

Andover USD 385

2024-2025 State Assessment Review for 2026-2027 Budget Considerations

District Summary

(A) Identify the barriers that must be overcome for each student to achieve grade-level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact the district include but are not limited to:

- Across secondary and middle levels, students are often dismissive of state assessments because they see no relevance to their personal future goals. High school students are typically only motivated by the ACT because it is tied directly to college admissions and scholarships. Innovative assessment options should be explored by the state.
- Systemic testing burdens reduce valuable daily instructional time. Furthermore, state science and math assessments frequently evaluate concepts that do not align with a student's concurrent coursework or grade-level exposure.
- State assessment results have consistently been delayed and are too broad, making it difficult for teachers to target and close specific student gaps; however, 2026 results were received in a more timely manner.
- Buildings report a rising number and intensity level of needs among students in Special Education programs alongside a drop in the availability of qualified paraprofessionals and applicants; special education funding is not adequate to meet the complex needs of our students.
- System-wide increases in student trauma (Adverse Childhood Experiences/ACEs), emotional challenges, and behavioral hurdles disrupt academic progress.
- Schools note declining parent/guardian involvement and an ongoing need for community-based health and mental health services. At the elementary level, many children enter school with little to no prior early childhood academic or language exposure.
- For virtual environments like the eCademy, transitioning from flexible, familiar settings to large, formal state-testing environments may cause anxiety and limit student performance.

(B) Identify the budget actions that should be taken to address and remove those barriers.

If given appropriate and adequate funding for both general education and special education, there are a number of budget actions we could take to remove some barriers, including but not limited to:

- Increase certified, classified, and substitute teacher compensation to attract and maintain high-quality staff. This includes securing building-based permanent substitutes to stabilize daily instruction and expanding Special Education staffing (both certified teachers and paraprofessionals).
- Allocate funds to hire math interventionists across all grade levels and purchase math intervention materials/resources.

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- Purchase a data analytics platform to more easily visualize how each student is performing across multiple metrics and to measure the effectiveness of core and intervention instruction.
- Fund additional professional development/collaboration so teachers can collectively analyze assessment data, increase knowledge of standards, deepen understanding of high-quality instructional materials, and learn more about high-impact instructional strategies.
- Invest in systemic prevention, early identification, and intervention frameworks addressing academic needs, mental health, and executive functioning (Parents as Teachers, mental health partnerships, summer tutoring, MTSS for math, etc.).
- Maintain low teacher-to-pupil ratios to facilitate individual instruction, manage behavioral complexities, and maximize student success skills.
- Ensure teachers have high-quality instructional materials and resources provided by the district.
- Provide funds to pay staff to facilitate parent-engagement opportunities.

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We use multiple metrics to measure student growth and use our resources wisely to implement the state standards and meet individual student needs to the best of our collective abilities. Several factors make it impossible to estimate the amount of time it will take for **each** student to achieve grade level proficiency on the state assessments, including but not limited to:

- The board and individual school buildings reject the practice of using a singular state assessment score as a complete or accurate definition of student proficiency and success. Growth is multifaceted and more comprehensively tracked using multiple metrics such as universal screener data, attendance, course grades, discipline data, classroom assessments, graduation rate, etc.
- 100% success cannot be guaranteed due to external factors. Crucial elements influencing student performance—such as adequate school funding, student poverty, student home life stability, family engagement, student mental health, student English proficiency, student attendance, and student disabilities—fall outside of the control of the local school board.



Board of Education President



Date

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School: Andover Central High School

Building Number: 5186

Grades Served: 9-12

(A) Identify the barriers that must be overcome for each student to achieve grade-level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact the district include but are not limited to:

- Students are dismissive of the test because it lacks relevance to students' future goals.
- The number of assessments reduces instructional time to follow scope and sequence.
- Parents think these scores have more to do with the school overall than with their student's needs, and they don't adequately partner with schools to help close gaps
- Results are not returned in a timely manner
- Results are used to place students in appropriate classes/ interventions, but ultimately, there is no teeth and families can elect to deny school recommendations
- Teachers cannot use the data to close gaps because it's too general and often received after the tested group has moved to a different grade and teacher.
- At this age, the only one they seem internally motivated to take is the ACT because it's attached to something they need for their future (college and money).
- Science tests over subjects that may not necessarily relate to the high school courses students are in and the age of test takers (juniors are in chemistry and physics).
- Math has similar barriers - if a sophomore is in Alg 1 they have not been exposed to Alg 2/Geometry content on the test
- Limited time for classroom teachers to dive into data, investigate new tools provided by the state and plan to implement accordingly.

(B) Identify the budget actions that should be taken to address and remove those barriers.

