master plan to upgrade technology needs across the district and allocate appropriate monetary resources. Provide training on all technology resources.

Year 3:

Curriculum - Continue to follow a rotation for the purchasing and implementation of new curriculum on a year-to-year basis.

Behavior Management - Continue to monitor and make adjustments to plans to be sure that the plans are targeting district trends. Ongoing training for new and veteran staff is essential.

Staffing - Continue to look for efficiencies in departments and buildings.

Technology - Continue to implement the plan and provide continued training on all technology purchases.

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY

Previous year text

Year 1:

Curriculum - Conduct a curriculum audit to see where we are as a district with curriculum in Core, SPED, ELL, and Interventions.

Behavior Management - Provide training in district universal expectations and the behavior matrix, along with MTSS structures and begin to work to have a common approach and language across the entire district. Provide tools and management approaches for teachers and administrators to be able to use in the classrooms and buildings.

Progress notes

Curriculum-A- A district audit still needs to be conducted/ documented, and assessed

Behavior Management- At the K-6 level, all licensed/classified staff have been given the option to start training through conscious discipline modules

Staffing- For the 24/25 school year, the base salary was raised 4.76%

Technology- The district is looking at transitioning from smart boards to interactive displays; a comparison needs to be done to determine

Staffing - Increase salaries in all positions in order to be competitive in the local and regional markets. Develop a recruitment and retention plan to bring quality staff to our district. Technology - Conduct a technology audit that will identify current needs to ensure our students have access to modern technology and current technological standards. This audit should also identify areas to ensure that we maintain a secure network	the most accessible model that should be purchased for students.
Year 2: 2025-2026 Curriculum - Conduct a curriculum audit to see where we are as a district with curriculum in Core, SPED, ELL, and Interventions. Behavior Management - Provide training in district universal expectations and the behavior matrix along with MTSS structures and begin to work to have a common approach and language across the entire district. Provide tools and management approaches for teachers and administrators to be able to use in the classrooms and buildings. Staffing - Increase salaries in all positions in order to be competitive in the local and regional markets. Develop a recruitment and retention plan to bring quality staff to our district. Technology - Conduct a technology audit that will identify current needs to ensure our students have access to modern technology and current technological standards. This audit should also identify areas to ensure that we maintain a secure network	Curriculum- The district is in the process of adopting a new ELA curriculum, and several classrooms are piloting different curricula. Staffing-For the 25/26 school year the base salary was raised. Technology- The district is looking at transitioning from smart boards to interactive displays; a comparison needs to be done to determine the most accessible model that should be purchased for students. Northridge is receiving one Smart TV to pilot with.
Year 3: Continue training for SEL aide	

Building: Northridge

STUDENT GROUP: Special Education	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
II. Does the data support your personal perception	
☒ Yes ☐ No	
III. Data points used to support your claim. Be specific as to the data point from a numerical perspective (add more below if needed).	
Data Point 1:	(Staffing) We need to raise our base salary to be competitive with surrounding districts to be able to recruit and retain quality staff. We need to raise our hourly rate for paras and aides. We need to compensate our IR paras the same as we compensate our IDD, ED and SL paras.

Data Point 2:	(Curriculum) • Not enough Teacher Resource Books for each SPED teacher. SPED teachers need more interventions for students than what the district provides, and they need training on what is provided. State Assessments-SPED • Reading (Level one and level two) ○ 21-22: 84.2% ○ 22-23: 89.47% ○ 23-24: 72.9% ○ 24-25: 85.70% ○ 25-26: No Data Available yet. • Math (Level one and level two) ○ 21-22: 89.47% ○ 22-23: 100% ○ 23-24: 91.29% ○ 24-25: 92.85% ○ 25-26: No Data Available yet.
Data Point 3:	(Training) • Staff needs additional training to ensure that processes are common across the district on Webkids, progress reports, para supports, running of IEP Meetings, and de-escalation techniques. We need quarterly training offered in-district for SPED teachers on Webkids, progress reports, para supports, running of IEP meetings and de-escalation techniques. 23-24 Professional Development Hours: District-directed professional learning - 24 hours Personal learning day - 7 hours Building-directed professional learning - 25 hours (must be split between building time and collaboration time) Total - 56 hours 24-25 Professional Development Hours: - District-directed professional learning - 24 hours - Personal learning day - 7 hours - Building directed professional learning - 25 hours (must be split between building time and collaboration time) - Total - 56 hours

	- Paras are required to complete 30 hours of Professional Development - Aides have no Professional Development hour requirement (other than annual KASB required trainings) 25-26 PD hours - District-directed professional learning - 22 hours - Personal learning day - 7 hours - Building directed professional learning - 27.5 hours (must be split between building time and collaboration time) - Total - 56.5 hours - Paras are required to complete 30 hours of Professional Development - Aides have no Professional Development hour requirement (other than annual KASB required trainings)
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable (add more below if needed).	
DP 1 Claim:	(Staffing) • We need to fund a licensed alternative learning environment teacher who can help support our tier 3 students who need an alternative setting. • We need a full-time nurse; currently, our nurse is split between two buildings. Northridge alone serves several students who require G-tube feeds, serve students with diabetes, students with severe allergies, asthma, and other medication needs. • The lack of qualified applicants has led us to have positions that are filled with teachers in the process of gaining certification. We currently have several paraeducator positions open and have not had any applicants. This has put additional stress on other staff, who are having to carry the additional workload that we haven't been able to hire. We have not paid anything extra for staff who take on extra duties. • We need to continue to have a full-time social worker position. Our students and families have many needs and this staff member provides support that helps our students succeed in school. • We need to fund a social-emotional aide position. This person runs our Sensory Room, which provides a space for students to regulate, refocus, calm down, and return to class. • We would benefit from a licensed behavior interventionist district wide.

DP 2 Claim:	(Curriculum) Teachers need access to the district-approved curriculum, as well as a curriculum to use in their classrooms that aligns with standards and is leveled for their students. Specifically, tier 3 curriculum needs to be identified and purchased for all special education settings. Progress Monitoring availability for all levels of SPED students.
DP 3 Claim:	(Training) Teachers in SPED all need additional training on using Webkids, running of an IEP meeting, communication with families and staff, and de-escalation techniques.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year One: 24-25 Staffing - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. Curriculum - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. Training - Audit current processes for SPED training and ensure that minimum expectations are set. Provide training for minimum expectations. Create a 3 year training program for special education teachers.	
Year Two: 25-26 Staffing - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. Curriculum - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. Training - Identify next steps for training needs and implement a 3 year training program for Special Education teachers.	
Year Three: Staffing - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. Curriculum - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. Training - Monitor the training program and continue to look for efficiencies.	

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY

Previous year text	Progress notes
Year 1: Curriculum - Purchase curriculum resources and provide training for teachers on new resources using a phased approach. Ensure that the resources are aligned K-6 and 7-12 Staffing - Continue to work on increasing staff salaries. Look at ways to fill open positions and fill staff needs addressed in the Needs Assessment	The 30 hours of para PD was laid out at the beginning of the year, and was tracked more diligently throughout the school year to ensure that all paras were adequately trained. The district added an IEP instructional coach to help support special education teachers. This has been beneficial.
Year 2: Curriculum - Purchase curriculum resources and provide training for teachers on new resources using a phased approach. Ensure that the resources are aligned K-6 and 7-12 Staffing - Continue to work on increasing staff salaries. Look at ways to fill open positions and fill staff needs addressed in the Needs Assessment	A consistent curriculum still needs to be purchased. Staffing- The district added an IEP instructional coach to help support special education teachers. This has still been beneficial and needs to continue to be funded. Paras receive professional development building wide weekly or biweekly.
Year 3: Curriculum - Refine Conscious Discipline practices. Staffing -Classified pay scale/incentives continue to be modified to make appropriate raises and/or incentives to keep staff.	

Building: Northridge

STUDENT GROUP: ELL	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one). ☐ Exceeds ☒ Meets ☐ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
II. Does the data support your personal perception	
☒ Yes ☐ No	
III. Data points used to support your claim. Be specific as to the data point from a numerical perspective (add more below if needed).	
Data Point 1:	(Curriculum) Continue Newcomer program across the district for qualifying ELL students. State Assessments- Because there are less than 10 ELL students at Northridge, there is no state assessment data
Data Point 2:	(Staffing)

	• We need to continue to fund the district ELL coordinator position. • We need to continue to fund the ELL Lead teacher position at each building. • We need a full-time ELL aide
Data Point 3:	(Training) • Training opportunities for the ELL Lead teacher is sporadic. • We need training opportunities for gen ed staff
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable (add more below if needed).	
DP 1 Claim:	(Curriculum) • We need to fund Ufli as our ELL resource
DP 2 Claim:	(Staffing) • We need to continue to fund the ELL Coordinator supplemental position at each building. • We need to continue to fund the district ELL coordinator position.
DP 3 Claim:	(Training) • Train staff in ELL instructional practices.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year One: Staffing and training - Hire a Full-time and fully licensed ELL Teacher to support ELL needs and newcomers in grades 5-8. Ensure teachers have the training and instructional tools to use with our ELL populations. Curriculum- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.	
Year Two: Staffing and training - Begin to refine and monitor progress. Additional training for veteran teachers and initial training for new teachers.	

Curriculum- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

Year Three:

Staffing and training - Continued refinement and monitoring. Create a cycle for veteran teachers to receive training and commit to initial training for new teachers annually.

Curriculum- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY

Previous year text	Progress notes
Year 1:Staffing and training - Hire a Full-time and fully licensed ELL Teacher to support ELL needs and newcomers in grades 5-8. Ensure teachers have training and instructional tools to use with our ELL populations. Curriculum- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.	The district has a part-time district ELL coordinator, that needs to continue to be funded. The district was able to hire a full time K-6 teacher that is housed at Slate Creek, all students are bused to Slate Creek to have their ELL minutes serviced. Whereas this is a positive, having to bus kids and not having them serviced in their own home building has the potential to cause inequities among buildings and students.
Year 2:	(Technology) As our ELL student population continues to grow, it is increasingly important that we invest in technology that supports their access to instruction. Tools that provide real-time translation, language development support, and scaffolded learning opportunities will help ensure students can fully engage with grade-level content. Providing this technology not

	only supports academic success but also helps students build confidence, independence, and a stronger connection to their learning environment.
Year 3:	(Technology) As our ELL student population continues to grow, it is increasingly important that we invest in technology that supports their access to instruction. Tools that provide real-time translation, language development support, and scaffolded learning opportunities will help ensure students can fully engage with grade-level content. Providing this technology not only supports academic success but also helps students build confidence, independence, and a stronger connection to their learning environment.

Building: Northridge

STUDENT GROUP: At-risk/ MTSS/ General Student Support/ 504/ Homeless

Possible Focus Areas: Attendance/Tuancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

II. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
☐ Meets
☒ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

II. Does the data support your personal perception

- ☒ Yes
☐ No

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:

(Training)

- There is no fidelity in the implementation and use of MTSS resources.
- Our classified staff is expected to teach intervention within the district-approved curriculum, but have not been trained.

Data Point 2:

(Staffing)

	Our SEL aides are used daily to help students who are escalated. (This is not a position that is funded by the district. As a building, Northridge, determined to use educational aide hours to fill our SEL position.)
Data Point 3:	(Alternative Learning Environment) - At the time data was pulled, our building had 109 behavior referrals; of those, a majority was by 4 students. These students not only struggle in the general education setting, but also impede the - learning of all those around them.
Data Point 4:	(Truancy) It takes approx. 1 hour - start to finish - for each report when filing with DCF and the County Attorney's office. We have filed 12 reports so far this year.
Data Point 5:	(Behavior Management tier 3) Training is needed for Tier 3 support, and resources for our social worker, principal, and SEL aides.
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	(Training) - Our building staff needs training for the quality implementation of MTSS procedures and processes. This should include certified and classified staff. - Our classified staff (aides and paras) need training in Pathways to Reading.
DP 2 Claim:	(Staffing) We need to fund our Social Emotional Aide position. This person helps in our refocus room and in our sensory room, which provides a space for students to regulate, refocus, calm down, and return to class.
DP 3 Claim:	(Alternative Learning Environment) We have a diverse population of students and need to have an adequate, fully funded alternate learning environment. There is a great need for students to have an alternate environment in order to help them find success academically and behaviorally. Within this, we would want to identify processes for students to enter and transition back to their assigned neighborhood school.
DP 4 Claim:	(Truancy) The current process is cumbersome and extremely time-consuming. We need a clear process of who

	will document and communicate absences with parents, before it gets to an extreme point. We need clear consequences and accountability for not following school guidelines for attendance.
DP 5 Claim:	(Behavior Management tier 3) • Training and consistency is needed for Tier 3 support and resources for our social worker, principal, and SEL aides.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year One: Alternative Learning Env/School - Pilot an alternative learning environment for K-4. (Could be housed at NR) Curriculum and Staffing - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.	
Year Two: Alternative Learning Env/School - Implement plan to expand alternative learning environment to all K-4 buildings Curriculum and Staffing - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.	
Year Three: Alternative Learning Env/School - Commit to reviewing processes and procedures for students to enter and exit the Alternative programs within schools. Curriculum and Staffing - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.	

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes
Year 1: Alternative Learning Env/School - Pilot an alternative learning environment for K-4. (Could be	Staffing - For the 24-25 school year the base salary was raised 4.76%

housed at NR) Curriculum - Conduct a curriculum audit to see where we are as a district with curriculum in Core, SPED, ELL, and Interventions. Staffing - Increase salaries in all positions in order to be competitive in the local and regional markets. Develop a recruitment and retention plan to bring quality staff to our district.	
Year 2:Alternative Learning Env/School -Pilot an alternative learning environment for K-4. (Could be housed at NR) Curriculum - Conduct a curriculum audit to see where we are as a district with curriculum in Core, SPED, ELL, and Interventions. Staffing - Increase salaries in all positions in order to be competitive in the local and regional markets. Develop a recruitment and retention plan to bring quality staff to our district.	The 25-26 school year was the first year that Railer Stars ran all year. This was a helpful program in helping students who struggled with transitions.
Year 3:	

Building: Northridge

Additional Needs:

Department	Need(s)	Departmental response/validation
Department	Need(s)	.
Maintenance/custodial	Additional custodial staffing is needed. May need to increase hourly pay to attract more qualified applicants. Intercom speakers, not all the hallways have intercom speakers, this is a safety issue	
Transportation	All drivers need continuous training on de-escalation techniques District vehicles need to be updated. This is one of the first things other districts see when we visit other schools. Quality, updated vehicles project a positive image of Newton. Scheduling for SPED transportation is a need Additional drivers needed district-wide	
Food Service	There needs to be equality among buildings as it pertains to food service.	
Communications	Additional training on the website and Connect 5	

Building: Slate Creek Elementary

<u>Rose Capacities:</u> Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
5. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes

School: Slate Creek Elementary

STUDENT GROUP: General Education

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
☐ Meets
☒ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

II. Does the data support your personal perception

- ☒ ~~Yes~~
☐ No

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:

(Staffing)

- Sometimes our building sub is used to cover staffing shortages across the district.
- All 5 specials teachers are not full time at SC.
- None of our paras and aides have training on all resources (math, reading, writing, social studies, science, and behavior interventions [CD])
- We currently have 2.5 unfilled para or aide positions.

25.26 Update:

- Only 1 aide with sub license

	• All 5 Specials are <u>not</u> full time at SC. • None of our paras/aides have training on all resources (math, reading, writing, social studies, science, and behavior interventions (CD) • 25-26 School year has .5 aide position unfilled • We need 3-5 more support staff to fully commit to PLC and RTI process																				
Data Point 2:	(Curriculum-Intervention) State Assessments-All Students • Reading (Level 1 and Level 2 All Students) ○ 21-22 79% (3rd Grade) 69% (4th Grade) ○ 22-23 74% (3rd Grade) 78% (4th Grade) ○ 23-24 61% (3rd Grade) 61% (4th Grade) ○ 24-25 63% (3rd Grade) 49% (4th Grade) • Math (Level 1 and Level 2 All Students) ○ 21-22 76% (3rd Grade) 66% (4th Grade) ○ 22-23 74% (3rd Grade) 80% (4th Grade) ○ 23-24 63% (3rd Grade) 67% (4th Grade) ○ 24-25 49% (3rd Grade) 47% (4th Grade)																				
Data Point 3:	Class Size- # of sections and students per grade • District-wide • Re-zoning neighborhoods would help balance class sizes across the district <table><tr><td></td><td>SC</td><td>NR</td><td>SS</td><td>SB</td></tr><tr><td>K</td><td>2 sec. 43 total</td><td>2 sec. 37 total</td><td>2 sec. 41 total</td><td>3 sec. 57 total</td></tr><tr><td></td><td>Approx 20-21 per teacher</td><td>Approx 18-19 per teacher</td><td>Approx 20-21 per teacher</td><td>Approx 18-19 per teacher</td></tr><tr><td>1</td><td>2 sec. 41 total</td><td>2 sec. 36 total</td><td>2 sec. 35 total</td><td>3 sec. 54 total</td></tr></table>		SC	NR	SS	SB	K	2 sec. 43 total	2 sec. 37 total	2 sec. 41 total	3 sec. 57 total		Approx 20-21 per teacher	Approx 18-19 per teacher	Approx 20-21 per teacher	Approx 18-19 per teacher	1	2 sec. 41 total	2 sec. 36 total	2 sec. 35 total	3 sec. 54 total
	SC	NR	SS	SB																	
K	2 sec. 43 total	2 sec. 37 total	2 sec. 41 total	3 sec. 57 total																	
	Approx 20-21 per teacher	Approx 18-19 per teacher	Approx 20-21 per teacher	Approx 18-19 per teacher																	
1	2 sec. 41 total	2 sec. 36 total	2 sec. 35 total	3 sec. 54 total																	

		Approx 20-21 per teacher	Approx 18-19 per teacher	Approx 17-18 per teacher	Approx 18-19 per teacher	
	2	2 sec. 43 total	2 sec. 30 total	2 sec. 35 total	3 sec. 47 total	
		Approx 21-22 per teacher	Approx 15-16 per teacher	Approx 17-18 per teacher	Approx 15-16 per teacher	
	3	2 sec. 46 total	2 sec. 35 total	2 sec. 39 total	3 sec. 59 total	
		Approx 23-24 per teacher	Approx 17-18 per teacher	Approx 19-20 per teacher	Approx 19-20 per teacher	
	4	2 sec. 46 total	2 sec. 41 total	2 sec. 38 total	3 sec. 53 total	
		Approx 23-24 per teacher	Approx 20-21 per teacher	Approx 19-20 per teacher	Approx 17-18 per teacher	
Data Point 4:	25.26 Update - Students per reading/math interventionist - Students per special education teacher - See Chart below 218 Students at SC 99 Students in Intervention 45% of our student body is receiving some kind of intervention					
		K	1	2	3	4
	# of	43	41	42	46	46

	Students @ SC					
	# of students receiving MTSS/Intervention @ SC	21 48%	30 73%	17 40%	10 22%	21 46%
	If you're seeing numbers significantly higher (like 30–40%), that often signals: • Core instruction gaps • Curriculum misalignment • Staffing/resource shortages • Screening cut score issues					
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)						
DP 1 Claim:	(Staffing) Lack of qualified staff (aides, paras, and sub). Additionally, specials teachers split duty at multiple schools impacting student learning opportunities. Potentially add a behavior interventionist / aide to help with behaviors, especially younger grade levels. Full time specials teachers could open up more possibilities with extension activities, etc.					
DP 2 Claim:	(Curriculum-Intervention) We need additional resources and training for high-quality Tier II and III reading and math interventions. A continued need for training for quality implementation of MTSS procedures and processes. Our classified staff needs training in the current curriculum. Increase in rigor through DOK training.					
DP 3 Claim:	(Class Size) Most of the class sizes exceed 18 students, which negatively impacts student learning opportunities and behavior. Some research on this. Article 1 Article 2					
DP 4 Claim:						

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.