If given appropriate and adequate funding for both general education and special education, there are a number of budget actions we could take to remove some barriers, including but not limited to:

- Special Education Staffing - Paraprofessionals
- Special Education Staffing - Certified Teachers (Plus 1)
- Additional professional days for core teachers to allow them to get together to review the results of interim assessments and plan for

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targeting areas of need

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We use multiple metrics to measure student growth and use our resources wisely to implement the state standards and meet individual student needs to the best of our collective abilities. Several factors make it impossible to estimate the amount of time it will take for **each** student to achieve grade level proficiency on the state assessments, including but not limited to:

- Students who are new to the school that come from a different school system often lack skills when compared to their peers at ACHS.
- Attendance
- Time and money could be spent advocating to make the ACT the State Test. It would align us with schools and states nationally, the students would take fewer tests, and students would have greater motivation due to its impact on their future goals.
- Family engagement and support has a significant impact on student performance. We only can control what we can within the building during school hours.
- High levels or increased levels of student trauma (Adverse Childhood Experiences)
- The number and intensity level of needs for students within special education are increasing.
- An increasing level of social-emotional challenges and needs of students
- A decrease in parental involvement in the education process has an adverse impact and provides unique educational challenges
- Increased levels of foster care families
- High levels or increased student variability affect the base level of content knowledge students have coming to the district through open enrollment. This creates instructional issues when students move in at the secondary level without the Andover elementary and middle school foundation
- High percentage/number of free and reduced students and increased poverty rate
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind

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School: Andover High School

Building Number: 5180

Grades Served: 9-12

(A) Identify the barriers that must be overcome for each student to achieve grade-level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact the district include but are not limited to:

- Students are dismissive of the test because it lacks relevance to students' future goals.
- Parents think these scores have more to do with the school overall than with their student's needs, and they don't adequately partner with schools to help close gaps
- Results are not returned in a timely manner
- The number of assessments reduces instructional time to follow scope and sequence.
- Data is often too general, which makes it difficult to target weak areas
- Teachers cannot use the data to close gaps because it's too general and often received after the tested group has moved to a different grade and teacher.
- At this age, the only one they seem internally motivated to take is the ACT because it's attached to something they need for their future (college and money).
- Science tests over subjects that may not necessarily relate to the high school courses students are in and the age of test takers (juniors are in chemistry and physics).
- Math has similar barriers - if a sophomore is in Alg 1 they have not been exposed to Alg 2/Geometry content on the test
- Limited time for classroom teachers to dive into data, investigate new tools provided by the state and plan to implement accordingly.

(B) Identify the budget actions that should be taken to address and remove those barriers.

If given appropriate and adequate funding for both general education and special education, there are a number of budget actions we could take to remove some barriers, including but not limited to:

- Special Education Staffing - Paraprofessionals
- Special Education Staffing - Certified Teachers
- Sub pay to allow teachers to get together to review results of interim and plan for targeting areas of need

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- Additional professional days for core teachers to allow them to get together to review the results of interim assessments and plan for targeting areas of need

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We use multiple metrics to measure student growth and use our resources wisely to implement the state standards and meet individual student needs to the best of our collective abilities. Several factors make it impossible to estimate the amount of time it will take for **each** student to achieve grade level proficiency on the state assessments, including but not limited to:

- Students who are new to the school that come from a different school system can lack skills when compared to their peers at AHS.
- Attendance
- Time and money could be spent advocating to make the ACT the State Test. It would align us with schools and states nationally, the students would take fewer tests, and students would have greater motivation due to its impact on their future goals.
- Family engagement and support has a significant impact on student performance. We only can control what we can within the building during school hours.
- The number and intensity level of needs for students within special education are increasing.
- An increasing level of social-emotional challenges and needs of students.
- A decrease in parental involvement in the education process has an adverse impact and provides unique educational challenges.
- Increased levels of foster care families.

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School: Andover Central Middle School

Building Number: 5185

Grades Served: 6-8

(A) Identify the barriers that must be overcome for each student to achieve grade-level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact the district include but are not limited to:

- Students with IEPs and transfer students that are behind academically.
- Lack of parent support at home
- Hiring more support staff (para)
- Timing that the test is scheduled after spring break

(B) Identify the budget actions that should be taken to address and remove those barriers.

If given appropriate and adequate funding for both general education and special education, there are a number of budget actions we could take to remove some barriers, including but not limited to:

- Hiring paras and more teachers to help with support and class size.
- Funding that supports materials such as IXL and other intervention materials as well as training for staff.

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We use multiple metrics to measure student growth and use our resources wisely to implement the state standards and meet individual student needs to the best of our collective abilities. Several factors make it impossible to estimate the amount of time it will take for **each** student to achieve grade level proficiency on the state assessments, including but not limited to:

- Regular Attendance
- Motivation
- If students can see what they missed on state exams for feedback, they can improve in that content area.
- Receive scores sooner

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School: Andover Middle School

Building Number: 5179

Grades Served: 6-8

(A) Identify the barriers that must be overcome for each student to achieve grade-level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact the district include but are not limited to:

- Students are dismissive of the test because it lacks relevance to them at middle school
- Results are not returned in a timely manner
- The data is received after school has started in the fall and students have already been enrolled in classes based on other measures
- Students in general lack motivation to complete something that requires extended attention and time.
- Increasing levels of social emotional behavior challenges
- Data is general and hard mine for specific information.