Year One:

Additional qualified staff (aides, paras, and substitutes) - possibly pay weekly, increase pay for all positions, or other opportunities for growth (college tuition reimbursement, endorsements, etc.); Training for all staff (aides, paras, subs, and teachers); Increase number of specials teachers so that those teachers are at one school. Leverage the qualities of USD373 that keep people here other than salary (school culture, quality of life, etc.)

Assessment Scores: Additional qualified staffing will help with this area. Additionally, smaller class sizes and additional staff training would also help cover all math and ELA needs (intervention and core instruction).

Class Size: Additional staff would allow for smaller class sizes under 18 and positively impact student needs and skills.

Year Two:

Qualified Staff - Training - Pathways training - paras and aides trained in **Pathways, Conscious Discipline, Professionalism, Core Resources, Small Group Management**

Assessment Scores: Training in DOK that corresponds to the state assessment (3rd and 4th grade); Additional FastBridge training

Year Three: See year one and two

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY

Previous year text	Progress notes
Additional qualified staff (aides, paras, and substitutes) - possibly pay weekly, increase pay for all positions, or other opportunities for growth (college tuition reimbursement, endorsements, etc.); Training for all staff (aides, paras, subs, and teachers); Increase number of specials teachers so that those teachers are at one school. Leverage the qualities of USD373 that keep people here other than salary (school culture, quality of life, etc.)	Additional qualified staff - Training - PLC training days for staff (teachers participating in the PLC process and aides/paras training in Conscious Discipline). Interventionists and ELL to FastBridge training. Some other staff participated in district FastBridge training. Staff newly ELL certified. We are currently fully staffed. Assessment Scores - Class Size - We do not have control over this.

Assessment Scores: Additional qualified staffing will help with this area. Additionally, smaller class sizes and additional staff training would also help cover all math and ELA needs (intervention and core instruction).

Class Size: Additional staff would allow for smaller class sizes under 18 and positively impact student needs and skills.

Building: Slate Creek

STUDENT GROUP: Special Education	
Possible Focus Areas: Attendance/Tuancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below. -Observed student growth in classroom participation -Have moved on to working on harder academic goals with students (example: 1st grade student working on blending sounds instead of letter names and letter sounds in isolation) -Teacher perception of less need to take work home to complete (specifically IEPs) -Dedicated plan time not being used for student needs or meetings as often (still occurs for GEI Days and unexpected behavioral needs)	
II. Does the data support your personal perception	
☒ ~~Yes~~ ☐ No	
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	Staffing- Nursing hours at each building, times nurses have had to move between buildings (emergency/special meds)? Number of daily specific med given to students (maybe beyond secretary skills)

	IEP min- not covered (para absent) (Teacher pull out minutes- for meetings) Paraeducator pay compared to surrounding area (including non-education jobs) Current count of open para and classroom aide positions Record of WebKids after hours logins <u>2025-2026:</u> -No current para open positions (1 para retiring at end of school year in SMD) -1 ½ time open aide position
Data Point 2:	Resources- No curriculum current exists to meet student needs (see IEP and teacher observation for skill level) Funds to purchase cause and effect learning items IRC Teachers pull resources from UFLi and PTR if available, also uses variety of other approaches Teachers would want access to all grade level resources/curriculum for curriculum adopted
Data Point 3:	Student Numbers-
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	(Staffing) We need a full-time nurse, currently our nurse is split between two buildings. Slate Creek alone serves several students that require G-tube feeds, many students receiving medicine throughout the day. Not enough para support for coverage of min. The lack of qualified applicants has led us to have positions that are filled with teachers in the process of gaining certification. We currently have several paraeducator positions open and have not had any applicants. This has put additional stress on other staff, who are having to carry the additional workload that we haven't been able to hire. This has put additional stress on other staff, who are having to carry the additional workload of staff that we haven't been able to hire.

	Lack of plan time for Sped Teachers due to student need. 2025-2026 (Staffing)- 2 nurses over Slate Creek for the majority of every day. Current coverage times are being met, unsure of impact of coverage after incoming students for next year and move in students. *Not Full Day coverage on black mornings *11:30-3:00 *SMD Room and staff utilized to help student medical needs during lunch or on low staff days - 17 Daily Meds (scheduled pills/inhalers) - 4 Students with Seizure Medication at school - 3 Students Tube Fed- requiring adult training and time (Tube feeding take either 40 minutes for 1 student done 2x a day) and other students have on-going tube feeds - 9 rescue inhalers + multiple epi-pens - Fall semester 2025 Health Office Visits over 1000 students (not including scheduled medication dispensing) - Spring semester 2025 Health Office Visits - Unable to pull previous years Health Visit Numbers
DP 2 Claim:	(Resources) We are in need of curriculum for 2 and 3 year olds for students in kindergarten functioning at that level. Extreme differentiation like this is very difficult for teachers to accommodate in the general setting especially for C minutes.
DP 3 Claim:	(Student Numbers) Spring 2025 Numbers - 5 Students in SMD - 26 Students in K-2 - 24 Students in 3-4 2025-2026 - 5 Students in SMD - 20 Students K-2 - 19 Students 3-4 - GEI Students (counted folders as of 3/10) - 4 Kindergarten Students - 4 1st Grade Students - 15 2nd Grade Students - 6 3rd Grade Students - 3 4th Grade Students - Speech:

	- 5 from SMD (also receive other services) - 8 from K-2 (also receive other services) - 6 from 3-4 (also receive other services) - 18 speech only students (includes 8 pre-schoolers) - 5 students in Speech GEI
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year One: Pay incentive for aides/ paras, increase nursing hours, plan time for SPED teachers, fill all open positions, SPED planning PD.	
Year Two: Work on connecting ELL program with SPED needs, SPED teachers more plan time, curriculum/resources for more foundational Pre-K level skills, continual academic training for SPED staff, continual behavioral training for SPED staff,	
Year Three:	

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes
Year One: Pay incentive for aides/ paras, increase nursing hours, plan time for SPED teachers, fill all open positions, SPED teachers in charge of PD hours	- Classified salary base was raised - Nursing hours at SC increased by 50% - Specific time for SPED plan built into the schedule - Open positions currently filled (3/26/25) - Teaching SPED PD requirement shifted to District Office

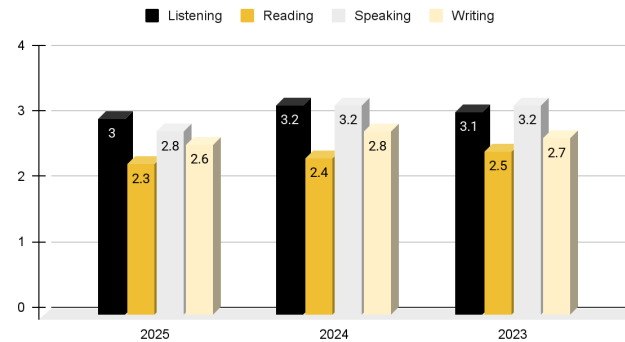
Building: Slate Creek

STUDENT GROUP: ELL	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one).	
☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
- Increased amount of time to give KELPA speech section, students speaking more English and more complete English sentences - More English heard from students who in the past would minimally speak English - Less need for translation/Google Translate in the classroom - Increase use of Bilingual/Spanish Books by students and teachers (live link on the school Hub of a List of available bilingual books in the building)	
II. Does the data support your personal perception	
☒ Yes ☐ No	
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	Staffing: • 3 bi-lingual staff • 2 ELL staff (one certified and one classified) • 5 ESOL endorsed staff • 4 Newcomers in 23/24

	25.26 Update: • 3 bi-lingual staff (1 certified and 2 classified) ◦ 2 bilingual student teachers (1 in Kinder and 1 in 3rd) • 3 ELL staff (one certified and two classified) • 11 ESOL endorsed staff- including at least 1 teacher at every grade level • 15 Newcomers in 24.25 • 38 total ELL students, largest ELL population in the district (this does not include the 6 ELL students who are bussed to Slate Creek for newcomer program) ◦ Students from other buildings bussed to SC lose academic time due to bussing, miss out on other activities (specials for some students) with classroom peers • KELPA Student Population at Elementary Level- not SC specific Data ◦ 2025 ■ 73 students Total in ELL Program (up from 48 in 2024 year, 62 in 2023 year) ■ 37 in 1st year of ELL (up from 12 in 2024 year, 21 in 2023 year) ■ Currently, 20 EL students at Cooper with 16 designated as newcomers (not all may be true newcomers but may simple there first time attending school and hearing English)
Data Point 2:	Resources: • No current ELL curriculum 25.26 Update: • UFli program • District website has translated supply list for Elementary, Santa Fe, Chisholm, High School and Opportunity Academy *Pre-K has unpublished copies both in English and Spanish. Those lists are unpublished because students must qualify for the program. Menus can be translated online for families into multiple languages
Data Point 3:	Technology: • Proprio telephone service 25.26 Update: • Small handheld translation device for student use • Continued proprio service available • Remind can now translate some messages for parents
Data Point 4:	KELPA Scores: 25.26: • Overall Proficiency- Elementary Level from 2025 KELPA ◦ 10% Proficient ◦ 77% Nearly Proficient

- 14% Not Proficient
- Progress Toward Proficiency Scores for Elementary Students from 2025 KELPA
 - 16% of Elementary Students in District scored Proficient on 2025 KELPA Testing
 - Up from 6% on 2024 KELPA
 - Was 21% on 2023 KELPA
 - 64% of Elementary Students in District scored Satisfactory Progress on 2025 KELPA Testing
 - Up from 63% on 2024 KELPA
 - Up from 38% on 2023 KELPA
 - 20% of Elementary Students in District scored Progress Not Demonstrated on 2025 KELPA Testing
 - Down from 31% on 2024 KELPA
 - Down from 40% on 2023 KELPA

KELPA Domain Performance - Elementary Level



*Slight decline in all areas noted

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)

DP 1 Claim:

(Staffing)- We are becoming The New Comer school for the district. With this, we will need some more bi-lingual ELL staff to meet the needs of these new students coming in.

Need Parent Advocate for non-english speaking families

- Increasing number of ELL students in general
- Increasing number of students in 1st year of ELL Program

DP 2 Claim:	(Resources)- Need for curriculum materials pre-translated materials for students and parents, prepared visuals with translated vocabulary, multicultural materials for use in classrooms, -Need for all district material available in Spanish *specifically the attendance and black/gold Calendars
DP 3 Claim:	(Technology)- Translating for students and parents on a regular basis.
DP 4 Claim:	(KELPA Scores)
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year One: Document of pre-translated comments for report cards, notes home, field trip reminders... ask/surveys ELL families what they want to hear more about from school/what they struggle to communicate to school,	
Year Two: Create strategies based upon survey to better assist our ELL families, Document of pre-translated comments for report cards, notes home, field trip reminders	
Year Three: Parent advocate	

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes
Year One: Document of pre-translated comments for report cards, notes home, field trip reminders... ask/surveys ELL families what they want to hear more about from school/what they struggle to communicate to school,	• Document not made at this time • Survey to go out at the end of the year • School Supply list is available in Spanish on website for Elementary, Santa Fe, Chisholm, High School and Opportunity Academy • Menus can be translated into Spanish, Japanese, and Chinese online • Individual teachers using Google Translate and then checking with building translators for field trip notes.

Building: Slate Creek

STUDENT GROUP: At-risk/ MTSS/ General Student Support/ 504/ Homeless	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
II. Does the data support your personal perception	
☒ ~~Yes~~ ☐ No	
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	<u>Attendance/Truancy</u> 2023-2024 School Year Data: • 94.01% Average Daily Attendance • 19% of student body requiring doctor notes (10 or more days absent) 2024-2025 School Year Data: • 93.49% Average Daily Attendance • 12% of student body requiring doctor notes (10 or more days absent) 2025-2026 School Year Data • 93.09% Average Daily Attendance

	15% of student body requiring doctor notes (10 or more days absent)
Data Point 2:	<u>Behaviors</u> 2023-2024 School Year Data: 162 ODRs (Aug-Mar) 19 on school-based Prairie View Services 9 CPI trained staff members - Numerous classroom evacuations 2024-2025 School Year Data: 110 ODRs (Aug-Mar) 23 on school-based Prairie View services 13 CPI trained staff members - Numerous classroom evacuations 2025-2026 School Year Data 138 ODRS (Aug-Mar) 26 school-based Prairie View Services 13 CPI trained staff members - Fewer classroom evacuations than years prior due to Railer Stars and alternative learning environment
Data Point 3:	<u>Staffing</u> 2023-2024 School Year Data - Currently have one classified and one certified ELL bilingual staff member, next year our building will be housing all Newcomer elementary students for the district. - Currently have 4.5 classified aide positions for 10 classrooms - Current salary schedule for certified compared to surrounding districts is lower. 2024-2025 School Year Data - We currently have two classified ELL bilingual staff members. - We became the building to house the majority (15) of elementary newcomers (some students choose to attend their home school). - We have 4.75 classified aide positions for 10 classrooms - student body 208 2025-2026 School Year Data 3 bi-lingual staff (1 certified and 2 classified), 3 ELL staff (one certified and two classified) 11 ESOL endorsed staff- including at least 1 teacher at every grade level - We have 4.75 classified aide positions for 10 classrooms - student body 223
Data Point 4:	<u>Early Education</u> 2023-2024 School Year Data - Depending on the year, approximately less than 20% of the kindergarten population went to Cooper, 36 kindergarten office referrals for the year - Some families with access to Cooper can't stay at Cooper longer even if child needs more preK due to age requirements 2024-2025 School Year Data 40% of the Slate Creek Kindergarten population went to Cooper, 26 kindergarten office referrals for the year 2025-2026 School Year Data

	- Over 60% of the Slate Creek Kindergarten population went to Cooper, only 7 office referrals in Kinder for the year - Overall kindergarten students academically higher than years prior
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	Attendance/Tuancy: We are needing a clear process of who will document and communicate absences with parents, before it gets to an extreme point. We need clear consequences and accountability for not following school guidelines for attendance.
DP 2 Claim:	Behaviors: We need better options for dealing with extreme behavior in a general education setting. We need a specialized classroom that has staff with additional behavioral training, but does not require an IEP. This would include a change to protocols/laws so that students could be in an alternative setting without waiting the 6 weeks for data or testing. We need a true seclusion room to be able to deal with violent behaviors.
DP 3 Claim:	Staffing: We need access to a licensed therapist, a behavior specialist, bilingual staff, and additional aides. We need to be able to compensate employees enough to stick around.
DP 4 Claim:	Early Education: All of our students need access to quality early education to prepare them to be successful in the elementary setting. Although we do have one district option, there are very few other PreK options especially those that can be afforded by our at risk students. Within building PreK we could begin serving the students in our area with a much easier transition to kindergarten.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year One:	
Year Two:	
Year Three:	

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes
Behaviors: We need better options for dealing with extreme behavior in a general education setting. We need a specialized classroom that has staff with additional behavioral training, but does not require an IEP. This would include a change to protocols/laws so that students could be in an alternative setting without waiting the 6 weeks for data or testing. We need a true	The district has added the Railer Stars program for Kindergarten students, however there is still a need for an alternative learning environment for older students. Construction continues to happen to make a true seclusion area for students with violent behaviors.

seclusion room to be able to deal with violent behaviors.	
Staffing: We need access to a licensed therapist, a trained behavior specialist, bilingual staff, and additional aides. We need to be able to compensate employees enough to stick around.	

Building: Slate Creek

Additional Needs:

Department	Need(s)	Departmental response/validation
Maintenance/custodial	Guttering & Drainage, Seclusion room safety updates, blocking traffic for one-way reinforcement, new marque,	
Technology	3-5 More Walkie-Talkies (little ones), Smart TV in office for rolling announcements, Chromebook carts	
Transportation		
Food Service		
Communications		
Other (please specify)		

Building: South Breeze Elementary

<u>Rose Capacities:</u> Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
5. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes

Building: South Breeze

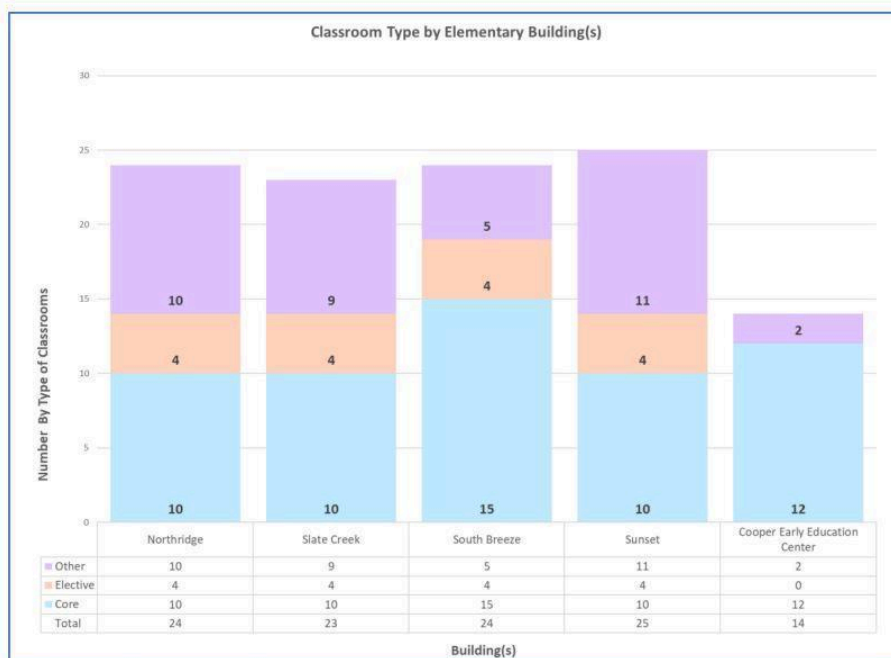
STUDENT GROUP: General Education	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one).	
☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
II. Does the data support your personal perception	
☒ Yes ☐ No	
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	Staffing: Discipline Data: 22-23: 158 referrals, 33 days in school suspension, 17 days suspension 23-24: 471 referrals, 44 days in school suspension, 71 days suspension 24-25: 493 referrals, 64 days in school suspension, 110 days suspension 25-26: 133 referrals, 36 days in school suspension, 18 days suspension (as of 1.16.26) 1 Prairie View Student Case Manager in building 1 part time Prairie View Therapist in building

Para/Aide base hourly rate - \$14.09 per hour
 Admin. Assistant base hourly rate - \$14.73 per hour
 Staff Sub shortages occur multiple times per week - specials classes have been cancelled and some classes have had to combine to cover for absent teachers.