(B) Identify the budget actions that should be taken to address and remove those barriers.

If given appropriate and adequate funding for both general education and special education, there are a number of budget actions we could take to remove some barriers, including but not limited to:

- Special Education-Paras
- Special Education-Certified Teachers
- Attracting and Maintaining Highly Qualified Teachers
- Increased Collaboration/Uninterrupted blocks of time for staff to meet and review results of data/interim tests and adjust lessons to target areas that are showing need
- Funding that supports materials such as IXL and other intervention materials as well as training for staff.
- As we continue to grow to add staff to allow for manageable and productive class sizes.

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We use multiple metrics to measure student growth and use our resources wisely to implement the state standards and meet individual student needs to the best of our collective abilities. Several factors make it impossible to estimate the amount of time it will take for **each** student to

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achieve grade level proficiency on the state assessments, including but not limited to:

- Regular Attendance
- Students who are new to the school
- Staffing that allows for manageable and productive class sizes
- Some aspects of a student's life are out of our control (trauma, poverty, mental health, disabilities, etc...)
- We cannot rely on one measure to determine a student's achievement/proficiency
- Provide regular and ongoing parental involvement and support opportunities for academics and behavior...a new generation of parents who are truly unsure of how to best support their student.

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School: Andover eCademy

Building Number: 5204

Grades Served: K-12

(A) Identify the barriers that must be overcome for each student to achieve grade-level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact the district include but are not limited to:

- An increasing number of students with high social/emotional needs can impact their academic progress.
- The testing environment is not like a regular classroom. The students take more than one test at a time, rather than spreading them out over multiple days. Students' test scores are not necessarily a reflection of the teaching, since teachers are only part of the equation.
- We have a very transient population. Students who change schools every year (or even every semester) have large gaps in their learning, and we often don't have enough time with them to fill in the years of missing skills. When they take their state assessments, their scores reflect on us, even though we may have only had them in our school for a semester or two.
- We don't know the specific standards in each subject that need the most intervention.
- Our students are used to a very non-traditional learning environment. They're not sitting in a classroom at a desk all day, and when they take exams for classes, they're at home or in the eCafe (for high school), where it's familiar. For state assessments, they're suddenly in a huge room, full of other students they don't know, where they have to sit at a table for a long period of time without the freedom to get up and take breaks, as needed. Considering the number of high-anxiety students we have, this sudden change in environment is stressful enough on its own, and then you throw in the pressure that's put on these assessments, and the whole thing becomes so intimidating that they don't perform up to their full potential.
- Because we don't see our students daily, the relationship that can be established with them is more difficult to create. Because of this, when a student is taking the test and rushing through it just to get it done, it is harder for the teacher to get the student to care that he/she won't do well on the test. Having a physical building does help with this.
- There's no stake in the testing for students. They don't feel like it matters.
- Students prioritize putting their brainpower and effort into the school work that "matters."
- Students are burnt out on assessments.

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(B) Identify the budget actions that should be taken to address and remove those barriers.

If given appropriate and adequate funding for both general education and special education, there are a number of budget actions we could take to remove some barriers, including but not limited to:

- Funding for dedicated math and reading interventionists for all levels, not just elementary, would be incredibly beneficial to help fill gaps and areas of difficulty for students who don't qualify for special education services but still need significant amounts of extra support.
- Funding for parent/learning coach systems of support
- Take tests off of computers.

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We use multiple metrics to measure student growth and use our resources wisely to implement the state standards and meet individual student needs to the best of our collective abilities. Several factors make it impossible to estimate the amount of time it will take for **each** student to achieve grade level proficiency on the state assessments, including but not limited to:

- Transient populations
- Non-traditional/unknown levels of prior education for incoming students

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School: Cottonwood Elementary
Building Number: 5177
Grades Served: K-5

(A) Identify the barriers that must be overcome for each student to achieve grade-level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact the district include but are not limited to:

- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- The number and intensity level of needs for students within special education are increasing.
- An increasing level of social-emotional challenges and needs of students
- A significant decrease in parental involvement in the education process has an adverse impact and provides unique educational challenges
- High or increased levels of homeless students and families and foster care families
- High levels or increased student mobility effects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year
- High percentage/number of free and reduced students and increased poverty rate
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind

(B) Identify the budget actions that should be taken to address and remove those barriers.