Facility Needs:

Number of open classrooms/office spaces not in use - 0
 Number of staff bathrooms - 2 (South Breeze staff of approximately 65 people)
 When compared with other elementary schools in the district, South Breeze has half the number of spaces available for student programming, even though we have the largest student population at the elementary level

Classroom Type Inventory by Building



Source: Newton Public Schools and RSP

NOTES:

- ☐ **Core Classrooms:** Learning spaces for elementary students typically defined as their homeroom and for secondary students' classrooms where the core content of English Language Arts (ELA), Math, Science, or Social Studies are taught to students
- ☐ **Elective/Non-Core Classrooms:** Learning spaces for elementary students that typically are Art, Computer, Speech, Foreign Language, Music Physical Education and for secondary students' courses that fall outside of Core classrooms (ELA, Math, Science, or Social Studies) that are not typically required, but a student chooses as an option
- ☐ **Other Program Space Classrooms:** Learning spaces that are typically defined as intervention spaces designed to meet the needs of students who require additional academic, mental, or emotional support to ensure academic development and behavioral success

Data Point 2:

Data Point 3:	Alternative Learning Environment: Discipline Data: - 22-23: 158 referrals, 33 days in school suspension, 17 days suspension - 23-24: 471 referrals, 44 days in school suspension, 71 days suspension - 24-25: 493 referrals, 64 days in school suspension, 110 days suspension - 25-26: 133 referrals, 36 days in school suspension, 18 days suspension (as of 1.16.26) Attendance (22-23) - Excused Absences: 1770 Days - Unexcused absences: 179 Days (2 hours or more of the school day missed) - Tardies: 1047 instances of students being late to school - Early Pickup: 435 Instances of students leaving early (After 2:45 PM) Attendance (23-24) - Excused Absences: 1507 Days - Unexcused absences: 311 Days (2 hours or more of the school day missed) - Tardies: 804 instances of students being late to school - Early Pickup: 527 Instances of students leaving early (After 2:45 PM) Attendance (24-25) - Excused Absences: 1630 Days - Unexcused absences: 341 Days (2 hours or more of the school day missed) - Tardies: 735 instances of students being late to school - Early Pickup: 608 Instances of students leaving early (After 2:45 PM) Attendance (25-26) - (as of 2.5.26) - Excused Absences: 726 Days - Unexcused absences: 106 Days (2 hours or more of the school day missed) - Tardies: 413 instances of students being late to school - Early Pickup: 321 Instances of students leaving early (After 2:45 PM)
Data Point 4:	Technology Needs: Chalkboards still in use in some classrooms Projectors in classrooms are old and nearing end of life Most Smartboards are approximately 15 years old Very limited ability to do things wirelessly or utilizing bluetooth
Data Point	Staff Training and Curriculum:

5:

State Assessments - Grades 3-4 (All Students)

- Reading (Level 1/Level 2)

- **21-22:** 20%/39%
- **22-23:** 23% /35%
- **23-24:** 28% /36%
- **24-25:** 37% /25%

- Math (Level 1/Level 2)

- **21-22:** 20% /51%
- **22-23:** 22% /44%
- **23-24:** 26% /48%
- **24-25:** 49% /33%

FastBridge - Grades 2 - 4

2nd Grade

- aReading (Some Risk/High Risk)

- **Spring 24:** 27% / 33%
- **Fall 24:** 27% / 33%
- **Winter 24:** 22% / 32%
- **Fall 25:** 25% / 32%
- **Winter 25:** 21% / 30%

- aMath (Some Risk/High Risk)

- **Spring 24:** 31% / 24%
- **Fall 24:** 34% / 21%
- **Winter 24:** 35% / 19%
- **Fall 25:** 23% / 29%
- **Winter 25:** 23% / 23%

3rd Grade

- aReading (Some Risk/High Risk)

- **Spring 24:** 31% / 27%
- **Fall 24:** 29% / 26%
- **Winter 24:** 30% / 30%
- **Fall 25:** 26% / 21%
- **Winter 25:** 26% / 22%

- aMath (Some Risk/High Risk)

- **Spring 24:** 28% / 24%
- **Fall 24:** 24% / 25%
- **Winter 24:** 28% / 25%
- **Fall 25:** 24% / 22%

	- Winter 25: 33% / 17% 4th Grade - aReading (Some Risk/High Risk) - Spring 24: 29% / 24% - Fall 24: 20% / 21% - Winter 24: 28% / 22% - Fall 25: 22% / 28% - Winter 25: 25% / 34% - aMath (Some Risk/High Risk) - Spring 24: 29% / 17% - Fall 24: 33% / 21% - Winter 24: 33% / 17% - Fall 25: 33% / 24% - Winter 25: 28% / 30%
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	Staffing: - South Breeze has a need for a full time behavior interventionist. Student behaviors in the classroom continue to be a hindrance to student learning. A full time behavior interventionist would help students be successful in the classroom and allow teachers to focus on teaching, instead of managing behaviors. We have one social worker at the building level, which is similar to the staffing at other, smaller population schools in the district - Continue with SEL Aide positions(currently using two aide positions to focus on SEL student needs) - Continue with full time Social Worker at South Breeze - Expand current nurse position to full time at South Breeze - South Breeze needs one additional building based sub or we need additional subs across the district - South Breeze needs one building based paraeducator substitute to cover for para absences that occur each day - Recommend hiring a district level recruiter and grant writer to bring high quality staff and additional funding to our district. - Recommend increasing hourly rates for all classified staff by at least \$1.00 per hour. - Recommend a more thorough onboarding process for classified staff - orientation at district office followed by position specific training. - Continue with Prairie View support (Case Manager, Therapist, Liaison). - Continue with ESSDACK and Greenbush consultant support in the buildings (behavior and instruction).

DP 2 Claim:	Facility Needs: - South Breeze needs additional classroom space and additional staff bathrooms. - South Breeze needs an additional student bathroom for students with special needs. - South Breeze needs an additional seclusion room for students. - ISS Room and Sensory Room - we do not have space for both a Student Refocus Room (In School Suspension) and a Sensory Room. These two rooms are currently sharing the same space in one room. - Classroom space - our ELL and ELP programs share an office space for their classroom. - Staff bathrooms - we only have two staff bathrooms in the entire building - one in the specials hallway and one in the staff lounge. We need additional staff bathrooms. - Storage - we only have two storage areas for the entire building. - Storage Sheds - current storage sheds are old and falling apart (could a NHS shop class build a new shed?)
DP 3 Claim:	K - 6 Alternative Learning Environment: - There is a need for an expanded Alternative Learning Environment for K-6 students across the district. Some students require additional support beyond what the classroom teacher can provide. A K-6 Alternative Learning Environment will provide a place for those students to get the support they need to be successful.
DP 4 Claim:	Technology: - Projectors need to be replaced with high definition, large screen televisions or interactive displays - Aging Smartboards need to be replaced with Interactive Display Devices - Need to have the ability to project wirelessly and utilize bluetooth for audio
DP 5 Claim:	Staff Training and Curriculum: - Staff need additional training for working with Tier II and Tier III behaviors. Trauma Informed training, Conscious Discipline training, Solution Tree Behavior Intervention training for staff would give them the tools needed to work with high needs students. - MTSS training for high level implementation of MTSS procedures - PLC training - continued training and refinement of working in PLCs - Utilize ESSDACK consultants to provide support in behavior and instructional strategies
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1: Curriculum - Conduct a curriculum audit to see where we are as a district with curriculum in Core, SPED, ELL, and Interventions.	

Behavior Management - Provide training in PBIS and MTSS structures and begin to work to have a common approach and language across the entire district. Provide tools and management approaches for teachers and administrators to be able to use in the classrooms and buildings. Expand Alternative Learning Environment to K-6.

Staffing - Increase salaries in all positions in order to be competitive in the local and regional markets. Develop a recruitment and retention plan to bring quality staff to our district. Add behavior interventionist at each building.

Technology - Conduct a technology audit that will identify current needs to ensure our students have access to modern technology and current technological standards. This audit should also identify areas to ensure that we maintain a secure network.

Facility - Conduct a facility audit that will identify current needs to ensure our students and staff have access to adequate facilities that address current learning and programming needs.

Year 2:

Curriculum - Purchase curriculum resources and provide training for teachers on new resources using a phased approach. Ensure that the resources are aligned K-6 and 7-12. Provide adequate training on curriculum resources to ensure high level implementation.

Behavior Management - Implement a Tiered approach to behavior management K-12. Continue work to expand K-12 Alternative Learning Environment.

Staffing - Continue to work on increasing staff salaries. Look at ways to fill open positions and fill staff needs addressed in the Needs Assessment. Continue to fund staff positions that work with managing student behaviors.

Technology - Develop master plan to upgrade technology needs across the district and allocate appropriate monetary resources. Provide training on all technology resources.

Facility - Use information gained from facility audit to begin planning for future facility needs and a bond issue to pay for those needs.

Year 3:

Curriculum - Continue to follow a rotation for the purchasing and implementation of new curriculum on a year to year basis.

Behavior Management - Continue to monitor and make adjustments to plans to be sure that the plans are targeting district trends. Ongoing training for new and veteran staff is essential.

Staffing - Continue to look for efficiencies in departments and buildings.

Technology - Continue to implement the plan and provide continued training on all technology purchases.

Facility - Use information gained from future facility needs planning to put forth a bond issue to pay for those needs.

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY

Previous year text

Progress notes

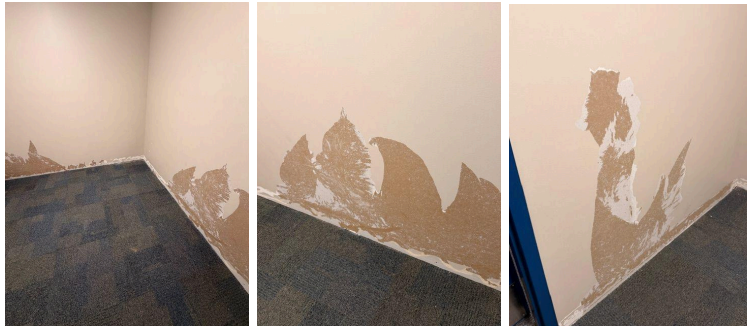
Year 1: Complete conscious discipline modules (SEL/Behavior Management); Recruitment efforts for classified positions (staffing), fill SEL aide position	We have one SEL Aide position currently. We still need to increase recruitment efforts across the district. Some paras and aides have worked through Conscious Discipline modules. We still need to do this as a building wide staff, however.
Year 2: Pay scale review (classified/certified staffing); continue recruitment efforts; training for SEL aide	Work continues to be done in this area. The district has hired a firm to conduct a payscale review. South Breeze has utilized Eric Nachtigal from ESSDACK to work with staff and our SEL Aides to provide training and support for students.
Year 3: Continue training for SEL aide	

Building: South Breeze

STUDENT GROUP: Special Education	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one).	
☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
II. Does the data support your personal perception	
☒ Yes ☐ No	
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	Staffing: - South Breeze is fully staffed as of 1.16.26, however this is the first time all year that we have had all positions filled. We were short staffed the entire first semester.
Data Point 2:	Facility Needs: - No space for both an In School Suspension/Regulation Room and a Sensory Room for students - Seclusion room needs a different material on the walls. Students have torn the paint and drywall off in the seclusion room.

Data Point 3:	Technology: - Personal communication devices available for Structured Learning Students - Interactive Displays to help provide more engaging instruction for students - Need to have the ability to project wirelessly and utilize bluetooth for audio
Data Point 4:	Staff Training: Additional training to ensure that processes are common across the district on Webkids, progress reports, para supports, running of IEP Meetings, instructional strategies, and de-escalation techniques are needed. 25-26 Professional Development Hours: - District directed professional learning - 22 hours - Personal learning day - 7 hours - Building directed professional learning - 27.5 hours (must be split between building time and collaboration time) - Total - 56.5 hours - Paras required to complete 30 hours of Professional Development - Aides have no Professional Development hour requirement (other than annual KASB required trainings)
Data Point 5:	Curriculum: - Staff develop their own resources - Staff utilize Teachers Pay Teachers for resources State Assessments - Grades 3-4 (Special Education Students) - Reading (Level 1/Level 2) - 21-22: 25%/42% - 22-23: 53% /29% - 23-24: 58% /32% - 24-25: 61% /18% - Math (Level 1/Level 2) - 21-22: 23% /54% - 22-23: 47% /41% - 23-24: 47% /47% - 24-25: 78% /18%

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)

DP 1 Claim:	Staffing: - We continue to struggle with hiring and retaining classified staff. We need additional dollars allotted for recruitment and retention of classified support staff. - Continue to fund Special Education IEP/Instructional Coach Position - Continue to fund full time Autism Coordinator Position - Add one Behavior Interventionist Position
DP 2 Claim:	Facility Needs: - Add a different and softer wall material in the seclusion room. - We do not have space for both a Student Regulation Room (In School Suspension) and a Sensory Room - Our ELL and ELP programs share an office space for their classroom - they really need separate spaces for their individual programs 
DP 3 Claim:	Technology: - Personal communication devices available for Structured Learning Students - Projectors need to be replaced with high definition, large screen televisions or interactive displays - Aging Smartboards need to be replaced with Interactive Display Devices - this helps bring learning to life with enhanced interactive instruction for students and teachers - Need to have the ability to project wirelessly and utilize bluetooth for audio - provides flexibility by allowing teachers to utilize the interactive board while moving around the classroom.

DP 4 Claim:	Staff Training: - Paraeducators and Classroom Aides need additional training for working with students in reading and math. Instructional strategies, curriculum training, and de-escalation techniques would give them the tools to be more successful when working with students. - Staff need additional training for working with Tier II and Tier III behaviors. Trauma Informed training or Conscious Discipline training for staff would give them the tools needed to work with high needs students. CPI training needs to continue - Professional Development time - restructure this so that SPED teachers have an extra day at the beginning of the year to review IEPs. We also need to provide time during district level PD Days to have SPED teachers meet with our district SPED Directors to review SPED specific information and professional development.
DP 5 Claim:	Curriculum: - Need to provide quality, adequate curriculum resources for SPED teachers - A variety of resources are needed to meet the individual needs of our special education students - Quality MTSS resources for teachers to provide effective intervention instruction for students
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1: Curriculum - Conduct a curriculum audit to see where we are as a district with curriculum in Core, SPED, ELL, and Interventions. Behavior Management - Provide training in PBIS and MTSS structures and begin to work to have a common approach and language across the entire district. Provide tools and management approaches for teachers and administrators to be able to use in the classrooms and buildings. Expand Alternative Learning Environment to K-6. Staffing - Increase salaries in all positions in order to be competitive in the local and regional markets. Develop a recruitment and retention plan to bring quality staff to our district. Add behavior interventionist at each building. Technology - Conduct a technology audit that will identify current needs to ensure our students have access to modern technology and current technological standards. This audit should also identify areas to ensure that we maintain a secure network. Facility - Conduct a facility audit that will identify current needs to ensure our students and staff have access to adequate facilities that address current learning and programming needs.	
Year 2: Curriculum - Purchase curriculum resources and provide training for teachers on new resources using a phased approach. Ensure that the resources are aligned K-6 and 7-12. Provide adequate training on curriculum resources to ensure high level implementation. Behavior Management - Implement a Tiered approach to behavior management K-12. Continue work to expand K-12 Alternative Learning Environment.	

Staffing - Continue to work on increasing staff salaries. Look at ways to fill open positions and fill staff needs addressed in the Needs Assessment. Continue to fund staff positions that work with managing student behaviors.

Technology - Develop master plan to upgrade technology needs across the district and allocate appropriate monetary resources. Provide training on all technology resources.

Facility - Use information gained from facility audit to begin planning for future facility needs and a bond issue to pay for those needs.

Year 3:

Curriculum - Continue to follow a rotation for the purchasing and implementation of new curriculum on a year to year basis.

Behavior Management - Continue to monitor and make adjustments to plans to be sure that the plans are targeting district trends.
Ongoing training for new and veteran staff is essential.

Staffing - Continue to look for efficiencies in departments and buildings.

Technology - Continue to implement the plan and provide continued training on all technology purchases.

Facility - Use information gained from future facility needs planning to put forth a bond issue to pay for those needs.

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY

Previous year text	Progress notes
Year 1: Fill all classified positions through a district-wide hiring fair once per quarter. Classified positions need a yearly increase in pay or some incentive for longevity. Completion of the safe-room upgrades. Continue Conscious Discipline modules for teachers, paras, and aides.	Work continues to be done to increase staff wages. Seclusion room upgrades have been approved through the 25-26 capital outlay process.
Year 2: Onboarding for new classified hires with set training targeting new paras/aides. Targeted behavior management training for new teachers. New to the district teachers need a schedule to catch up on the Conscious Discipline modules.	Work still needs to be done in this area. There is little to no training offered for classified staff. We need a training program for new paras and aides that targets behavior management strategies and instructional strategies. This should be done before they begin their work in the classroom.
Year 3: Classified pay scale/incentives continue to be modified to make appropriate raises and/or incentives to keep staff. Refine Conscious Discipline practices.	

Building: South Breeze

STUDENT GROUP: ELL	
Possible Focus Areas: Attendance/Tuancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one).	
☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
II. Does the data support your personal perception	
☒ Yes ☐ No	
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	Staffing ELL Student Population 21-22 - 20 ELL students, 2 newcomers 22-23 - 18 ELL students, 2 newcomers 23-24 - 15 ELL students, 4 newcomers 24-25 - 14 ELL students, 2 newcomers 25-26 - 13 ELL students 1 District ELL Coordinator 1 ELL Coordinator (certified teacher)

	1 ELL Aide 3 ELL Certified Teachers
Data Point 2:	<u>Curriculum</u> State Assessments - Grades 3-4 (ELL Students) - Reading (Level 1/Level 2) - 21-22: 34%/37% - 22-23: 34% /44% - 23-24: 33% /37% - 24-25: 39% /21% - Math (Level 1/Level 2) - 21-22: 23% /56% - 22-23: 32% /44% - 23-24: 28% /55% - 24-25: 44% /30%
Data Point 3:	Staff Training: Additional training to ensure that the unique learning needs of our ELL students are being met. 25-26 Professional Development Hours: - District directed professional learning - 22 hours - Personal learning day - 7 hours - Building directed professional learning - 27.5 hours (must be split between building time and collaboration time) - Total - 56.5 hours - Paras required to complete 30 hours of Professional Development - Aides have no Professional Development hour requirement (other than annual KASB required trainings)
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	Staffing: - We are in need of a full time ELL teacher at our building. We have had several newcomer ELL students (no english at all) in our building over the past few years and have struggled to support these students. - We need to continue to fund the ELL Coordinator supplemental position at each building (this position could be moved to a full time ELL teacher if approved). - We need to continue to fund the district ELL Coordinator position.

DP 2 Claim:	Curriculum: - We are in need of curriculum resources for our ELL students. - Continue Newcomer program across the district for qualifying ELL students.
DP 3 Claim:	Staff Training: - ELL Aides need additional training for working with students in language acquisition, reading, and math. Instructional strategies, curriculum training, and de-escalation techniques would give them the tools to be more successful when working with students. - Professional Development time - restructure this so that ELL Aides have time to review ILPs. We also need to provide time during district level PD Days to have ELL Aides and ELL Coordinators to meet with our district ELL Directors to review ELL specific information and professional development.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1: Curriculum - Conduct a curriculum audit to see where we are as a district with curriculum in Core, SPED, ELL, and Interventions. Behavior Management - Provide training in PBIS and MTSS structures and begin to work to have a common approach and language across the entire district. Provide tools and management approaches for teachers and administrators to be able to use in the classrooms and buildings. Expand Alternative Learning Environment to K-6. Staffing - Increase salaries in all positions in order to be competitive in the local and regional markets. Develop a recruitment and retention plan to bring quality staff to our district. Add behavior interventionist at each building. Technology - Conduct a technology audit that will identify current needs to ensure our students have access to modern technology and current technological standards. This audit should also identify areas to ensure that we maintain a secure network. Facility - Conduct a facility audit that will identify current needs to ensure our students and staff have access to adequate facilities that address current learning and programming needs.	
Year 2: Curriculum - Purchase curriculum resources and provide training for teachers on new resources using a phased approach. Ensure that the resources are aligned K-6 and 7-12. Provide adequate training on curriculum resources to ensure high level implementation. Behavior Management - Implement a Tiered approach to behavior management K-12. Continue work to expand K-12 Alternative Learning Environment. Staffing - Continue to work on increasing staff salaries. Look at ways to fill open positions and fill staff needs addressed in the Needs Assessment. Continue to fund staff positions that work with managing student behaviors.	