If given appropriate and adequate funding for both general education and special education, there are a number of budget actions we could take to remove some barriers, including but not limited to:

- Increased salary to recruit and retain high-quality certified and classified staff
- Increase substitute pay
- Add a building based substitute
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff professional learning (certified and classified)
- Increased time for staff (certified and classified) to collaborate within the school building and within the grade level
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

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- Allocating budget to focus on prevention, identification, and intervention concerning student learning
- Increase paraeducator support in special education classroom
- Maintain low teacher/pupil ratio for greater individualized instruction

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We use multiple metrics to measure student growth and use our resources wisely to implement the state standards and meet individual student needs to the best of our collective abilities. Several factors make it impossible to estimate the amount of time it will take for **each** student to achieve grade level proficiency on the state assessments, including but not limited to:

- Our ever-changing student population brings a varying degree of educational experiences and abilities, which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency
- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an effect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- The number and intensity level of needs for students within special education are increasing.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, this is our ultimate goal
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board

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School: Meadowlark Elementary

Building Number: 5182

Grades Served: K-5

(A) Identify the barriers that must be overcome for each student to achieve grade-level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact the district include but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Due to our tight core instructional requirements, time is limited to academically intervene with specific students
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- The number and intensity level of needs for students within special education are increasing.
- An increasing level of social-emotional challenges and needs of students
- Unknown impact of the reduction in federal funding causes some pause in spending
- Delayed pupil state funding doesn't provide for immediate needs
- A significant decrease in parental involvement in the education process has an adverse impact and provides unique educational challenges
- Children are coming to school with little to no academic exposure (including language development)

(B) Identify the budget actions that should be taken to address and remove those barriers.

If given appropriate and adequate funding for both general education and special education, there are a number of budget actions we could take to remove some barriers, including but not limited to:

- Increased salary to recruit and retain high-quality certified and classified staff
- Increase substitute pay
- Add a building based substitute
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff professional learning (certified and classified)
- Increased time for staff (certified and classified) to collaborate within the school building and within the grade level

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- Additional substitute teachers for teacher release time
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues
- Allocating budget to focus on prevention, identification, and intervention concerning student learning
- Increase paraeducator support in special education classroom
- Maintain low teacher/pupil ratio for greater individualized instruction

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We use multiple metrics to measure student growth and use our resources wisely to implement the state standards and meet individual student needs to the best of our collective abilities. Several factors make it impossible to estimate the amount of time it will take for **each** student to achieve grade level proficiency on the state assessments, including but not limited to:

- Our ever-changing student population brings a varying degree of educational experiences and abilities, which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency
- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an effect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- The number and intensity level of needs for students within special education are increasing.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, this is our ultimate goal
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board

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School: Prairie Creek Elementary

Building Number: 5183

Grades Served: PreK-5

(A) Identify the barriers that must be overcome for each student to achieve grade-level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact the district include but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning, especially with AMP leaving at 2:15
- Due to our tight core instructional requirements, time is limited to academically intervene with specific students
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- The number and intensity level of needs for students within special education are increasing.
- An increasing level of social-emotional challenges and needs of students
- Delayed pupil state funding doesn't provide for immediate needs
- A significant decrease in parental involvement in the education process has an adverse impact and provides unique educational challenges
- High or increased levels of homeless students and families and foster care families
- High levels or increased student mobility effects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year

(B) Identify the budget actions that should be taken to address and remove those barriers.

If given appropriate and adequate funding for both general education and special education, there are a number of budget actions we could take to remove some barriers, including but not limited to:

- Increased salary to recruit and retain high-quality certified and classified staff
- Finding ways to support other buildings needs without taking from another building

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- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for professional learning
- Increase paraeducator support in special education classrooms

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We use multiple metrics to measure student growth and use our resources wisely to implement the state standards and meet individual student needs to the best of our collective abilities. Several factors make it impossible to estimate the amount of time it will take for **each** student to achieve grade level proficiency on the state assessments, including but not limited to:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an effect on student success. Any changes to those funding levels, in either direction, will impact the ability of students to meet proficiency criteria.
- The number and intensity level of needs for students within special education are increasing.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

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School: Robert M Martin Elementary

Building Number: 5181

Grades Served: K-5

(A) Identify the barriers that must be overcome for each student to achieve grade-level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact the district include but are not limited to:

- Increasing number and intensity of student needs in special education programs.
- Rising social-emotional and behavioral needs among students impacting learning.
- Limited time and scheduling constraints reduce opportunities for teacher and staff collaboration.
- Ongoing challenges in recruiting, hiring, and retaining highly qualified teachers, including special education staff.
- Increased levels of student trauma (ACEs) affecting academic and behavioral outcomes.
- Declining parent/guardian involvement creating additional challenges for student success.
- Limited time and capacity for staff to deeply unpack and teach academic standards.
- A growing population of students at risk academically.
- Declining student enrollment leading to reduced funding and fewer available supports and services.
- Limited access to early childhood (Pre-K) education and community-based health and mental health services despite increasing need.

(B) Identify the budget actions that should be taken to address and remove those barriers.

If given appropriate and adequate funding for both general education and special education, there are a number of budget actions we could take to remove some barriers, including but not limited to:

- Increase compensation to recruit and retain high-quality staff, including teachers, paraeducators, and substitutes.
- Expand staffing to better support students' academic and social-emotional needs, particularly in special education.
- Invest in early identification and intervention for learning gaps, trauma, and mental health.
- Strengthen professional learning and provide dedicated time for staff development and collaboration.
- Ensure access to aligned, high-quality curriculum and intervention resources.

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- Maintain low student-to-teacher ratios to support individualized instruction and improved outcomes.

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We use multiple metrics to measure student growth and use our resources wisely to implement the state standards and meet individual student needs to the best of our collective abilities. Several factors make it impossible to estimate the amount of time it will take for **each** student to achieve grade level proficiency on the state assessments, including but not limited to:

- The district focuses on student growth and tracks progress using multiple measures, not just one test.
- State assessments are only one way to measure learning and do not fully define student success.
- It is not realistic to set a specific timeline for all students to reach grade-level proficiency.
- Factors like trauma, poverty, mental health, and disabilities affect learning and are outside the board's control.
- Student demographics, needs, and abilities are always changing, making it difficult to predict outcomes for all learners.
- School funding levels impact the resources and support available for student success.
- The growing number and needs of students in special education add to the challenge of predicting proficiency timelines.

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School: Sunflower Elementary

Building Number: 5184

Grades Served: K-5

(A) Identify the barriers that must be overcome for each student to achieve grade-level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact the district include but are not limited to:

- Time and knowledge to dig deeper on a standard
- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High percentage/number of free and reduced students and increased poverty rate
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- Declining enrollment that reduces funding and access to additional services and supports for students
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Lack of or limited access to quality Pre-K education
- Lack of or limited access to community health services and mental health services
- The number and intensity level of needs for students within special education are increasing.
- An increasing level of social-emotional challenges and needs of students
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future.

(B) Identify the budget actions that should be taken to address and remove those barriers.

If given appropriate and adequate funding for both general education and special education, there are a number of budget actions we could take to remove some barriers, including but not limited to:

- Increased salary to recruit and retain high-quality certified and classified staff

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- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Increase pay and hiring avenue for paras. Increase para support in classrooms
- Maintain low teacher/pupil ratio for greater individualized instruction
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We use multiple metrics to measure student growth and use our resources wisely to implement the state standards and meet individual student needs to the best of our collective abilities. Several factors make it impossible to estimate the amount of time it will take for **each** student to achieve grade level proficiency on the state assessments, including but not limited to:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an effect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- The number and intensity level of needs for students within special education are increasing.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

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School: Wheatland Elementary

Building Number: 5187

Grades Served: K-5

(A) Identify the barriers that must be overcome for each student to achieve grade-level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact the district include but are not limited to:

- An increasing level of social-emotional/behavior challenges
- Limited access to community health services and mental health services
- The number and intensity level of needs for students within special education are increasing.
- Special education staffing is becoming more challenging to fill.
- Decline in the number of teacher applicants, and our desire to pay a living wage to staff
- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- We believe using one assessment score is not an accurate measure of student success and that multiple measures more accurately demonstrate the full context of learning.

(B) Identify the budget actions that should be taken to address and remove those barriers.

If given appropriate and adequate funding for both general education and special education, there are a number of budget actions we could take to remove some barriers, including but not limited to:

- Increased salary to recruit and retain high-quality certified and classified staff
- Additional staff members hired to meet the individual learning and student success skills needs of all students
- Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues
- Allocating budget to focus on prevention, identification, and intervention concerning student learning
 - a. Instruction and Professional Learning: LETRS, MTSS, iReady, FastBridge, etc.

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- b. Cohesive Curriculum: Curriculum Alignment, Core and Intervention Instructional Materials, etc.
- c. Intervention: Instructional Materials, Intervention Materials and Staffing, Phonics Foundations summer tutoring

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

- We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time when every student will achieve a definition of grade-level proficiency. Such factors include:
- While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency. Our district goals include multiple metrics as outlined on the Andover Data Dashboard.
- Many of the factors that affect student success, such as trauma, poverty, mental health, and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice for a local school board.