Technology - Develop master plan to upgrade technology needs across the district and allocate appropriate monetary resources. Provide training on all technology resources.

Facility - Use information gained from facility audit to begin planning for future facility needs and a bond issue to pay for those needs.

Year 3:

Curriculum - Continue to follow a rotation for the purchasing and implementation of new curriculum on a year to year basis.

Behavior Management - Continue to monitor and make adjustments to plans to be sure that the plans are targeting district trends.
Ongoing training for new and veteran staff is essential.

Staffing - Continue to look for efficiencies in departments and buildings.

Technology - Continue to implement the plan and provide continued training on all technology purchases.

Facility - Use information gained from future facility needs planning to put forth a bond issue to pay for those needs.

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY

Previous year text	Progress notes
Year 1: Training with Wonders ELL Newcomer curriculum. Research ELL diagnostic assessment materials. Staff training. Hire additional ELL para.	This is an area that still needs work in the district. ELL Aides have met with our district ELL coordinator several times this year for support and training, which is positive progress in this area.
Year 2: Continue training. Purchase diagnostic materials.	
Year 3: Adjust to population need.	

Building: South Breeze

STUDENT GROUP: At-risk/ MTSS/ General Student Support/ 504/ Homeless		
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other		
II. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?		
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☒ Progressing		
B. Provide any anecdotal evidence to support your perception in the cell below.		
II. Does the data support your personal perception		
☒ Yes ☐ No		
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)		
Data Point 1:	Staffing:	
	Discipline Data: 22-23: 158 referrals, 33 days in school suspension, 17 days suspension 23-24: 471 referrals, 44 days in school suspension, 71 days suspension	

	24-25: 279 referrals, 42 days in school suspension, 33 days suspension (as of 2.10.25) 1 Prairie View Student Case Manager in building 1 part time Prairie View Therapist in building Para/Aide base hourly rate - \$13.89 per hour Admin. Assistant base hourly rate - \$14.52 per hour Staff Sub shortages occur multiple times per week - specials classes have been cancelled and some classes have had to combine to cover for absent teachers.	
Data Point 2:	Facility Needs: Number of open classrooms/office spaces not in use - 0 Number of staff bathrooms - 2 (South Breeze staff of approximately 65 people) When compared with other elementary schools in the district, South Breeze has half the number of spaces available for student programming, even though we have the largest student population at the elementary level	
Data Point 3:	Alternative Learning Environment: Discipline Data: - 22-23: 158 referrals, 33 days in school suspension, 17 days suspension - 23-24: 471 referrals, 44 days in school suspension, 71 days suspension - 24-25: 493 referrals, 64 days in school suspension, 110 days suspension - 25-26: 133 referrals, 36 days in school suspension, 18 days suspension (as of 1.16.26) Attendance (22-23) - Excused Absences: 1770 Days - Unexcused absences: 179 Days (2 hours or more of the school day missed) - Tardies: 1047 instances of students being late to school - Early Pickup: 435 Instances of students leaving early (After 2:45 PM) Attendance (23-24) - Excused Absences: 1507 Days - Unexcused absences: 311 Days (2 hours or more of the school day missed) - Tardies: 804 instances of students being late to school - Early Pickup: 527 Instances of students leaving early (After 2:45 PM) Attendance (24-25) - Excused Absences: 1630 Days	

	- Unexcused absences: 341 Days (2 hours or more of the school day missed) - Tardies: 735 instances of students being late to school - Early Pickup: 608 Instances of students leaving early (After 2:45 PM) Attendance (25-26) - (as of 2.5.26) - Excused Absences: 726 Days - Unexcused absences: 106 Days (2 hours or more of the school day missed) - Tardies: 413 instances of students being late to school - Early Pickup: 321 Instances of students leaving early (After 2:45 PM) - -	
Data Point 4:	Technology Needs: - Chalkboards still in use in many classrooms - Projectors in classrooms are old and nearing end of life - Most Smartboards are approximately 15 years old - Very limited ability to do things wirelessly or utilizing bluetooth	
Data Point 5:	Staff Training and Curriculum: State Assessments - Grades 3-4 (Free/Reduced Lunch) - Reading (Level 1/Level 2) - 21-22: 27%/48% - 22-23: 24% /38% - 23-24: 32% /41% - 24-25: 42% /27% - Math (Level 1/Level 2) - 21-22: 27% /48% - 22-23: 28% /40% - 23-24: 34% /46% - 24-25: 56% /33% FastBridge - Grades 2 - 4 2nd Grade - aReading (Some Risk/High Risk) - Spring 24: 27% / 33% - Fall 24: 27% / 33% - Winter 24: 22% / 32%	

	- Fall 25: 25% / 32% - Winter 25: 21% / 30% - aMath (Some Risk/High Risk) - Spring 24: 31% / 24% - Fall 24: 34% / 21% - Winter 24: 35% / 19% - Fall 25: 23% / 29% - Winter 25: 23% / 23% 3rd Grade - aReading (Some Risk/High Risk) - Spring 24: 31% / 27% - Fall 24: 29% / 26% - Winter 24: 30% / 30% - Fall 25: 26% / 21% - Winter 25: 26% / 22% - aMath (Some Risk/High Risk) - Spring 24: 28% / 24% - Fall 24: 24% / 25% - Winter 24: 28% / 25% - Fall 25: 24% / 22% - Winter 25: 33% / 17% 4th Grade - aReading (Some Risk/High Risk) - Spring 24: 29% / 24% - Fall 24: 20% / 21% - Winter 24: 28% / 22% - Fall 25: 22% / 28% - Winter 25: 25% / 34% - aMath (Some Risk/High Risk) - Spring 24: 29% / 17% - Fall 24: 33% / 21% - Winter 24: 33% / 17% - Fall 25: 33% / 24% - Winter 25: 28% / 30%	
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)		
DP 1 Claim:	Staffing:	

	- South Breeze has a need for a full time behavior interventionist. Student behaviors in the classroom continue to be a hindrance to student learning. A full time behavior interventionist would help students be successful in the classroom and allow teachers to focus on teaching, instead of managing behaviors. - Continue with SEL Aide positions(currently using two aide positions to focus on SEL student needs) - Continue with full time Social Worker at South Breeze - Expand current nurse position to full time at South Breeze - South Breeze needs one additional building based sub or we need additional subs across the district. - Recommend hiring a district level recruiter and grant writer to bring high quality staff and additional funding to our district. - Recommend increasing hourly rates for all classified staff by at least \$1.00 per hour - Recommend a more thorough onboarding process for classified staff - orientation at district office followed by position specific training - Continue with Prairie View support (Case Manager, Therapist, Liaison) - Continue with ESSDACK and Greenbush consultant support in the buildings (behavior and instruction)
DP 2 Claim:	Facility Needs: - South Breeze needs additional classroom space and additional staff bathrooms. - ISS Room and Sensory Room - we do not have space for both a Student Regulation Room (In School Suspension) and a Sensory Room. - Classroom space - our ELL and ELP programs share an office space for their classroom. - Staff bathrooms - we only have two staff bathrooms in the entire building - one in the specials hallway and one in the staff lounge. We need additional staff bathrooms. - Storage - we only have two storage areas for the entire building
DP 3 Claim:	K - 6 Alternative Learning Environment: - There is a need for an expanded Alternative Learning Environment for K-6 students across the district. Some students require additional support beyond what the classroom teacher can provide. A K-6 Alternative Learning Environment will provide a place for those students to get the support they need to be successful.
DP 4 Claim:	Technology: - Projectors need to be replaced with high definition, large screen televisions or interactive displays - Aging Smartboards need to be replaced with Interactive Display Devices - Need to have the ability to project wirelessly and utilize bluetooth for audio

DP 5 Claim:	Staff Training and Curriculum: - Staff need additional training for working with Tier II and Tier III behaviors. Trauma Informed training or Conscious Discipline training for staff would give them the tools needed to work with high needs students. - MTSS training for high level implementation of MTSS procedures - PLC training - continued training and refinement of working in PLCs - Utilize ESSDACK consultants to provide support in behavior and instructional strategies
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1: Curriculum - Conduct a curriculum audit to see where we are as a district with curriculum in Core, SPED, ELL, and Interventions. Behavior Management - Provide training in PBIS and MTSS structures and begin to work to have a common approach and language across the entire district. Provide tools and management approaches for teachers and administrators to be able to use in the classrooms and buildings. Expand Alternative Learning Environment to K-6. Staffing - Increase salaries in all positions in order to be competitive in the local and regional markets. Develop a recruitment and retention plan to bring quality staff to our district. Add behavior interventionist at each building. Technology - Conduct a technology audit that will identify current needs to ensure our students have access to modern technology and current technological standards. This audit should also identify areas to ensure that we maintain a secure network. Facility - Conduct a facility audit that will identify current needs to ensure our students and staff have access to adequate facilities that address current learning and programming needs.	
Year 2: Curriculum - Purchase curriculum resources and provide training for teachers on new resources using a phased approach. Ensure that the resources are aligned K-6 and 7-12. Provide adequate training on curriculum resources to ensure high level implementation. Behavior Management - Implement a Tiered approach to behavior management K-12. Continue work to expand K-12 Alternative Learning Environment. Staffing - Continue to work on increasing staff salaries. Look at ways to fill open positions and fill staff needs addressed in the Needs Assessment. Continue to fund staff positions that work with managing student behaviors.	

Technology - Develop master plan to upgrade technology needs across the district and allocate appropriate monetary resources. Provide training on all technology resources. Facility - Use information gained from facility audit to begin planning for future facility needs and a bond issue to pay for those needs.	
Year 3: Curriculum - Continue to follow a rotation for the purchasing and implementation of new curriculum on a year to year basis. Behavior Management - Continue to monitor and make adjustments to plans to be sure that the plans are targeting district trends. Ongoing training for new and veteran staff is essential. Staffing - Continue to look for efficiencies in departments and buildings. Technology - Continue to implement the plan and provide continued training on all technology purchases. Facility - Use information gained from future facility needs planning to put forth a bond issue to pay for those needs.	

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes
Year 1: Provide 504 requirement training for administrators. Provide district-wide behavioral MTSS expectations and training.	504 Documents were updated for the 24-25 school year. Railer Expectations were developed to provide consistency for student behavior across the district.
Year 2: Elementary truancy needs to be a priority with the community (DCF, USD 373, doctors, and court system). Trauma responsive practices are a priority district-wide and will be an expectation for staff members who want to stay in the district. Identify students who will benefit from an alternative learning environment.	We continue to follow the District Truancy Reporting procedure. We have utilized Eric Nachtigal from ESSDACK to provide staff support and training for working with dysregulated students.
Year 3: Continue training and refine practices involving trauma-responsive expectations.	

Building: South Breeze

Additional Needs:

Department	Need(s)	Departmental response/validation
Maintenance/custodial	1. Playground safety - replace/repair border 2. Get rid of sand - replace with a safe, softer surface	Principal communicated with Director of Maintenance regarding these needs.
Technology	1. Old projectors - update with interactive displays 2. New student devices	Principal communicated with Director of Technology regarding these needs. Funding continues to be a barrier to technology updates.
Transportation	1. Additional drivers and bus aides 2. Additional busses 3. Updated school vehicles	Principal communicated with Director of Transportation regarding these needs. Funding continues to be a barrier to transportation upgrades. Immediate vehicle needs have to be addressed first, prior to looking at upgrading the fleet and adding additional vehicles.
Food Service	1. No specific areas of need identified	Principal communicated with Director of Food Service. No specific areas of need were identified.
Communications	1. Recruitment efforts for unfilled positions 2. Retention efforts for current staff	Principal communicated with Director of Communications. No additional areas of need were identified, other than what is already listed here.
Other (please specify) Learning Services	1. Grade level Goal areas - teachers continue to have access to Conscious Discipline & Zones of Regulation training 2. Continued implementation of PLCs and follow up training	Principal communicated with the Assistant Superintendent for Curriculum and Instruction regarding these needs.

Building: Sunset Elementary

<u>Rose Capacities:</u> Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
5. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes

Building: Sunset

STUDENT GROUP: General Education

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
☐ Meets
☒ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

- Lack of perseverance
- Lack of self-control (blurting, moving)
- Lack of self-awareness (space, physically touching)
- Attendance (Tardies, students leaving early, unexcused)
- Unable to stay focused - 30-question test - long reading tasks - academic stamina
- Students moving out of level 1 to levels 2, 3, and 4
- FB Benchmarks are increasing throughout the year and students are not improving at that same rate
 - Students are progressing but not large enough gains to close the gap.
- Students regularly don't want to use their resources on assignments and assessments (scratch paper, etc.)
- Lack of staffing (interventionist, social worker, aides)
 - Short an interventionist all year, Social worker left in October, not fully staffed with aides till December due to lack of applicants.

II. Does the data support your personal perception

- ☒ Yes
☐ No

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	State Assessments - All Students
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	- Reading (Level 1/Level 2) - 22-23: 48% / 33% (3rd) 33% / 41% (4th) - 23-24: 55% / 26% (3rd) 28% / 26% (4th) - 24-25: 55% / 19% (3rd) 38% / 32% (4th) - Math (Level 1/Level 2) - 22-23: 38%/31% (3rd) 25% / 52% (4th) - 23-24: 34%/32% (3rd) 26% / 52% (4th) - 24-25: 48%/36% (3rd) 31% / 26% (4th)
Data Point 2:	FastBridge - Grades 2-4 - CBM Reading (Tier 2/Tier 3) - 22-23: 25% / 28% - 23-24: 34% / 33% - 24-25: 27% / 40% - 25-26: 25% / 34% - aMath (Tier 2/Tier 3) - 22-23: 37% / 17% - 23-24: 33% / 20% - 24-25: 36% / 21% - 25-26: 29% / 28%
Data Point 3:	Behavior Management (25-26) - Office Referrals: 70 as of 1/8/2026 - Suspensions: 15 instances of suspension resulting in 29 total days - ESI: 68 instances of restraint or seclusion (7 instances outside of our specilized behavior programs) (24-25) - Office Referrals: 54 as of 1/29/2025 - Suspensions: 21 Instances of suspension resulting in 15.65 days of absences - ESI: 23 instances of restraint or seclusion
Data Point 4	Attendance (25-26) - Unexcused absences: 184 as of 1/8/2026 (2 hours or more of the school day missed) - Tardies: 558 instances of students being late to school - Leave Early: 68 instances of students leaving early (before 2:45) (24-25) - Unexcused absences: 171.12 Days (2 hours or more of the school day missed)

	- Tardies: 761 instances of students being late to school - Leave Early: 76 Instances of students leaving early (Before 2:45 PM)
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	3rd Grade maintained a Level 1 percentage in reading. They saw a negative growth in Level 1 math by 14%. 4th Grade saw a negative growth in Level 1 reading by 10% and in math by 5%. We would like to see a positive decline in Level 1 percentages across all grades.
DP 2 Claim:	Fastbridge data shows positive gains made in both Tier 2 and 3 reading, while math saw a 7% shift of students from Tier 2 to 3. Continued training for intervention support, as well as additional staff to work with small groups, is needed.
DP 3 Claim:	Overall behavior throughout the school has been more difficult this year. The number of ESI and Suspensions are up but are still limited to a smaller number of students. Referrals are more spread out across the school population. Continued training for staff, retention of staff, and additional behavior intervention personnel could be beneficial.
DP 4 Claim:	Attendance continues to be an issue for students. Additional school and community supports are needed to support students and families struggling to make it to school. Training for families and community members could also be valuable in addressing the effects of missed school time on students' future.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1: • Align supplemental resources for staff with Pathways to Reading, including training for new staff. • Additional trained adults to help differentiate instruction including training in the core curriculum (aides/paras) and assist with behavior issues. • Switch to a building-wide model of MTSS for reading and math, where support staff floats to each grade level at MTSS time, to allow more student groups at smaller sizes to facilitate growth at the student's instructional level. This has begun but needs more staff to be effective. • Training in dyslexia, ADHD, Autism, trauma for staff who work regularly with these students. • Implement a plan to improve attendance for students who are chronically absent. • Identify instructional strategies from ELL resources that could support all students. • Train staff in those strategies and determine an evaluation process for implementation.	
Year 2: • Provide training to new staff and advanced training to sustain the implementation of these implementations. • Continue to provide all resources needed (programs, staff, curriculum training, etc.) for student success.	

Year 3:

- Continue training and monitor best practices with continued professional development.

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY

Previous year text	Progress notes
Year 1: • Continued work with Interim assessments and data dive with results. • Complete systems work to support behavioral needs of all students with a focus on social emotional learning. • Consider selection of a social emotional curriculum (like Second Step) for use district wide. • Align supplemental resources for staff with Pathways to Reading. • Additional trained adults to help differentiate instruction including training in the core curriculum (aides/paras) and assist with behavior issues. • Switch to a building-wide model of MTSS for reading and math, where support staff float to each grade level at MTSS time, to allow more student groups at smaller sizes to facilitate growth at student's instructional level. • Determine that all students have required materials. • Ensure all stakeholders are involved in SOC/GEI/IEP meetings, etc. are present	Due to various factors (turnover, lack of funding, staffing, etc.) the team did not feel like many of these things could begin as expected. With this in mind, we carried over many of these goals for our new year one while adjusting areas we felt some progress was made. The highlighted sections saw changes for our new year 1.
Year 2: • Continued work with Interim assessments and data dive with results. • Complete systems work to support the behavioral needs of all students with a focus on social-emotional learning. • Implement a social-emotional curriculum (Second Step) for use at Sunset.	Due to various factors (turnover, lack of funding, staffing, etc.) the team did not feel like many of these things could begin as expected. With this in mind, we carried over many of these goals for our new year one while adjusting areas we felt some progress was made. The highlighted sections saw changes for our new year 1.

• Align supplemental resources for staff with Pathways to Reading, including training for new staff. • Additional trained adults to help differentiate instruction including training in the core curriculum (aides/paras) and assist with behavior issues. • Switch to a building-wide model of MTSS for reading and math, where support staff floats to each grade level at MTSS time, to allow more student groups at smaller sizes to facilitate growth at the student's instructional level. This has begun but needs more staff to be effective. • Determine that all students have the required materials, including updated materials for specific content such as 4th grade Social Studies.	
Year 3:	

Building: Sunset

STUDENT GROUP: Special Education

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
☐ Meets
☒ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

- Sunset has a high number of special education students, we are currently at 22% (State Average is about 17%).
- Support staff has limited numbers and training to address student needs (leading small groups, mental health training, Autism training, etc.).
- Student behaviors create additional issues and require more teacher/para attention throughout the day.
- Curriculum changes and updates. Special Education is not trained in the core curriculum.
- Lack of Read Aloud accommodation on reading state assessments.

II. Does the data support your personal perception

- ☒ Yes
☐ No

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:

State Assessments - All Students
- **Reading (Level 1/Level 2)**
- **22-23:** 71% / 21%
- **23-24:** 68% / 24%
- **24-25:** 86% / 10%

	- Math (Level 1/Level 2) - 22-23: 70% / 19% - 23-24: 52% / 44% - 24-25: 76% / 14%
Data Point 2:	FastBridge - Grades 2-4 - CBM Reading (Tier 2/Tier 3) - 22-23: 25% / 28% - 23-24: 34% / 33% - 24-25: 27% / 40% - 25-26: 25% / 34% - aMath (Tier 2/Tier 3) - 22-23: 37% / 17% - 23-24: 33% / 20% - 24-25: 36% / 21% - 25-26: 29% / 28%
Data Point 3:	Behavior Management (25-26) - Office Referrals: 70 as of 1/8/2026 - Suspensions: 15 instances of suspension resulting in 29 total days - ESI: 68 instances of restraint or seclusion (7 instances outside of our specilized behavior programs) (24-25) - Office Referrals: 54 as of 1/29/2025 - Suspensions: 21 Instances of suspension resulting in 15.65 days of absences - ESI: 23 instances of restraint or seclusion
Data Point 4:	Attendance (25-26) - Unexcused absences: 184 as of 1/8/2026 (2 hours or more of the school day missed) - Tardies: 558 instances of students being late to school - Leave Early: 68 instances of students leaving early (before 2:45) (24-25) - Unexcused absences: 171.12 Days (2 hours or more of the school day missed) - Tardies: 761 instances of students being late to school - Leave Early: 76 Instances of students leaving early (Before 2:45 PM)
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	

DP 1 Claim:	The number of students in Level 1 increased dramatically in the 24-25 school year. We believe this is tied to the change in read-aloud accommodation for students. Additional staff and training on supporting students with Special Education services could be beneficial
DP 2 Claim:	Fastbridge data shows positive gains made in both Tier 2 and 3 reading, while math saw a 7% shift of students from Tier 2 to 3. Continued training for intervention support, as well as additional staff to work with small groups, is needed.
DP 3 Claim:	Overall behavior throughout the school has been more difficult this year. The number of ESI and Suspensions are up but are still limited to a smaller number of students. Referrals are more spread out across the school population. Continued training for staff, retention of staff, and additional behavior intervention personnel could be beneficial.
DP 4 Claim:	Attendance continues to be an issue for students. Additional school and community supports are needed to support students and families struggling to make it to school. Training for families and community members could also be valuable in addressing the effects of missed school time on students' future.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1: - More adults to help differentiate instruction <u>with training in the core curriculum</u> (aides/paras) and assist with behavior issues. - Training in dyslexia, ADHD, Autism, and trauma, especially for Special Ed staff (and reg. ed) who work regularly with these students.	
Year 2: Provide training to new staff and advanced training to sustain the implementation of these practices.	
Year 3: Continue training and monitor best practices with continued professional development.	

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes
Year 1: More adults to help differentiate instruction <u>with training in the core curriculum</u> (aides/paras) and assist with behavior issues.	Due to various factors (turnover, lack of funding, staffing, etc.) the team

• Switch to a building-wide model of MTSS for reading and math, where support staff float to each grade level at MTSS time, to allow more student groups at smaller sizes to facilitate growth at student's instructional level. • Lower caseloads per special education teacher (lots of time spent on paperwork/meetings vs. student contact) • Materials for students with special education - ELA/Math text and workbooks.	did not feel like many of these things could begin as expected. With this in mind, we carried over many of these goals for our new year one while adjusting areas we felt some progress was made. The highlighted sections saw changes for our new year 1.
Year 2: • More adults to help differentiate instruction <u>with training in the core curriculum</u> (aides/paras) and assist with behavior issues. • Switch to a building-wide model of MTSS for reading and math, where support staff float to each grade level at MTSS time, to allow more student groups at smaller sizes to facilitate growth at the student's instructional level. • Lower caseloads per special education teacher (lots of time spent on paperwork/meetings vs. student contact), can have trouble finding IEP coverage • Materials for students with special education - ELA/Math text and workbooks, leveled materials, training for the materials, and purchasing copies for SPED when the curriculum is purchased for GenEd.	Due to various factors (turnover, lack of funding, staffing, etc.) the team did not feel like many of these things could begin as expected. With this in mind, we carried over many of these goals for our new year one while adjusting areas we felt some progress was made. The highlighted sections saw changes for our new year 1.
Year 3:	

Building: Sunset

STUDENT GROUP: ELL	
Possible Focus Areas: Attendance/Tuancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one).	
☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below. *We are using district KAP data due to not having any building data to use for this sub group. • 9% of students at Sunset are identified as ELL • The majority of students are in level 1 and 2 in both ELA and math. • Between 2024 and 2025 the number of students at level 1 increased by 7%, level 2 shrunk by 15%, and level 3/4 grew by 8% (Math). • Between 2024 and 2025 the number of students at level 1 decreased by 15%, level 2 grew by 7%, and levels 3/4 grew by 8% (ELA). • State levels followed similar trends as our district but tended to be smaller percentages. • Communication with families can be difficult without in person translators.	
II. Does the data support your personal perception	
☒ Yes ☐ No	
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	State Assessments - All Students - Reading (Level 1/Level 2) - 22-23: 48% / 33% (3rd) 33% / 41% (4th)

	- 23-24: 55% / 26% (3rd) 28% / 26% (4th) - 24-25: 55% / 19% (3rd) 38% / 32% (4th) - Math (Level 1/Level 2) - 22-23: 38%/31% (3rd) 25% / 52% (4th) - 23-24: 34%/32% (3rd) 26% / 52% (4th) - 24-25: 48%/36% (3rd) 31% / 26% (4th)
Data Point 2:	FastBridge - Grades 2-4 - CBM Reading (Tier 2/Tier 3) - 22-23: 25% / 28% - 23-24: 34% / 33% - 24-25: 27% / 40% - 25-26: 25% / 34% - aMath (Tier 2/Tier 3) - 22-23: 37% / 17% - 23-24: 33% / 20% - 24-25: 36% / 21% - 25-26: 29% / 28%
Data Point 3:	Attendance (25-26) - Unexcused absences: 184 as of 1/8/2026 (2 hours or more of the school day missed) - Tardies: 558 instances of students being late to school - Leave Early: 68 instances of students leaving early (before 2:45) (24-25) - Unexcused absences: 171.12 Days (2 hours or more of the school day missed) - Tardies: 761 instances of students being late to school - Leave Early: 76 Instances of students leaving early (Before 2:45 PM)
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	3rd Grade maintained a Level 1 percentage in reading. They saw a negative growth in Level 1 math by 14%. 4th Grade saw a negative growth in Level 1 reading by 10% and in math by 5%. We would like to see a positive decline in Level 1 percentages across all grades.
DP 2 Claim:	Fastbridge data shows positive gains made in both Tier 2 and 3 reading, while math saw a 7% shift of students from Tier 2 to 3. Continued training for intervention support, as well as additional staff to work with small groups, is needed.

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY

Previous year text	Progress notes
Year 1: - Continue to advocate for a full time ELL teacher at Sunset to serve students. - Purchase ELL teacher materials aligned to Pathways to Reading.	Our building felt that this goal had been met with the addition of an ELL newcomer teacher at Slate Creek as well as the purchase of additional curriculum materials at the building level.
Year 2: - Identify strategies for ELL students. - Select strategies to be taught to all staff.	Due to various factors (turnover, lack of funding, staffing, etc.) the team did not feel like many of these things could begin as expected. With this in mind, we carried over many of these goals for our new year one while adjusting areas we felt some progress was made. The highlighted sections saw changes for our new year 1.
Year 3:	

Building: Sunset

STUDENT GROUP: At-risk/ MTSS/ General Student Support/ 504/ Homeless

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

II. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
☐ Meets
☒ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

- FB Benchmarks are increasing throughout the year and students are not improving at the same rate
- Student's social-emotional needs often hinder movement toward levels 3 and 4
- Attendance levels affect academic success
- Lack of resources/support to meet student needs through GEI/IEP/assistance programs efficiently

II. Does the data support your personal perception

- ☒ Yes
☐ No

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:

State Assessments - All Students

- **Reading (Level 1/Level 2)**
 - **22-23:** 48% / 33% (3rd) 33% / 41% (4th)
 - **23-24:** 55% / 26% (3rd) 28% / 26% (4th)
 - **24-25:** 55% / 19% (3rd) 38% / 32% (4th)
- **Math (Level 1/Level 2)**
 - **22-23:** 38%/31% (3rd) 25% / 52% (4th)

	- 23-24: 34%/32% (3rd) 26% / 52% (4th) - 24-25: 48%/36% (3rd) 31% / 26% (4th)
Data Point 2:	FastBridge - Grades 2-4 - CBM Reading (Tier 2/Tier 3) - 22-23: 25% / 28% - 23-24: 34% / 33% - 24-25: 27% / 40% - 25-26: 25% / 34% - aMath (Tier 2/Tier 3) - 22-23: 37% / 17% - 23-24: 33% / 20% - 24-25: 36% / 21% - 25-26: 29% / 28%
Data Point 3:	Behavior Management (25-26) - Office Referrals: 70 as of 1/8/2026 - Suspensions: 15 instances of suspension resulting in 29 total days - ESI: 68 instances of restraint or seclusion (7 instances outside of our specilized behavior programs) (24-25) - Office Referrals: 54 as of 1/29/2025 - Suspensions: 21 Instances of suspension resulting in 15.65 days of absences - ESI: 23 instances of restraint or seclusion
Data Point 4	Attendance (25-26) - Unexcused absences: 184 as of 1/8/2026 (2 hours or more of the school day missed) - Tardies: 558 instances of students being late to school - Leave Early: 68 instances of students leaving early (before 2:45) (24-25) - Unexcused absences: 171.12 Days (2 hours or more of the school day missed) - Tardies: 761 instances of students being late to school - Leave Early: 76 Instances of students leaving early (Before 2:45 PM)
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	

DP 1 Claim:	3rd Grade maintained a Level 1 percentage in reading. They saw a negative growth in Level 1 math by 14%. 4th Grade saw a negative growth in Level 1 reading by 10% and in math by 5%. We would like to see a positive decline in Level 1 percentages across all grades.
DP 2 Claim:	Fastbridge data shows positive gains made in both Tier 2 and 3 reading, while math saw a 7% shift of students from Tier 2 to 3. Continued training for intervention support, as well as additional staff to work with small groups, is needed.
DP 3 Claim:	Overall behavior throughout the school has been more difficult this year. The number of ESI and Suspensions are up but are still limited to a smaller number of students. Referrals are more spread out across the school population. Continued training for staff, retention of staff, and additional behavior intervention personnel could be beneficial.
DP 4 Claim:	Attendance continues to be an issue for students. Additional school and community supports are needed to support students and families struggling to make it to school. Training for families and community members could also be valuable in addressing the effects of missed school time on students' future.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1: Implement a plan to improve attendance for students who are chronically absent	
Year 2: Have all resources needed (programs, staff, curriculum training, etc.) for students, especially SPED students.	
Year 3: Continue training and monitor best practices with continued professional development.	

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes
Year 1: Focus on social-emotional learning. Invest in a school-wide program for consistency in response to behaviors. (Second Step)	Due to various factors (turnover, lack of funding, staffing, etc.) the team did not feel like many of these things could begin as expected. With this in mind, we carried over many of these goals for our new year one while adjusting areas we felt some progress was made. The highlighted sections saw changes for our new year 1.

• Ensure all stakeholders are involved in SOC/GEI/IEP meetings, etc. are present	
Year 2: • Focus on social-emotional learning. Implement Second Step for consistency in response to behaviors. • Ensure all stakeholders are involved in SOC/GEI/IEP meetings, etc. are present	
Year 3:	

Building: Sunset

Additional Needs:

Department	Need(s)	Departmental response/validation
Maintenance/custodial	• Playground safety updates, including adjustments to the playground border as well as paint/finish to older equipment. • Bridge to the north playground needs to be replaced due to age and ongoing maintenance needs. • Building heat and cooling is not consistent • Signage for turning right from drive from west parking lot • Exterior restorations • Updates to pick up and drop off lanes including paint and signage. • Fencing needs to be finished and enclosed around the campus.	
Technology	• Desire by K-4 Staff for updated smart boards (TVs) as projectors are replaced. Students utilize the boards regularly • Complete camera installation for blind spots throughout the building	
Transportation	• Scheduling for SPED transportation needs, pick up often happens before end of day when learning is still occurring. • Continue drop off/pick up locations with the addition of paint, signage, and personnel. • Need additional drivers district-wide	
Food Service	• Staffing open position at the building • Free/reduced applications out for students as	

	needed • A change to our meals for students who are negative, a cheese sandwich is degrading for our students.	
Communications	• Continued support and regular training for staff	
Other (please specify)	Human Resources • Continuation of the flex sub in the building • Full time aide for each grade level and 1 per Kindergarten class • Need for Full time Nurse Special Education • Training on FAPE • Deescalation Training from CPI • New staff and refresher trainings for CPI scheduled throughout the year • Specific training for Para's based on district needs to fill their 30 hours of PD Learning Services • Continued Behavior (like PBIS) support • Additional SEL staff, such as behavior interventionists, to work with students • Additional ELL staffing, with bilingual ability • Full time specials teachers	

Building: Santa Fe 5/6 Center

<u>Rose Capacities:</u> Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
5. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes

Building: Santa Fe 5/6 Center

STUDENT GROUP: General Education	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
II. Does the data support your personal perception	
☒ Yes ☐ No	
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	(Curriculum-Core) State Assessments-All Students • Reading (Level1/Level2): ○ 21-22: 45.64%/29.81% ○ 22-23: 37.11%/32.38% ○ 23-24: 49.28%/28.8% ○ 24-25: 41.86%/28.6% ○ 25-26: No Data Available yet • Math (Level1/Level2)::

	○ 21-22: 50.8%/33.86% ○ 22-23: 54.13%/34.04% ○ 23-24: 55.6%/31.98% ○ 24-25: 38.01%/36.86% ○ 25-26: No Data Available yet ● PLC Leads are meeting on a regular basis. Due to a lack of substitute coverage, this puts added stress on the building.
Data Point 2:	(Curriculum-Intervention) ● We have limited resources to use. We do not have a full set of curriculum for Tiered Interventions. Some lesson plans/resources are available through Fastbridge. State Assessments-All Students ● Reading (Level1/Level2): ○ 21-22: 45.64%/29.81% ○ 22-23: 37.11%/32.38% ○ 23-24: 49.28%/28.8% ○ 24-25: 41.86%/28.6% ○ 25-26: No Data Available yet ● Math (Level1/Level2):: ○ 21-22: 50.8%/33.86% ○ 22-23: 54.13%/34.04% ○ 23-24: 55.6%/31.98% ○ 24-25: 38.01%/36.86% ○ 25-26: No Data Available yet ● The work with PLC has been helpful in creating alignment and improving instruction. ● IXL has been helpful in providing Tiered Instruction based on the individual skills.
Data Point 3:	(Behavior Management) ● Office Referrals ○ 21-22: 437 ○ 22-23: 499 ○ 23-24: 646 ○ 24-25: 838 ○ 25-26: As of February 23, 2026, we have had 593. ● OSS (Instances) ○ 21-22: 88 ○ 22-23: 96 ○ 23-24: 105

	○ 24-25: 79 ○ 25-26: As of February 23, 2026, we have had 46.
Data Point 4	(Staffing) ● Each year we are losing teachers to other districts for a variety of reasons. In the 2025-2026 school year, SF had to hire 5(2 less than 24-25) new certified positions and a large number of classified positions. So far in preparation for the 26-27 school year we have 3 classroom teacher openings. ● We are finding that a limited number of licensed and certified applicants are applying for open positions. ● Each year we have para and aide positions that are unfilled and remain open. Currently have 1.5 IR Para positions, 2 ED Para positions, and 1 Aide position open. Applications for classified positions are limited. ● Our building sub is used almost daily to cover staffing shortages and we still are regularly needing to use certified staff to cover open positions.
Data Point 5	(Technology) ● Projectors and smartboards in classrooms are old and nearing end of life - Need to update all classrooms to televisions and/or interactive boards in some classrooms ● Very limited ability to do things wirelessly or utilizing bluetooth - Ongoing unresolved issue that has been reported to our technology department via help desk tickets ● Technology training on using technology to enhance not substitute instructional practices/resources. ● Additional cameras and camera replacement is needed for security ● Websites and apps are being blocked without any notification to teachers. Staff make plans and the websites/apps are working and then blocked during instruction. Transparency in this process would be helpful.
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	(Curriculum-Core) New curriculum was added in the 22-23 school year in ELA, Math, and Science. During the 25-26 school year, ELA is up for adoption and is going through that process. This is a positive step for our ELA department and should only help to better ensure alignment in ELA K-12. Additionally, the work with Professional Learning Communities and the creation of Curriculum Development Guides will help us have a deeper understanding of the standards in all curricular areas.
DP 2 Claim:	(Curriculum-Intervention) We need continued training on the use of data and the PLC processes. Staff at Santa Fe request that they have equitable time as the high school for this work to be completed.
DP 3 Claim:	(Behavior Management) Continued training needed for tiered supports/resources for teachers to expand their toolboxes

	for in class interventions and supports. Identifying and implementing a common SECD Curriculum and/or resources for K-6 to utilize at all buildings.
DP 4 Claim:	(Staffing) The lack of qualified applicants has led us to leave some positions unfilled. We currently have several classified positions open and have had limited applicants. Another need we continue to have is to continue to have full-time building subs in each building. SF uses the building sub daily. Additionally, a significant increase to the base salary would help compete with regional districts' payscale for both certified and classified staff. The base salary in Newton is several thousand less than other regional schools. Lastly, a significant need for substitute teachers is necessary.
DP 5 Claim:	(Technology) The needs of technology are constantly changing. As our current technology is aging out, a plan needs to be in place to update the technology tools available and to stay ahead of the instructional curve while keeping in mind the need for network security. Additionally, a plan is needed for updating old and nonfunctional cameras. Connecting to the new TV's has been an ongoing issue that has yet to be resolved.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1: Curriculum - Continue to follow the approved rotation and processes to update curricular resources, ensuring that the resources are available for Core, SPED, ELL, and Interventions. Behavior Management -Continued training in PBIS and MTSS structures and begin to work to have a common approach and language across the entire district. Provide tools and management approaches for teachers and administrators to be able to use in the classrooms and buildings. We have made strong progress on this in the past 4 school years. Staffing - Increase salaries in all positions in order to be competitive in the local and regional market. Develop a recruitment and retention plan to bring quality staff to our district. One additional building based sub or we need additional subs across the district Technology - Conduct a technology audit that will identify current needs to ensure our students and staff have access to modern technology and current technological standards. This audit should also identify areas to ensure that we maintain a secure network while allowing us to maintain relevance in the use of technology.	
Year 2: Curriculum - Continue to follow the curriculum adoption process. Analyze the previous years adoption, provide training, and purchase any supplementary materials and resources. Ensure that the resources are aligned K-6 and 7-12 Behavior Management - Continue to monitor and make adjustments to plans to be sure that the plans are targeting district trends. Ongoing training for new and veteran staff is essential. Staffing - Continue to work on increasing staff salaries. Look at ways to fill open positions and fill staff needs addressed in the Needs Assessment. Technology - Develop master plan to upgrade technology needs across the district and allocate appropriate monetary resources. Provide training on all technology resources	
Year 3:	

Curriculum - Continue to follow a rotation for the purchasing and implementation of new curriculum on a year to year basis.

Behavior Management - Monitor and review

Staffing - Continue to look for efficiencies in departments and buildings.