Andover Public Schools Required Yearly Building Needs Assessment 2026-27 Budget Year Planning Document											
	Andover High	Andover Central High	Andover Middle	Andover Central Middle	Cottonwood	Meadowlark	Robert Martin	Sunflower	Wheatland	Prairie Creek	eCademy (Virtual)
Grades Served	9-12	9-12	6-8	6-8	K-5	K-5	K-5	K-5	K-5	PreK-5	K-12
SECTION 1: Student Needs											
a. Student Headcount	1,005	879	785	608	420	392	478	407	416	483	347
b. Percentage of students with an active IEP	10%	12%	11%	15%	20%	15%	12%	18%	7%	20%	12%
c. Percentage of students enrolled in English Language Learner (ELL) services	0.39%	0.68%	0.51%	0.33%	2.14%	0.77%	1.88%	3.44%	6.01%	5.80%	0%
d. Percentage of students identified as At-Risk (Free lunch on the Sept. 20, 2024 count day)	15%	17%	15%	23%	25%	16%	11%	21%	9%	22%	17%
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
i. Is there a tiered system of support to target reading growth?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
j. Is there a tiered system of support to target math growth?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
k. Are there local assessments to measure reading growth?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
l. Are there local assessments to measure math growth?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores? District-wide actions	Use KAP Summative data to review and refine scope and sequence documents; utilize the KAP interim assessments and/or mini tests; share KAP data with students and parents; 2025-26 District Goals and Initiatives ; 2024-25 KESA Action Plan for 2025-26; 2025-26 KESA Action Plan for 2026-27 ; select and implement HQIM; implement and sustain MTSS Reading processes; professional learning for teachers										
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores? Building-specific actions	KAP Interim Testing (10th Math and 10th ELA), KAP 10th ELA, 10th Math, & 11th Science Mini Tests	KAP Interim Testing (10th Math and 10th ELA), KAP 10th ELA, 10th Math, & 11th Science Mini Tests. CICs tied to assessment data. Strategic grouping of students.	KAP Interim Testing 6th-8th grade, Using mini tests,CIC work directly tied to assessment data, MTSS interventions for all students in reading, Implementing building-wide vocab strategy, MTSS math interventions for Tier 2 and Tier 3, All students track their performance and set goals in their IPS document.	KAP Interim Testing 6th-8th grade. Using mini tests, CIC work directly tied to assessment, MTSS interventions for Tier 2 and Tier 3 students in reading. Implementing building-wide fluency, vocabulary, and comprehension strategies. All students track their performance and set goals in their IPS document.	Teachers in grades 3-5 review data and standards and adjust instruction to meet needs; interventionists and SpEd teachers are involved	Teachers reviewed the classwide data to determine which standards might need to be addressed again.	Teachers in grades 3-5 analyze grade level performance data to identify specific standards for targeted instruction and collaborate to address student learning needs.	Grades 3-5 chose a targeted standard to focus on after data meetings	Targeting vocabulary instruction and math fact fluency.	Teacher review data and standards that may need addressed. All grades look at how they can help with a low standard	Counselor provides classroom lessons based on student/teacher needs. Counselors get information on their caseload through parent or teacher contact or by attending IEP's and 504's and we can help parent coaches to implement positive supports at home while their student is learning as well as help with ideas on how to engage the student in appropriate social/emotional behavior while at school.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)											
a. How is social/emotional growth currently being measured?	FastBridge SAEBRS	FastBridge SAEBRS	FastBridge SAEBRS	FastBridge SAEBRS	FastBridge SAEBRS	FastBridge SAEBRS	FastBridge SAEBRS	FastBridge SAEBRS	FastBridge SAEBRS	FastBridge SAEBRS	FastBridge SAEBRS
b. What are the targets/goals related to social/emotional growth? District-wide actions	Implement new PED policy to support student success skills; digital citizenship education for students to raise awareness of mental health issues exacerbated by excess screen time; implement strategies and interventions learned from KS MTSS BSEL trainings; continue partnership with Friends University to provide no-cost counseling for students/families; 2025-26 District Goals & Initiatives										
b. What are the targets/goals related to social/emotional growth? Building-specific actions	Utilize recommendations from the MTSS Student Success Skills Team, Providing small groups out of the counseling office, Clubs, SmartPass, New PED Policy	Utilize recommendations from the MTSS Student Success Skills Team, Data team meetings, Clubs, Link Crew, New PED Policy. Safe/Responsible/Respectful building culture.	Utilize the additional counselor allocation for the 2026-27 school year;	Utilize recommendations from the MTSS Student Success Skills Team, Student Data Presentations, Clubs, WEB, Central Time character education lessons from Capturing Kids Hearts, goal setting.	Our counselor meets with classes, small groups, and individuals in a tiered support system, and we have collaborated to create uniform expectations in common areas	Counselor provides six week one on one social-emotional intervention for specific students. Counselor provides small group sessions based upon need.	Provide SEL MTSS support through a variety of services to include: whole group counselor lessons, targeted small groups, and individual behavior and social interventions.	Counselor provides six week one on one social-emotional intervention for specific students. Counselor provides small group sessions based upon need.	Daily use of cooperative learning structures to build social skills.	Counselor has provided targeted interventions to students. Next year we will have a team of teachers to help our students and implement check-in checkouts	eCad KAP Interim Testing (Fall & Winter); Review standards and lower scores
c. How do you determine the needs of incoming kindergarten students?	N/A	N/A	N/A	N/A	Kansas Kindergarten Readiness Snapshot (Ages & Stages Questionnaires); transition meetings with district Early Learning teachers; kindergarten visitation day observations;						
d. What are the <i>district</i> targets/goals related to Kindergarten Readiness?	N/A	N/A	N/A	N/A	Continue with the integrated model for the Early Learning Program; strengthen the implementation of the adopted HQIM; improve alignment with foundational skills instruction between Early Learning and kindergarten; continue with efforts to increase enrollment in the Early Learning Program						