Technology - Continue to implement the plan and provide continued training on all technology purchases

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY

Previous year text	Progress notes
Year 1: • Curriculum - Continue to work through the adoption process and timelines. Consider moving Science up in the rotation. • Behavior Management - We have made great strides in this area over the course of the last couple years. Continued open conversations for accountability procedures and logging incidents may be helpful. Additionally continuing to provide teaching tools and management approaches for teachers and administrators to utilize is important. • Staffing - Increase salaries in all positions in order to be competitive in the local and regional market. Develop a recruitment and retention plan to bring quality staff to our district.	Curriculum- We are making positive progress. It will be important to ensure that resources are available for all key areas of teaching....Core Instruction, Intervention, ELL, SPED Behavior Management- Strong progress over the last couple of years. Continued training on PBIS structures could be helpful in adding tools to the teachers toolboxes for in class interventions. Staffing- We need to continue to make salary increases a priority for ALL staff. Technology- A district audit still needs to be conducted, documented, and assessed, this should include items such as teacher teaching tools, network security, security cameras, etc...
Year 2: • Curriculum - Conduct a curriculum audit to see where we are as a district with curriculum in Core, SPED, ELL, and Interventions. • Behavior Management - Provide training in PBIS and MTSS structures and begin to work to have a common approach and language across the entire district. Provide tools and management approaches for teachers and administrators to be able to use in the classrooms and buildings.	Curriculum-A district audit still needs to be conducted/ documented and assessed Behavior Management- At the K-6 level all buildings have adopted a K-6 behavior expectations matrix and similar processes within the structure. Continued training on PBIS structures could be helpful in adding tools to the teachers toolboxes for in class interventions. Staffing- For the 24/25 school year the base salary was raised 4.76%. We need to continue to make salary increases a priority for certified and classified staff. Technology- A district audit still needs to be conducted, documented, and assessed. The district is looking at transitioning from projectors to smart TV's, a comparison needs to be

• Staffing - Increase salaries in all positions in order to be competitive in the local and regional market. Develop a recruitment and retention plan to bring quality staff to our district. • Technology - Conduct a technology audit that will identify current needs to ensure our students have access to modern technology and current technological standards. This audit should also identify areas to ensure that we maintain a secure network.	done to determine the most accessible model that should be purchased for students.
Year 3:	

Building: Santa Fe 5/6 Center

STUDENT GROUP: Special Education	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
II. Does the data support your personal perception	
☒ Yes ☐ No	
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	(Staffing) • We currently have 1.5 IR Para positions, 2 ED Para positions, and 1 Aide position open. We rarely have applicants for classified positions. Increase salaries for both classified and certified positions in order to be competitive in the local and regional market. Develop a recruitment and retention plan to bring quality staff to our district.
Data Point 2:	(Curriculum) • Special Education teachers have reported that there are not enough Teacher Resource Books for each SPED teacher that can be housed in the buildings. Sped teachers need more intervention materials for students than what the district provides, and they need training on what is provided. • Training is needed with the resources and how to efficiently use them to best fill gaps in learning State Assessments-SPED

	● Reading (Level1/Level2) ○ 21-22: 79.85%/14.17% ○ 22-23: 74.71%/18.39% ○ 23-24: 82.79%/12.9% ○ 24-25: 69.02%/16.81% ○ 25-26: No Data Available yet ● Math (Level1/Level2) ○ 21-22: 81.34%/17.16% ○ 22-23: 91.95%/5.74% ○ 23-24: 82.79%/15.05% ○ 24-25: 61.06%/30.97% ○ 25-26: No Data Available yet
Data Point 3:	(Training) ● SPED teachers need to be included in the training for core curricular resources. ● Updating and adjusting the processes for transition meetings may be helpful.
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	(Staffing) As of January, we are fully staffed with SPED teachers. This has not been the case in previous years. As in previous years, we are consistently not fully staffed with para educators and have limited applicants. This has put additional stress on other staff, who are having to carry the additional workload this causes. The partnership with local colleges has been helpful in filling para positions. This is a yearly need and not always a reliable way to fill positions.
DP 2 Claim:	(Curriculum) SPED teachers need to have access to and training in the core curriculum that is purchased for the district as well as needs specific curricular resources. Enough resources to be housed in each building would be helpful for the teachers. Also, training in Specially Designed Instruction for SPED teachers needs to be ongoing.
DP 3 Claim:	(Training) Teachers in SPED all need training in the resources that are available for use in the classroom. Additional training for class within a class approach could be beneficial.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1: Staffing -Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. Curriculum - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. Training - Create a 3-year training program for special education teachers. Create an aligned plan for the Paras to reach their 30 hours and stick to it.	

Year 2: Staffing - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. Curriculum - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. Training - Identify the next steps for training needs and implement a 3-year training program for Special Education teachers.
Year 3: Staffing - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. Curriculum - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. Training - Monitor the training program and continue to look for efficiencies.

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes
Year 1: Staffing -Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. Curriculum - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. Training - A long range plan for training for new and veteran SPED teachers	- Creating time for paras to complete their required training while not going over the 33.75 hours would be helpful. Currently, we do not have the capacity to not have paras with students in order to complete training requirements. - It may be beneficial for SPED staff to see what the short and long range plans are for training of SPED Staff...
Year 2: Staffing -Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. Curriculum - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. Training - Audit current processes for SPED training and ensure that minimum expectations are set. Provide training for minimum expectations. Create a 3-year training program for special education teachers	- The 30 hours of para PD was much clearer from the beginning this school year. Hours have been tracked and communicated more clearly as well. Having more of a set plan within the back to school planning for paras may be helpful. - The district added an IEP instructional coach to help support special education teachers. This has been beneficial for staff, especially newer SPED staff. This is a positive move for the SPED department.
Year 3:	

Building: Santa Fe 5/6 Center

STUDENT GROUP: ELL	
Possible Focus Areas: Attendance/Tuancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one).	
☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
II. Does the data support your personal perception	
☒ Yes ☐ No	
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	(Staffing) State Assessments-ELL • Reading (Level1/Level2): ○ 21-22: 84.61%/15.38% ○ 22-23: 91.66%/8.33% ○ 23-24: 80%/20% ○ 24-25: 50%/33.33% ○ 25-26: No Data Available yet. • Math (Level1/Level2):: ○ 21-22: 92.3%/7.69%

	○ 22-23: 91.66%/8.33% ○ 23-24: 66.66%/33.33% ○ 24-25: 56.25%/25% ○ 25-26: No Data Available yet. Great strides have been made in this area across the district and at Santa Fe. Making the ELL teacher full time at SF would be a great next step in addition to the 2 ELL Aides that we currently have.. Additionally, looking for ELL specific trainings through Solution Tree could be beneficial.
Data Point 2:	(Curriculum-Core and Intervention) The ELL Department now has a curriculum and tools to use for our students that are “Newcomers” This is good progress. In the core classroom many of our resources kits do not have anything specific to ELL. As the curriculum adoption process unfolds in the Core classrooms, having grade level resources would be a
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	(Staffing) Having the ELL teacher be full time at Santa Fe would be helpful and provide the additional support and guidance needed for our students with ELL needs. Finding some ELL Specific trainings Through Solution Tree for our staff would be helpful.
DP 2 Caim:	(Curriculum-Core and Intervention) The curriculum adoption process in core classes is outlined, ongoing, and planned. Having IXL for Intervention has been helpful. As the curriculum adoption process unfolds in the Core classrooms, having grade level resources that are aligned with the district approved curriculum would be a blessing. Ongoing training in core instructional practices that includes the ELL teachers would be helpful in order to best support students with ELL Needs. Training in adapting resources to best assist ELL students in learning would be helpful. It may be beneficial to pay teachers for teachers to take the ELL classes, test, and achieve their ELL Licensure. We need additional resources and training for high quality Tier II and III reading and math interventions for ELL students
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1: Staffing and training - Hire a Full-time and fully licensed ELL Teacher to support ELL needs and newcomers in grades 5-6. This is based on the numbers of “newcomers” that are currently in the program K-4. Ensure teachers have the training and instructional tools to use with our ELL populations. Curriculum- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.	
Year 2: Staffing and training - Begin to refine and monitor progress. Additional training for veteran teachers and initial training for new teachers.	

Curriculum- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

Year 3:

Staffing and training - Continued refinement and monitoring. Create a cycle for veteran teachers to receive training and commit to initial training for new teachers annually.

Curriculum- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY

Previous year text	Progress notes
Year 1: Staffing and training - Hire a Full-time and fully licensed ELL Teacher to support ELL at Santa Fe. Ensure teachers have the training and instructional tools to use with our ELL populations.	Strong desire to add make the ELL Teacher at SF a full time position.
Year 2: Staffing and training - Hire a Full-time and fully licensed ELL Teacher to support ELL needs and newcomers in grades 5-8. Ensure teachers have the training and instructional tools to use with our ELL populations. Curriculum- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections	- The district has a part-time district ELL coordinator, this has been a positive position that helps facilitate ELL. - An ELL aide and a ½ time ELL teacher was added to the SF staff. This has been a positive move for SF and SF ELL students. When looking at numbers K-4, we will need to make this position a full time certified ELL position for SF.
Year 3:	

Building: Santa Fe 5/6 Center

STUDENT GROUP: At-risk/ MTSS/ General Student Support/ 504/ Homeless

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

II. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
☐ Meets
☒ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

II. Does the data support your personal perception

- ☒ Yes
☐ No

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:

Based on the assessment and behavioral data, the need for an Alternate Learning Environment/School is essential.
State Assessments-All Students

- Reading (Level1/Level2):
 - 21-22: 45.64%/29.81%
 - 22-23: 37.11%/32.38%
 - 23-24: 49.28%/28.8%
 - 24-25: 41.86%/28.6%
 - 25-26: No Data Available yet
- Math (Level1/Level2):
 - 21-22: 50.8%/33.86%
 - 22-23: 54.13%/34.04%
 - 23-24: 55.6%/31.98%

- 24-25: 38.01%/36.86%
- 25-26: No Data Available yet

Office Referrals

- 21-22: 437
- 22-23: 499
- 23-24: 646
- 24-25: 838
- 25-26: As of February 23, 2026, we have had 593.
- OSS(Instances)
 - 21-22: 88
 - 22-23: 96
 - 23-24: 105
 - 24-25: 79
 - 25-26: As of February 23, 2026, we have had 46.

Data Point 2:

(Truancy)

- It takes approx. 1 hour- Start to finish - For each report when filing with DCF. The PV Liaison has done a nice job of supporting the school, students and families. Good strides have been made over the course of the past couple years.

Chronic Absenteeism				
<i>(Absent for 10% or more days for any reason)</i>				
	5th Grade	6th Grade	SF Total	% Change
2021-2022	23.58%	38.02%	31.57%	
2022-2023	20.79%	24.77%	22.75%	Decrease 8.82%
2023-2024	14.96%	23.72%	19.48%	Decrease 3.27%
2024-2025	18.97%	20%	19.40%	Decrease 0.08%

Data Point 3:	(Staffing) - We have had the Aide position open for several years. This position is used for ISS and typically will work with students on processing and making different choices. - Additionally, we are regularly needing to have certified teachers substitute for other teachers. We are in need of a second full time substitute in the building.
Data Point 4	(Instruction) Continued training in the PLC Process to include general Instruction, data analysis, and RTI processes and implementation.
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	(Alternative Learning Env./School) We have a diverse population of students and need to have an adequate, fully staffed alternate learning environment. There is a great need for students to have an alternate environment to help them find success and meet their needs academically, emotionally, and/or behaviorally. Within this, we would want to identify processes for students to enter the program and transition back to their assigned neighborhood school.
DP 2 Claim:	(Truancy) Though progress has been made in the process, a clear process of who will document and communicate absences with parents, before it gets to a serious point is needed. Roles/Responsibilities/Expectations of staff involved may be needed. What accountability measures are in place for when students/families are not following school and state guidelines regarding attendance.
DP 3 Claim:	(Staffing) We need an Aide position to help support students who are in ISS and/or need emotional/attendance supports. When we have applicants for this position, the staff member routinely finds a higher paying job elsewhere. Additionally, certified teachers substitute for other teachers. We are in need of a second full time substitute in the building.
DP 4 Claim:	(Instruction) Great strides have been taken to increase academic rigor for our students. Additional training in the PLC processes will be essential. We need to ensure that we cast the net wide to ensure that more teachers are receiving this training and ensure that our SPED and building Interventionists have access to training.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1: Year One: Alternative Learning Env/School - Begin looking for a location to house an expanded alternative learning environment for the district. Curriculum and Staffing - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.	
Year 2:	

Alternative Learning Env/School - Implement a plan to expand the alternative learning environment to include students in grades K-12
Curriculum and Staffing - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

Year 3:

Alternative Learning Env/School - Commit to reviewing processes and procedures for students to enter and exit the Alternative School
Curriculum and Staffing- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY

Previous year text	Progress notes
Year 1: • Alternative Learning Env/School - Begin looking for a location to house an expanded alternative learning environment for the district. • Curriculum and Staffing- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.	
Year 2 • Alternative Learning Env/School - Begin looking for a location to house an expanded alternative learning environment for the district. • Curriculum and Staffing- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.	• No progress has been made in relation to an alternative learning environment for students at SF to access.
Year 3:	

Building: Santa Fe 5/6 Center

Additional Needs:

Department	Need(s)	Departmental response/validation
Maintenance/custodial	• May need to work with the building custodians to build cleaning schedules/routines to ensure that time is being spent effectively in the building. • Additional custodial/maintenance staff is needed to ensure proper care is taken in the buildings. • Need to increase hourly pay to attract additional and more qualified applicants. • Continued training for custodial services on what chemicals to use and how to use them. • Need to continue to update furniture and flooring.	• The principal met with the Director of Maintenance and Facilities via phone on 2/24/2026. • Growth has been noticed by both the Principal and Director of Maintenance and Facilities for the day time custodial works. • Both agree on these as needed items.
Technology	• Training on current educational apps available to staff and students on using technology to increase the effectiveness of instruction. • Ability to use wireless/bluetooth capabilities to connect to TV's. • Possible to utilize e-rate to secure funding to assist with purchasing of technology.	• The Principal met with the Director of Technology on 2/25/2026 • The Director of Technology informed the principal that the computers will not be able to connect to any devices through bluetooth due to network security issues. • The process and what e-rate can be used for was explained to the principal.
Transportation	• Additional drivers needed for SPED transportation and regular route buses. • Need to increase hourly pay to attract more qualified applicants. • Strategic in town bus routes with stops in high truancy/safety areas.	• The principal met with the Director of Transportation via phone on 2/24/2026. • Both agree on these as needed items.
Food Service	• N/A.	• N/A.

Communications	• N/A.	• N/A.
Other (please specify)	• SPED: Continued training of SPED staff on writing goals in IEP's • Training for Gen Ed staff on modifications and accommodations. • Training for Gen Ed and SPED staff on Co-teaching - The why behind it and the processes needed to implement. • Training for all staff, including paraeducators, on the appropriate duties, roles and responsibilities in the classroom. This should include professionalism.	• The principal met with the Assistant Director of SPED via phone on 2/24/2026. • Both agree on these as needed items.

Building: Chisholm Middle School

<u>Rose Capacities:</u> Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
5. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes

Building: Chisholm Middle School

STUDENT GROUP: General Education	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
II. Does the data support your personal perception	
☒ Yes ☐ No	
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	Infrastructure/Facilities Leaks and water damage around the building in several locations



POD Bathrooms - not ADA compliant, fixtures original to the building



Railer East PE Locker Rooms



Athletic Entrance Doors - do not open in freezing weather



Ceiling Tiles - Several places around the building that are missing ceiling tiles
Outdoor track - Unsafe for students
Outdated Marquee Signage - Difficulty in changing information and is easily vandalized.

Data Point 2:

Alternative Learning Environment

21-22 Office Referrals

- 568 Referrals (does not include truancy)
- 71 (14.6%) Students received ISS
- 43 (8.9%) Students received OSS
- 237 (41.7%) Referrals ended with OSS Or ISS for the day.
- Of the 568 referrals, 318 were from 20 students, or 55.98% of referrals
- The top 4 students had $123/568 = 21.65\%$ they had "0" referrals for truancy

22-23 Office Referrals

- 510 Referrals (does not include truancy)
- 71 (14.8%) Students received ISS
- 24 (5%) Students received OSS
- Of the 510 referrals, 234 were from 20 students, or 45.88% of referrals
- Top 4 students had $75/510 = 14.7\%$

23-24 Office Referrals

- 537 Referrals (does not include truancy)
- 208 ISS (Resolution #)
- 155 OSS (Resolution #)

24-25 Office Referrals

- 406 Referrals (through March 29, 2025)

	• 120 ISS (Resolution # through March 29, 2025) • 94 OSS (Resolution # through March 29, 2025) 25-26 Office Referrals • 627 Referrals (through March 25, 2026) • 93 ISS (through March 25, 2026) • 74 OSS (through March 25, 2026) Students Attending OA 21-22, 2 22-23, 8 23-24, 2 (no additional slots available) 24-25, 1 (space is an issue) 25-26 - 4 (all students attend half day) Attendance/Truancy Attendance Data - Daily Attendance Rates ○ 21-22: 90.32% ○ 22-23: 92.25% ○ 23-24: 94.60% - as of 3.5.24 ○ 24-25: 93.41% -as of 3.29.25 ○ 25-26: ■ 7th grade 94.09% - as of 03/25/26 ■ 8th grade 93.41% - as of 03/25/26 Attendance Data - Chronic Absenteeism ○ 21-22: 9.23% ○ 22-23: 7.48% ○ 23-24: 7.16% - as of 3.5.24 ○ 24-25: 8.11% - as of 3.29.25 ○ 25-26: 7.88% - as of 03/25/26 Truancy Data - ○ 21-22: Truancy referrals - 65 referrals, # students - 74 ○ 22-23: Truancy referrals - 170 referrals, # students - 71 ○ 23-24: Truancy referrals - 55 referrals, # students - 24 ○ 24-25: Truancy Referrals-45 referrals as of March 29, 2025 ○ 25-26: Truancy Referrals - 145 referrals as of 03/25/26
Data Point 3:	Staffing

	Open Positions as of 3/25/26 - 1 IDD teacher, Industrial Tech and 4 paraeducators 22-23 - four positions filled by long-term subs 23-24 - two positions filled by long-term subs 24-25 - two positions filled by long-term subs 25-26 - Into to Industrial Tech filled by long-term sub Student Caseloads (weekly/bi-weekly check-ins) 7th grade Counselor - 25 8th grade Counselor - 17 Gen. Ed. Social Worker - 26 SPED Social Worker - 13 (half-time position - shared with another school) Prairie View Case Management - 42 (28.5% of our students are receiving additional SEL support, as listed above) (These numbers represent Tier II/III student check-ins on a regular basis. Support staff work with an average of 12 different student situations on a daily basis for additional SEL supports.
Data Point 4:	Curriculum State Assessment Data - All Students ● Reading (Level1/Level2): ○ 21-22: 42.66%/36.56% ○ 22-23: 45.65%/33.85% ○ 23-24: 48.84%/35.25% ○ 24-25: 40.93%/29.9% ● Math (Level1/Level2): ○ 21-22: 49.43%/39.32% ○ 22-23: 50.55%/39.46% ○ 23-24: 53.54%/37.29% ○ 24-25: 34.3%/43.55% ● Science - 8th Grade Only (Level1/Level2): ○ 21-22: 46.25%/33.48% ○ 22-23: 56.73%/25.96% ○ 23-24: 59.32%/22.88% ○ 24-25: 39.6%/26.73%
Data Point 5:	Technology - Computer carts in every classroom. - Wifi network installed in 2014. Oldest system in the district. - The camera system was also installed in 2014. Need updated and new cameras.

	- Smartboards were purchased in 2008-09 and are still in use in many classrooms. Need to upgrade Smartboards to interactive TVs to provide a better learning experience for students. - Upgrade to Robotics materials.
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	<u>Infrastructure/Facilities</u> 1. Structural and Water Damage Concerns There are multiple locations throughout the building experiencing leaks and water damage. These issues present risks to structural integrity, create potential safety hazards, and contribute to deterioration of building materials over time. 2. ADA Compliance – POD Bathrooms The POD bathrooms are not compliant with ADA standards and contain fixtures original to the building. This limits accessibility for students and staff and does not meet current expectations for equitable access and inclusion. 3. Outdated Physical Education Facilities The east PE locker rooms are outdated and no longer adequately support student needs. Improvements are necessary to ensure safe, functional, and hygienic spaces for student use. 4. Athletic Entrance Doors The athletic entrance doors do not function properly during freezing weather conditions, creating both safety and access concerns. Reliable entry and exit points are essential for student safety, especially during events and emergency situations. 5. Ceiling Tile Deficiencies There are multiple areas throughout the building with missing ceiling tiles. This creates an unprofessional appearance, potential safety concerns, and may indicate underlying maintenance issues such as leaks or HVAC inefficiencies. 6. Outdoor Track Safety The current outdoor track is in unsafe condition for student use. This limits physical education and athletic opportunities and presents a liability risk during school-sponsored activities. 7. Outdated Marquee Signage The existing marquee signage is outdated, difficult to update, and vulnerable to vandalism. This limits effective communication with families and the community and does not reflect a modern, secure system.
DP 2 Claim:	<u>Alternative Learning Environment</u> An increase in behavioral incidents has highlighted the need for a structured environment where students can receive targeted interventions, reteach behavioral expectations, and develop self-regulation skills. Current systems do not always provide sufficient

	space or staffing to support these students effectively. A significant number of students demonstrate patterns of high absenteeism, which impacts academic progress and engagement. An alternative setting can provide a more flexible, supportive structure that addresses barriers to attendance and re-engages students in learning. There is an increasing number of students requiring ongoing social-emotional support. Access to a dedicated counselor or social worker within an alternative setting would allow for more consistent intervention, including counseling, check-ins, and skill-building related to emotional regulation and coping strategies. Current capacity at Opportunity Academy is limited, restricting the number of students who can benefit from this supportive setting. Expanding available spaces would allow the district to better meet the needs of students requiring an alternative placement. The school lacks a consistently staffed quiet or regulation space for students who need short-term removal from the classroom to de-escalate. A dedicated, supervised quiet room would provide students with a safe environment to regain control and return to learning more quickly, reducing disruptions and lost instructional time
DP 3 Claim:	<u>Staffing</u> The lack of qualified applicants has led us to leave some positions unfilled by a licensed, certified staff member. We have had to use long-term subs to fill some positions, including a licensed Intellectual and Developmental Disabilities SPED position. We need to consider hiring a full-time district-level recruiter who works to promote the district and recruit staff. This person could also work with our Communications Director to promote the school district in positive ways. We need to look at adding a reading interventionist position in our building. Our students need intense support and a reading interventionist can help our students who need more focused help than what can be provided in a larger classroom setting. We would like to look at adding an Instructional Coach position that is shared with another building. This person could help our teachers improve their teaching and train our staff on instructional and learning strategies. They could also provide targeted support and mentorship to teachers. We need to continue to have a full-time nurse at our building. The nurse serves 449 students and oversees daily medication needs, illness, and many other health related needs that other staff do have expertise in. We need to continue to have two full-time counselor positions and two social workers. One of these is shared with another school. Our students and families have many needs and these staff members provide support that helps our students succeed in school. We need to reinstate funding for our Social Emotional Aide position. This person runs our Sensory Room, which provides a space for students to regulate, refocus, calm down, and return to class. We need to continue funding for our In-School Suspension (ISS) Room Monitor. The ISS monitor provides an important resource in our school. They work with students who are struggling with behavior in class, monitor students who have been assigned ISS, and help students get regulated and back to class in some cases. We would like to move this to a certified position.

	We need to continue to utilize a full time building based substitute at each building in the district. This has been an effective way to help cover staff absences in each building. We need to add two At-Risk Support positions for our students. One position would be focused on supporting students academically. The second position would be focused on supporting student behavior.
DP 4 Claim:	<u>Curriculum</u> The curriculum in science needs to be discussed. The curriculum rotation for science has been delayed and needs to be reinstated. We need resources for our core content area classes and training for our teachers to use the resources effectively to more effectively support our PLC process. We need additional resources and training for high-quality Tier II and III reading and math interventions. We need training for the quality implementation of MTSS procedures and processes for both academic and behavior
DP 5 Claim:	<u>Technology</u> Computer carts for classrooms. Chisholm is trying to reduce student screen time. The first step is not allowing students to take Chromebooks home in the evenings and weekends. Classes will need carts to store the technology when not in use. Projectors, Smartboards, and Elmos in the classrooms are aging and can no longer be replaced. There is no budget available to upgrade these devices to interactive TVs. Replacing these devices is very expensive and not something that we can afford at the building level. Our VEX Robotics that are used in the Engineering class are aging and need to be replaced, however, the cost to replace those is thousands of dollars. We need additional cameras and additional cameras in our school for monitoring student activity. New wiring will also need to be done as Chisholm has the oldest camera system in the district.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year One: Infrastructure & Facilities: Repair all active leaks and water damage to prevent further structural deterioration. Replace missing ceiling tiles and inspect HVAC/roofing sources. Repair or replace athletic entrance doors to ensure safe winter operation. Conduct ADA compliance audit and begin redesign planning for POD bathrooms. Restrict or modify use of unsafe outdoor track (temporary safety measures). Begin planning and bids for locker room renovation and track replacement. Upgrade marquee signage to a secure, digital system.	

Alternative Learning Environment: Establish a staffed quiet/regulation room. Expand Opportunity Academy capacity. Implement structured behavior intervention system (Tier II/III).

Staffing: Hire or secure **Reading Interventionist, Social Emotional Aide (restore position), At-Risk Support Staff (1 academic / 1 behavior)**. Maintain: Full-time nurse, counselors and social workers and building substitute. Begin process to transition **ISS monitor to certified position and advocate for district-level recruiter**

Curriculum & Instruction: Reinstate **science curriculum review cycle**, begin training on **MTSS implementation (academic + behavior)** and **Tier II/III interventions**. Provide **core resource training for PLC alignment**.

Technology: Purchase **classroom Chromebook carts**, begin phased plan for **camera system replacement (design + wiring plan)**

Inventory outdated: Projectors, Smartboards, Elmos. VEX Robotics equipment.

Year two:

Infrastructure & Facilities: Begin renovation of POD bathrooms (ADA compliance), renovate East PE locker rooms, begin outdoor track reconstruction and continue ceiling/HVAC system improvements as needed.

Alternative Learning Environment: Fully expand Opportunity Academy capacity. Implement: Structured attendance intervention program and embedded SEL curriculum and counseling cycles. Fully operational quiet room with trained staff protocols.

Staffing: Hire or implement: Instructional Coach (shared model) and district recruiter (shared model). Provide: Ongoing professional development and teacher support cycles. Reduce reliance on long-term substitutes.

Curriculum & Instruction: Implement updated science curriculum (pilot + refine). Strengthen: PLC processes using common formative assessments, Intervention systems tied to MTSS data. Expand access to: High-quality intervention resources (reading/math).

Technology: Begin replacement of: Instructional display systems (Interactive TVs). Install a new camera system. Replace critical VEX Robotics equipment.

Year 3:

Infrastructure & Facilities: Complete Outdoor track replacement. Final facility upgrades and preventative maintenance systems. Ensure all areas meet: Safety standards and ADA compliance. Establish long-term maintenance cycle

Alternative Learning Environment: Fully integrated ALE program with: Measurable reductions in: Behavior incidents, chronic absenteeism. Strong partnership between: Administration, counselors/social workers, families

Staffing: Fully staffed with: Certified teachers in all roles. Strong recruitment and retention system in place. Ongoing coaching and leadership development for staff.

Curriculum & Instruction: Fully aligned: Guaranteed and viable curriculum across content areas. High-functioning PLCs with: Data-driven decision-making and strong intervention systems. Demonstrated growth in: Student achievement and literacy and math proficiency.

Technology: Fully upgraded: Classroom instructional technology, security camera system. Fully implemented: Updated STEM/engineering tools (VEX Robotics). Balanced approach to: Technology use and reduced screen time.

Building: Chisholm Middle School

STUDENT GROUP: Special Education	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
II. Does the data support your personal perception	
☒ Yes ☐ No	
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	Staffing As of 03/25/26, we are still four paras short of being fully staffed. 22-23, we had 4 SPED teaching positions filled by long-term subs. 23-24, 1 SPED teaching position is being filled by a long-term sub. 24-25, 1 SPED teaching position is being filled by a long-term sub. 25-26 - All four SPED teaching positions are filled. However, three are being filled by teachers currently going through masters program to become certified.

Data Point 2:	Curriculum State Assessment Data - SPED • Reading (Level1/Level2): ○ 21-22: 78.72%/19.14% ○ 22-23: 87.01%/7.79% ○ 23-24: 86.41%/9.87% ○ 24-25: 75.32%/18.18% ○ 25-26: No Data Available Yet • Math (Level1/Level2): ○ 21-22: 74.73%/24.21% ○ 22-23: 81.57%/18.42% ○ 23-24: 80.24%/17.28% ○ 24-25: 68.83%/28.57% ○ 25-26: No Data Available Yet • Science - 8th Grade Only (Level1/Level2): ○ 21-22: 78.43%/21.56% ○ 22-23: 96.87%/3.12% ○ 23-24: 82.22%/13.33% ○ 24-25: 72.22%/11.11% ○ 25-26: No Data Available Yet
Data Point 3:	Training Additional training to ensure that processes are common across the district on Webkids, progress reports, para supports, para evaluations, running of IEP Meetings, and de-escalation techniques are needed.
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	<u>Staffing</u> We always have paraeducator positions open and have struggled to find highly qualified applicants. This has put additional stress on other staff, who are having to carry the additional workload.
DP 2 Claim:	<u>Curriculum</u> Teachers need curricula to use in their classrooms that aligns with standards and is leveled for their students. Tier three curriculum needs to be identified and purchased for all special education settings. SPED teachers need to be able to access these resources easily.
DP 3 Claim:	<u>Training</u>

	Teachers in SPED all need additional training on using Webkids, running an IEP meeting, communicating with families and staff, and de-escalation techniques. We also need additional training for class within a class supports, and team teaching. Professional Development time - Restructure this so that SPED teachers have an extra day at the beginning of the year to review IEPs. We also need to provide time during district-level PD Days to have SPED teachers meet with our district SPED Directors to review SPED-specific information and professional development.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year One: Staffing -Please see the General Education section. It highlights the General Education, Special Education, ELL, and At-Risk/Intervention sections. Develop para support structure, including: Clear roles and expectations. Standardized evaluation process. Provide targeted support for provisionally licensed SPED teachers. Implement retention strategies: Mentorship pairing and Structured onboarding. Curriculum - Please see the General Education section. It highlights the General Education, Special Education, ELL, and At-Risk/Intervention sections. Training - Provide required training for all SPED staff on: WebKIDS system use, running compliant IEP meetings, progress reporting, family and staff communication, and de-escalation strategies. Establish district-wide expectations and protocols for SPED processes with training in class within a class supports and co-teaching models.	
Year Two: Staffing - Please see the General Education section. It highlights the General Education, Special Education, ELL, and At-Risk/Intervention sections. Maintain full para staffing levels with increased focus on: Para training and skill development, staff retention strategies, and support teachers in completing certification programs. Curriculum - Please see the General Education section. It highlights the General Education, Special Education, ELL, and At-Risk/Intervention sections. Fully implement Tier III curriculum across all SPED settings. Monitor usage and effectiveness through: PLC discussions and student data tracking. Align SPED curriculum more tightly with general education standards Training - Provide advanced training and coaching on: IEP development and alignment to standards and data-driven instruction and progress monitoring. Implement coaching cycles for: Co-teaching and behavior support strategies.	
Year Three: Staffing - Fully staffed with: Qualified, trained paraeducators and fully certified SPED teachers. Strong recruitment and retention pipeline established Curriculum - Fully aligned, accessible, and consistently implemented curriculum. Demonstrated impact on: Student growth and IEP goal attainment. Training - Develop teacher leaders within SPED to support peers. Provide ongoing, embedded professional learning. Sustain high-quality implementation of all systems.	

Building: Chisholm Middle School

STUDENT GROUP: ELL	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one).	
☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
II. Does the data support your personal perception	
☒ Yes ☐ No	
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	Staffing ELL Student Population 21-22 - 10 ELL students 22-23 - 15 ELL students, 1 newcomer 23-24 - 11 ELL students, 3 newcomers 24-25 - 17 ELL students, 3 newcomers 25-26 - 22 ELL students, 8 newcomers 1 ELL Coordinator (certified teacher) 1 Part-time ELL teacher

	1 ELL Aide 3 ELL-Certified Teachers 1 ELL Certified Administrator
Data Point 2:	Curriculum State Assessment Data - ELL • Reading (Level1/Level2): ○ 21-22: 100%/0% ○ 22-23: 78.57%/7.14% ○ 23-24: 57.44%/34.04% ○ 24-25: 40.93%/29.9% ○ 25-26: No Data Available Yet • Math (Level1/Level2): ○ 21-22: 66.66%/33.33% ○ 22-23: 82.35%/17.64% ○ 23-24: 63.63%/36.36% ○ 24-25: 34.3%/43.55% ○ 25-26: No Data Available Yet • Science - 8th Grade Only (Level1/Level2): ○ 21-22: 81.81%/18.18% ○ 22-23: 75%/25% ○ 23-24: 86.2%/13.79% ○ 24-25: 39.6%/26.73% ○ 25-26: No Data Available Yet
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	<u>Staffing</u> We are in need of a full-time ELL teacher and another ELL Aide at our building. We have had several newcomer ELL students (no English at all) in our building over the past few years and now have a total of eight newcomer students. With an increase of staff, we could better support these students in the classroom. We need to continue to fund the ELL Coordinator supplemental position at each building (this position could be moved to a full time ELL teacher if approved). We need to continue to fund the district ELL Coordinator position.

DP 2 Caim:	Curriculum We are in need of curriculum resources for our ELL students.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year One: Staffing and training - Hire a full-time and fully licensed ELL Teacher to support ELL needs and newcomers in grades 5-8. Also, hire another ELL aid to support students in every classroom. Ensure teachers have training and instructional tools to use with our ELL populations. Curriculum - Please see the General Education section. It highlights the General Education, Special Education, ELL, and At-Risk/Intervention sections.	
Year Two: Staffing and training - Begin to refine and monitor progress. Additional training for veteran teachers and initial training for new teachers. Curriculum - Please see the General Education section. It highlights the General Education, Special Education, ELL, and At-Risk/Intervention sections.	
Year Three: Staffing and training - Continued refinement and monitoring. Create a cycle for veteran teachers to receive training and commit to initial training for new teachers annually. Curriculum - Please see the General Education section. It highlights the General Education, Special Education, ELL, and At-Risk/Intervention sections.	

Building: Chisholm Middle School

STUDENT GROUP: At-risk/ MTSS/ General Student Support/ 504/ Homeless	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
II. Does the data support your personal perception	
☒ Yes ☐ No	
III. Data points used to support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	Please see previous data points.
Data Point 2:	Please see previous state assessment data.
Data Point 3:	Truancy It takes over 2 hours to complete reports when filing with DCF and the County Attorney's office.

Data Point 4:	Staffing We continue to struggle with filling all positions. We have four unfilled para positions and one IDD position opening.. We need to reinstate our Sensory Room SEL Aide and continue with ISS Monitor staffing.
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	<u>Alternative Learning Environment</u> We have a diverse population of students and need to have an adequate, fully funded alternate learning environment such as a middle-level structured learning program for some of our students. There is a great need for students to have an alternate environment to help them find success. We would support either expanding Opportunity Academy to K-12 or allowing more students to attend in a facility that will support the needs of our students and the district.
DP 2 Claim:	<u>Curriculum</u> We need additional resources and training for high-quality Tier II and III reading and math interventions. A continued need for training for quality implementation of MTSS procedures and processes that our classified staff would benefit from training.
DP 3 Claim:	<u>Truancy</u> The current process is cumbersome and extremely time-consuming. The additional follow-up from DCF and the Harvey County Attorney has had a positive impact; however, we need to find a more efficient way to send information to each entity.
DP 4 Claim:	<u>Staffing</u> We need to continue to have two full-time counselor positions and our social worker position. Our students and families have many needs, and these staff members provide support that helps our students succeed in school. Counselors need to add an additional five days to their extended contract in order to have time to plan for the school year. We need to reinstate funding for our Social Emotional Aide position. This person would run our Sensory Room, which provides a space for students to regulate, refocus, calm down, and return to class. We need to continue funding for our In-School Suspension (ISS) Room Monitor. The ISS monitor provides an important resource in our school. They work with students who are struggling with behavior in class, monitor students who have been assigned ISS, and help students get regulated and back to class in some cases. We would like to move this to a certified position. We need to fund a licensed At Risk Intervention teacher that can help support our tier 3 students that need an alternative learning environment. We need additional At-Risk Student Support positions to help support students who struggle with attendance, academics, and behavior and can help families that need support and resources.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	

Year One:

Middle-Level Structured Learning Program - Begin looking for a location to house an expanded alternative learning environment for the district.

Curriculum and Staffing- Please see the General Education section. It highlights the General Education, Special Education, ELL, and At-Risk/Intervention sections.

Year Two:

Middle-Level Structured Learning Program - Implement plan to expand alternative learning environment to include students in grades 5-8.

Curriculum and Staffing - Please see the General Education section. It highlights the General Education, Special Education, ELL, and At-Risk/Intervention sections.

Year Three:

Middle-Level Structured Learning Program - Commit to reviewing processes and procedures for students to enter and exit the Alternative School

Curriculum and Staffing- Please see the General Education section. It highlights the General Education, Special Education, ELL, and At-Risk/Intervention sections.

Building: Chisholm Middle School

Additional Needs:

Department	Need(s)	Departmental response/validation
Maintenance/custodial	No concerns, at this time.	
Technology - be specific (computer	Need to be brought up to current technology trends in education. Camera systems (including the cabling/cameras) and wifi networks need to be updated in buildings where networks and cameras are aging. The team would like to move to a more wireless environment - wireless connection to projectors/screens. Update aging Smartboards in classrooms for teachers who utilize that technology resource with interactive televisions.	The principal met with the Director of Technology. Previously. Funding continues to be a barrier to technology updates.
Transportation	The bus hub situation needs to be revamped. There are some safety concerns that should be addressed.	The principal was not able to meet with the Director of Transportation. Funding continues to be a barrier to transportation upgrades.
Food Service	Portion sizes for the main entree need to be increased at the middle school level.	The principal was not able to meet with the Director of Food Service regarding this need.
Communications	No additional needs identified in this area.	No areas of need were identified.
Other (please specify)		

Building: Newton High School

<u>Rose Capacities:</u> Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
5. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes

Building: Newton High School

STUDENT GROUP: General Education

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
☒ Meets
☐ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

II. Does the data support your personal perception

- ☒ Yes
☐ No

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:

Truancy is a Major Issue:

As of March 24, 2026, there have been 156 Attendance/Truancy referrals written (approximately 1.21 per school day). This is down from last year where 227 referrals were written for 2024-25 (about 1.38 per school day). As of March 31, 2026 There have been 115 students that have received at least a truancy warning letter, with 95 having truancy filed. This is up from last year where 47 students had truancy filed through April 1, 2025.