d. What are the <i>building targets/goals</i> related to Kindergarten Readiness?	N/A	N/A	N/A	N/A	Screening students immediately and addressing SEL and academic needs to better meet Kindergarten Standards.	Screening students in the spring during K Visitation; parents have the opportunity to fill out the ASQ questionnaire.	Screening students in the spring during K Visitation	Screening students in the spring during K Visitation	Mastery of Kindergarten Standards	Screening students in the spring during K Visitation	Mastery of Kindergarten Standards
e. How are successes of Individual Plans of Study being measured?	IPS Rubric, Pathways, Graduation Rate, Post-Secondary Success Rate	IPS Rubric, Pathways, Graduation Rate, Post-Secondary Success Rate	Rubric	Rubric	N/A	N/A	N/A	N/A	N/A	N/A	IPS Rubric, Pathways, Graduation Rate, Post-Secondary Success Rate
f. What are the <i>targets/goals</i> related to postsecondary completion/attendance? (only if building serves Grade 12)	Increase graduation rate, post-secondary success rate and attendance	Increase graduation rate, post-secondary success rate and attendance	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Increase graduation rate, post-secondary success rate and attendance
SECTION 3: Curriculum Needs											
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Credit Recovery, Orion Degree Completion Courses	Credit Recovery, Orion Degree Completion Courses	N/A	N/A	Summer Phonics Tutoring	Summer Phonics Tutoring	Summer Phonics Tutoring	Summer Phonics Tutoring	Summer Phonics Tutoring	Summer Phonics Tutoring	Credit Recovery, Orion Degree Completion Courses
b. Are there appropriate and adequate instructional materials?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)											
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes
c. Is every child in your school provided at least the following capacities?											
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	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	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SECTION 5: Staff Needs											
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	yes	yes	Yes...but as we continue to grow we will need additional staff to keep class sizes manageable. We also need more qualified subs so that teachers do not miss plan time to cover an absent colleague.	Yes	yes	yes	Yes	Yes	Yes	yes	yes
b. How many classified support staff are currently employed? (includes office, custodial, food service, & aides)	26	24	18	18	17	12	12	13	16	19	9
c. How many (additional) classified support staff are needed?	2	4	2	2	1	2	2	1	2	1	1
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	No	No	Yes	No	Yes	Yes	No	No	No	Yes
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SECTION 6: Facility Needs											
a. Is there adequate space for student learning?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	No	Yes	No	No	No	No	No	No	No	Yes

c. Are additional School Buses needed or any additional Routes needed?	No	No	No	No	No	No	No	No	No	No	N/A
SECTION 7: Family Needs/Community Relations											
a. Do you have regular events to engage parents with teachers?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Site Council, Booster Club, IPS Family engagement, Trojan Topics	Site Council, Booster Club, Family engagement, Jaguar Journal, Freshman Orientation, Google Classroom	Site Council, Open House, 5th Grade Orientation, AMSPO, Family engagement nights	Site Council, PAWS, Open House, 5th Grade Parent Night	family engagement initiatives, pto, site council	Family engagement opportunities, PTO, Site Council	Family Engagement Activities and Nights, PTO, Site Council, Information in School Newsletter/ SMORE	Family engagement activities, PTO, Site Council,	Family Engagement Initiatives, PTO meetings, family nights, Sharing student work, Site Council	Family Engagement, PTO, Site Council, Family Nights	Family engagement opportunities, PTO, Site Council, Learning Coach orientations and ongoing support
c. Do you have an active Site Council?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
e. What types of communication exists with families? Is it adequate?	Communication platforms are plentiful across the district and recent surveys indicate that parents would like communication to be streamlined. The district is exploring a single communication platform to be used by all schools, including sports and activities. Parents have access to attendance and grades through PowerSchool. The district uses the website and district social media to communicate regularly. Buildings use digital newsletters, email, phone messages, and official school social media accounts regularly. Parent-teacher conferences are conducted twice per year at all levels, but the district is interested in exploring other options for parent-teacher conferences to increase participation at the high school level. A recent survey also indicated that parents don't feel they receive much positive communication from school personnel.										
SECTION 8: School Data (Data from Accountability Report)											
a. Building Attendance Rate	93.0%	93.7%	95.1%	94.9%	94.7%	95.3%	95.6%	95.3%	95.2%	95.3%	82.0%
b. Building Chronic Absenteeism Rate	18.9%	17.0%	9.8%	12.4%	11.8%	5.3%	5.3%	9.3%	9.1%	9.1%	31.0%
c. District Chronic Absenteeism Rate	13.2%	13.2%	13.2%	13.2%	13.2%	13.2%	13.2%	13.2%	13.2%	13.2%	13.2%
d. District Graduation Rate	93.1%	93.1%	93.1%	93.1%	93.1%	93.1%	93.1%	93.1%	93.1%	93.1%	93.1%
e. District Dropout Rate	0.40%	0.40%	0.40%	0.40%	0.40%	0.40%	0.40%	0.40%	0.40%	0.40%	0.40%
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)											
a. What is our building graduation rate	95.5%	94.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	80.5%
b. What is our building dropout rate?	1.0%	0.4%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.2%
c. What is our average comprehensive ACT score?	20.9	20.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	22.6
SECTION 9: Other Data											
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Increase in mental health needs, lack of paraprofessional support, increase in special education population, increase in student behaviors, student drug use, student attendance	Increase in mental health needs, lack of paraprofessional support, increase in special education population, increase in student behaviors, student drug use, student attendance, family engagement, increased student staff ratios	Increase in mental health needs, lack of paraprofessional support, increase in special education population, increase in student behaviors, increase in chronic absenteeism. Additionally, our enrollment continues to increase and will be over 800 next fall. We are out of space to add additional support staff and/or teachers.	Mental health challenges with students and families, maladapted student behaviors, paraeducator support	families in crisis, mental health challenges, fewer financial resources, lack of substitutes, larger class sizes in the upper grades, shortage or paras, and attendance challenges	Increase in mental health needs, social emotional learning, Adequately staffing and meeting the needs of our exceptional learners on IEPs, Intervention Plans, and 504 Plans.	Increase in mental health needs, as well as behavioral needs of students. Adequately staffing and meeting the needs of our exceptional learners on IEPs, Intervention Plans, and 504 Plans.	Lack of paras and subs and training for classified staff. Communication with interlocal staff and reg. ed. teachers. Increase in student behaviors.	Consistently meeting the social-emotional needs of all students is challenging, meeting all the needs of special education students, and attendance with a small number of students.	Training for Classified Staff, Lack of Para support and increase in special education needs, Meeting needs of social emotional, finding reliable para/aide support	Increase in mental health needs, social emotional learning
1. Can these be achieved with additional resources? 2. Why or why not?	Yes Additional supports would give us better ratios & resources to meet student needs	Yes Additional supports would give us better ratios & resources to meet student needs	Yes Additional supports would give us better ratios & resources to meet student needs	Yes Social worker , math intervention instructional support, additional assistant principal	Yes counselors and smaller class sizes would help educators meet the ever changing emotional and academic needs of students and allow for more check ins with students and parent individualized parent communication	Yes Additional outside resources for families such a counseling	Yes Additional staffing to support at risk students, students with IEPs, and providing training to these staff members for ever-changing needs.	Yes Adequate staffing for our students with IEPs and training for this staff.	Yes Additional staffing could help although recruiting is becoming more challenging.	Yes Additional staff or keeping full-time staff in building (AMP) who helped lead groups	Yes Additional outside resources for families such a counseling
b. Additional building unique items:		Transporting students off campus for course offerings that we do not have FTE to provide	Front sidewalk is falling apart; more flexibility with district transportation would be beneficial so that students wouldn't need to leave activities early in order for buses to return on time for dismissal transportation							Early Learning AMP	
Title 1											

		Yes, we have more f/R students scoring in Level 3 and 4 in ELA than in previous years; many of those students are in intervention groups (which are often run by aides with the direction of certified interventionists, which we have 2)	Yes, the Title I program has been effective. It has provided additional support through small group instruction, increased learning opportunities, and strengthened family engagement	
<u>1. Has the Title I program been effective?</u>				
		Smaller intervention groups allow for more targeted instruction, which benefits learners (see State Assessments)	Flexibility in scheduling to better meet student needs; Strong implementation of CKH (Capturing Kids' Hearts) practices supporting student success; Targeted small group instruction; Collaboration with the learning team to identify and support student needs	
<u>2. What has worked well in the Title I program?</u>				
		We struggle getting parents to engage with "academic" nights as opposed to fun nights	Difficulty in hiring and retaining aides, likely due to pay	
<u>3. What has not worked well in the Title I program?</u>				
		Consider using some funds to support family friendly nights that provides parents information on supporting K-2 learners at home in reading and math	Increase pay for aides to improve recruitment and retention Provide clearer communication and guidance on how Title I funds are used and how they support student success	
<u>4. How should the Title I program be refined?</u>				