Data Point 2:

Our general education Social Worker has a caseload of 38 students that she sees on a regular basis. She also works with many other students on a daily basis. We have seen an increase in prairie view support at the school. There has been over 300 interactions with students as of March 31st, 2026

Data Point 3:

In the Fall of 2025, we saw a decrease to 138 students with a failing grade compared to last fall which had 203 students who had at least one failing grade. In the Fall of 2023, 244 Newton High students had at least one failing grade for the semester. In

	the Fall of 2022, 240 Newton High students had at least one failing grade.
Data Point 4	
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	There is a direct correlation between attendance and grades. Administrators have been diligent about filing truancy on a consistent basis. We have been working with the county attorney to establish more consequences for students with truancy.
DP 2 Claim:	We are seeing good data on failing grades as we have 100 less students with a failing grade compared to 2 years ago.
DP 3 Claim:	With the third year of railertime students appear to utilize the time better.
DP 4 Claim:	Changes in monitoring of railertime has led to students utilizing the time.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1: Continue meeting monthly with the County Attorney to target the most truant students and get them back to school. Also, continue to provide social/emotional supports to students on the social worker's caseload, with the goal of easing support for each student over time. Continue expanding the reach of Tier 2/3 interventions and giving teachers tools to help students in class and decrease the number of failing students.	
Year 2: Growth with Railertime opportunities. Railertimes that focus on question 3 (How will we respond if they have not learned it?) As well as question 4 How will we respond if they have. Providing more opportunities for enrichment within the time.	
Year 3: Continue with consistency within our building.	

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes
Year 1: Work hand-in-hand with the County Attorney to put "more teeth" into truancy. Administrators have worked hard to stay up on truancy, getting letters to parents and the	

County Attorney. Right now, there could be a perception from parents that since “nothing is done” on truancy by the County Attorney, there is no motivation to send their student to school. Having monthly meetings with the County Attorney, focusing on students with the most truancy first, and getting them back to school, would improve truancy numbers, as well as decrease the number of failing students. Also, increase the amount of social worker and PrairieView support for students. Creating smaller, more focused social/emotional groups to meet with on a consistent basis, could provide more targeted help. Lastly, increasing Tier 2/3 intervention support. Adding an additional full-time Student of Concern coordinator to complement our existing one, would allow more individualized student support, as well as teacher support when implementing interventions.	
Year 2: Continue meeting monthly with the County Attorney to target the most truant students and get them back to school. Also, continue to provide social/emotional supports to students on the social worker’s caseload, with the goal of easing support for each student over time. Continue expanding the reach of Tier 2/3 interventions and giving teachers tools to help students in class and decrease the number of failing students.	
Year 3:	

Building: Newton High School

STUDENT GROUP: Special Education

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
☒ Meets
☐ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

II. Does the data support your personal perception

- ☒ Yes
☐ No

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:

In the Fall of 2025, 30 Newton High students on an IEP failed at least one class. In the Fall of 2024, that number was higher as 43 Newton High students on IEPs failed at least one class.

Data Point 2:

As of March 31st there were 281 days of ISS served. 28 days were from a student on an IEP. Of those 28 days of ISS for 15 different Special Education students. There have been 166 days of OSS handed out to students of the 166 there were 23 days for 5 different kids.

Data Point 3:

During the 24-25 school year, we had long term subs in SMD and Structured Learning. This past year we have been able to hire certified teachers in these areas. This has helped gain constancy within that area.

Data Point 4:	
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	Progress is being made to give more supports to students. With our RailerTime and specialized seminars three days a week, students are able to work more one-on-one with teachers for an hour.
DP 2 Caim:	Increasing support for those students could be beneficial. From this time last year we are seeing an increase of students that are in ISS with support and less IEP students that receive without services OSS.
DP 3 Claim:	We have been able to hire qualified teachers and keep paras more consistently this school year. This has helped our students be more successful.
DP 4 Claim:	Changes within our behavioral responses have helped keep our kids in school where they are getting supports.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1: Getting more of our students with IEPs in the general education classroom.	
Year 2 More in-person para training that are geared towards their specific areas (IR and Categorical)	
Year 3: Keeping and continuing to grow our special education teachers. We feel that our current teachers are doing a good job with more experience and they will thrive.	

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes
Year 1: Having para positions completely filled, and not "piecemealing" together supports is crucial. Students need consistent supports from staff who understand the content. That would be a major area of focus. Also, making sure that Special Education students get more structure during	

the unstructured RailerTime should benefit students.	
Year 2: Having consistency within the administration team is imperative to the special education department. By having an administrator on staff that has a background in special education allows us to be more constant with IEP's.	
Year 3:	

Building: Newton High School

STUDENT GROUP: ELL	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one).	
☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
II. Does the data support your personal perception	
☒ Yes ☐ No	
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	We currently have 36 ELL students receiving various levels of support. 20 of the 36 are in general education classes with support from our 2 ELL Aides. There are also 2 ELL students in the IDD program.
Data Point 2:	13 ELL students are currently enrolled in the newcomer beginner class. 10 of the 13 will be enrolled in the newcomer intermediate class. This shows significant growth for those students.
Data Point 3:	Three of the ELL students were able to complete the program and graduate early.

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	The need for continued support in ELL is greater than ever. While the population, compared to the overall student population, remains low, the initial needs are much greater. A variety of language backgrounds have created a diversity of need.
DP 2 Claim:	Students have increased their level of language acquisition due to targeted instruction. The majority of the ELL students have demonstrated increased proficiency across academic disciplines.
DP 3 Claim:	This past year we worked more with CMS on communication to better serve the students' needs. This has helped with assuring that students moving into the High School were appropriately placed.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1: Continue to work with CMS to make sure that students are properly placed when they get to high school. Also, putting students on grade level classes for their abilities, not their age, would be extremely beneficial. Many of our newcomer students at the high school have not had formal education since 6th grade. Adding Spanish-speaking para support and getting more teachers endorsed in ESOL would benefit all students, not just ELL students.	
Year 2: Continuing to expand our ELL course offerings, to include basic electives, such as culinary and computer applications, would be beneficial	
Year 3: More course offerings and giving ELL students the ability to pick up elective credits by tutoring younger students could be beneficial to all students and staff.	

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes
Year 1: Going beyond course offerings of ELL beginner and intermediate English would greatly benefit students. All of the rest of their classes are general education. Adding social studies and science ELL classes could make the transition to high school easier. Also, putting students on grade level classes for their abilities, not their age, would be extremely beneficial. Many of our newcomer students at the high	

school have not had formal education since 6th grade. Adding Spanish-speaking para support and getting more teachers endorsed in ESOL would benefit all students, not just ELL students.	
Year 2: Continuing to expand our ELL course offerings, to include basic electives, such as culinary and computer applications, would be beneficial.	
Year 3: More course offerings and giving ELL students the ability to pick up elective credits by tutoring younger students could be beneficial to all students and staff.	

Building: Newton High School

STUDENT GROUP: At-risk/ MTSS/ General Student Support/ 504/ Homeless	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
II. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☒ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
II. Does the data support your personal perception	
☒ Yes ☐ No	
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	In 25-26, we had two staff members dedicated to the Tier 2 & 3/GEI process. There were 28 students that worked their way off of the 2 or 3 roster. There were 25 of the students that were transferred to Opportunity Academy, 3 were moved to a 504 and 5 transferred to a new school.
Data Point 2:	As of March 31st 2026, 59 students are active on Tier 2. GEI coordinator does weekly meetings with the tier 2 students.
Data Point 3:	We had 12 students given the chance to recover 1st Semester English 9-12 and Algebra 1 by utilizing Railertime/seminar during the month of January. All 12 of the students were able to pass their classes.
Data Point 4	

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	Student attendance continues to be an issue for many of our students.
DP 2 Claim:	Specific railertimes for students have helped them show more progress
DP 3 Claim:	When given opportunities to succeed many students will work to finish what they started.
DP 4 Claim:	
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1: GEI's with a focus on attendance. Expand on the successes from this year with specific railertimes.	
Year 2: Bring in Tier 2 and Tier 3 professional development training for teachers to delegate more of the onus on the classroom, where learning occurs.	
Year 3: Continue expanding the reach of Tier 2 and Tier 3 interventions by having one mentor teacher from each core content area work with students as part of their teaching load (1 block of their 6).	

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes
Year 1::Add an additional "Student Support" staff member at the high school to expand our reach in helping Tier 2 and Tier 3 students.	
Year 2:Bring in Tier 2 and Tier 3 professional development training for teachers to delegate more of the onus on the classroom, where learning occurs.	
Year 3:Continue expanding the reach of Tier 2 and Tier 3 interventions by having one mentor teacher from each core content area work with students as part of their teaching load (1 block of their 6).	

Building: Newton High School

Additional Needs:

Department	Need(s)	Departmental response/validation
Maintenance/custodial	Bleachers Willis, moveable walls, culinary room, missing ceiling tiles, ADA closers on doors, carpeted rooms as necessary. With the new cell phone policy we need clocks added to main areas of the building.	.
Technology	TV's to replace the Projectors that are failing. We will be adding several new cameras throughout the building. Looking for new ways to use technology to replace the use of cell phones. Better chromebooks for substitute teachers.	
Transportation	It would be nice to have a couple of vehicles that stayed at Newton High. Looking at the possibility of adding activity type buses.	
Food Service	Space confined, ceiling has holes, prep area, Bryce's office conversion, only 1 women's restroom for 17 women, flooring tiles are up (tripping hazard). The need for a new system within food service. We have visited 2 schools to see their structure/systems and if that would be possible for Newton.	
Communications	Radio coverage in the building is something we are currently working on via capital outlay.	
Other (please specify)		

Building: Opportunity Academy

<u>Rose Capacities:</u> Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
5. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes

Building: Opportunity Academy

STUDENT GROUP: General Education			
Possible Focus Areas: Attendance/Truancy,			
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?			
A. Rate this in your building as (select one).			
☐ Exceeds ☐ Meets ☒ Progressing			
B. Provide any anecdotal evidence to support your perception in the cell below. Our building data shows that we need to improve student attendance. We need assistance getting students to our building.			
II. Does the data support your personal perception			
☒ Yes ☐ No			
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)			
Data Point 1:	Year 1 Data Point 1: High School attendance rates Q1: 78% Q2: 66% Q3: 63% Overall: 69%	Year 2 Data Point 1: High School Attendance Rate Q1: 78% Q2: 73% Q3: 72.5% Overall: 74.29%	Year 3 Data Point 1: High School Attendance Rate Q1: 79% Q2: 81.6% Q3: 79.53% Overall: 80.1%

Data Point 2: III. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	Data Point 2: Total Absences/Day Q1: 11.5 Q2: 14.5 Q3: 19 Q4 (4/22): 19.5 Overall: 15.5	Data Point 2 Total Absences/Day Q1: 12.35 Q2: 15.55 Q3: 18 as of 2/10/2025 Overall:	Data Point 2 Unexcused Absences/Day Q1: 6.16 Q2: 5.67 Q3: 7.20 Overall: 6.42 absences per day
Data Point 3: II. Does the data support your personal perception	Data Point 3: Truancy Letters as of 4/22 3 in a row: 23 students 5 in a semester: 48 students 7 in a year: 48 students	Number of truancy letters no longer tracked the same due to changes with Harvey County DA and reporting truancy. Truancy Filed on 22 students total	Warning letters sent: Warning Letters Sent: 29 (as of 3/13) Total truancy letters Filed: 22 (as of 3/13) Multiple Truancy reports: 6
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)			
DP 1 Claim:	There is a direct correlation between attendance and courses completed. Staff and admin have been diligent about filing truancy on a consistent basis. Further assistance from the County Attorney could have a major impact on lowering that number. We have seen some involvement and a slight improvement in some areas. What seems to be happening now in terms of attendance is that we have moved from a larger group of students being truant to a concentrated group of consistent offenders.		
DP 2 Claim:	With the increase in days absent per Quarter we have also seen a slow in slow in completed courses. Students have learned there are little to no consequences for missing school. We are working to continue a graduation study and setting policies that will help enforce improved attendance with students offering their spots to other kids in the program.		

DP 3 Claim:	We have seen some improvement with OVM and some continued struggles. Students have improved while working with OVM but can also fall back into old habits after being released from the program. Some have not responded to it at all and have chosen to drop out.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year One: We will implement a building level attendance policy and set program. Students will have school attendance requirements to be able to retain their spot from one quarter to the next. We hope to have an attendance rate improved to 80% for the building.	
Year Two: We did create an incentive based program instead of a minimum requirement. This did help improve attendance for some students who had struggled. But it also seemed to not work with another group that continued not to show up to school. We need to continue to refine the policy and look for ways to improve student attendance as there is a correlation between that and success at OA. We would love to see a Truancy officer to assist in getting kids to school. And continue to work towards a rate of 80% attendance. We have hit this rate in 2026 through 3 quarters! We look to continue to improve our attendance and we look to graduate the most students ever in a year as a result!	
Year Three: Improve attendance rate as a building to 85%. We will also look to incentivize positive attendance. And continue to work with Harvey County Attorney.	

Building: Opportunity Academy

STUDENT GROUP: Special Education		
Possible Focus Areas: Grades/Academic Success		
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?		
A. Rate this in your building as (select one). ☒ Exceeds ☐ Meets ☐ Progressing		
B. Provide any anecdotal evidence to support your perception in the cell below. Our SPED Population when properly placed in our setting have found great success. We offer support from a teacher and a para in our building and have found that students who are on IEPs perform just as effectively as our general education population and graduate! The biggest inhibitor to SPED success is attendance if they are properly placed.		
II. Does the data support your personal perception		
☒ Yes ☐ No		
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)		
Data Point 1:	Attendance Rate for 24-25 through Q3: 73% for SpEd, 72% for non-IEP	Attendance Rate for 25-26 through Q3: 82.6% for SpEd, 80% for the rest of the building

Data Point 2:	Non-Prescriptive Classes 24-25 through Q3: 6.67 classes per SpEd student, 6.79 classes per non-IEP student	Students on IEPs are continuing to keep pace in classes completed per quarter and are finishing classes at the rate and in some cases better than kids not on IEPs.
Data Point 3:	Edgenuity Activities 24-25 through Q4: 9.83 Activities/Day for SpEd students, 7.53 Activities/Day for non-IEP students	Students on IEPs are continuing to keep pace in daily work completion per day at the rate and in some cases better than kids not on IEPs.
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)		
DP 1 Claim:	Attendance as a whole in our building is a goal to be addressed but SPED students are right in line with Reg Ed students with peers.	
DP 2 Caim:	Sped Students have been just as productive in classes completed as their Reg Ed peers	
DP 3 Claim:	SPED students complete more assignments per day than their Reg Ed peers.	
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.		
Year One: Continued success on student class completion and activities per day.		
Year Two: Continued success on student class completion and activities per day.		
Year Three: Continued success on student class completion and activities per day.		

Building: Opportunity Academy

STUDENT GROUP: At-risk/ MTSS/ General Student Support/ 504/ Homeless			
Possible Focus Areas: Attendance/Truancy, Grades, At-Risk Factors			
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?			
A. Rate this in your building as (select one). ☐ Exceeds ☒ ~~Meets~~ ☐ Progressing			
B. Provide any anecdotal evidence to support your perception in the cell below. The more students are at school the more work they will get done. Students will graduate sooner making it possible to help more students.			
II. Does the data support your personal perception			
☒ ~~Yes~~ ☐ No			
III. Data Points Used To Support Your Claim. Be specific as to the data point from a numerical perspective. (add more below if needed)			
Data Point 1:	Year 1 Data Point 1: Truancy High School attendance rates Q1: 78% Q2: 66% Q3: 63% Overall: 69%	Year 2 Data Point 1: Truancy High School attendance rates Q1: 78% Q2: 73% Q3: 72.5% Overall: 74.29%	Year 3 Data Point 1: Truancy High School Attendance Rate Q1: 79% Q2: 81.6% Q3: 79.53% Overall: 80.1%

Data Point 2:	Data Point 2: Progress on Edgenuity Activity Completion Rate (attended days only) Q1: 7.31 act/day (9.45) Q2: 6.13 act/day (9.06) Q3: 5.64 act/day (8.89) Overall: 6.32 act/day (9.14)	Data Point 2: Progress on Edgenuity Activity Completion Rate (attended days only) Q1: 8.19 act/day (10.10) Q2: 7.97 act/day (10.55) Q3: 7.48 act/day (9.80) Overall: 7.88 act/day (10.16)	Data Point 2: Progress on Edgenuity Activity Completion Rate (attended days only) Q1: Q2: Q3: Overall:
Data Point 3:	Students do 50% more work when they are at school. Students complete a class every 7 days in attendance. Students complete a class on average every 10 school days but due to attendance it takes almost 50% longer.	Students do 50% more work when they are at school. Students complete a class every 7 days in attendance. Students complete a class on average every 10 school days but due to attendance it takes almost 50% longer.	Students do 50% more work when they are at school. Students complete a class every 7 days in attendance. Students complete a class on average every 10 school days but due to attendance it takes almost 50% longer.
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)			
DP 1 Claim:	Building attendance is poor at best but did improve about 5% from year 1 to year 2. Once truancy has been reported this year I have begun to make consistent home visits and encourage students to get to school. I have also used Anthony Rubin as someone to help check in and visit with		
DP 2 Claim:	The drop in activities per day can be correlated with attendance per quarter. On the positive it is only a slight drop quarter to quarter and the 3 Quarters of data in the 2024-25 school years rank among the best overall quarters in production since we opened!		
DP 3 Claim:	Increased attendance will improve our course completion rate. On average our students can complete a class every 7 school days on average. Increased attendance rate will improve the amount of classes completed in a year and thus improve the number of graduates and provide more opportunity to serve more students in our program.		
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.			

Year One: We would see students complete about 6.5 activities per day.

Year Two: Maintain a consistent 7 activities per day for each student. By raising the average we can improve the overall success of the student body in terms of courses completed. In Year 3 we have hit 80% attendance and we are seeing continued help to graduation. As of the end of 3rd quarter we have now graduated 37 students. Our largest total to this point ever and on pace to break the yearly record of 43.

Year Three: Maintain a consistent 7 activities per day for each student. By raising the average we can improve the overall success of the student body in terms of courses completed. In Year 2 we have hit 80% attendance and we are seeing continued help to graduation. And look to get it to the 85% mark.

Building: Opportunity Academy

Additional Needs:

Department	Need(s)	Departmental response/validation	
Maintenance/custodial		.	
Technology	Technology	Updated student chromebooks. We are lacking enough chromebooks for all 60 students and the ones available are not in great condition. In addition some of the projectors are aging, we have a population here that may damage TVs so we want to continue with projectors when possible.	
Food Service	Food Service	Opportunity Academy would benefit greatly from a kitchen where food service can prepare meals for breakfast and lunch for students. We also need a delivery driveway paved for deliveries. We partner with EmberHope and this would be a capital request from their end. Benefits for students and staff would include, hot breakfast, in house prepared meals, not	Elaine Gaeddert

		needing to rely on deliveries when we have kids arrive late and are short on food. This would allow for our food service person to also prepare food in the building and not have to travel before and after.	
Communications			
Other (please specify)			