

2025-2026 FINAL Needs Assessment Summary

How many students are attending classes in this attendance center?

CBE: 280

CGE: 361

COE: 272

CTE: 262

CMS: 324

CHS: 603

Percentage of students with an active IEP

CBE: 25.4%

CGE: 12%

COE: 47%

CTE: 25%

CMS: 13%

CHS: 10.4%

Percentage of students enrolled in English Language Learner (ELL) services.

CBE: 1%

CGE: 14%

COE: 0%

CTE: 0.38%

CMS: 3%

CHS: 2%

Percentage of students identified as At-Risk (based on the 12 Criteria provided to us by the State.)

CBE: 43.9%

CGE: 58%

COE: 54%

CTE: 77%

CMS: 30.5%

CHS: 22.5%

What is the pupil-teacher ratio?

CBE: 18:1

CGE: 21:1

COE: 18:1

CTE: 12:1

CMS: 14:1

CHS: 16.75:1

What is the pupil-teacher ratio median?

CBE: 18:1

CGE: 21:1

COE: 18:1

CTE: 15:1

CMS: 14:1

CHS: 24:1

District: 19:1

Are the needs of Foster Care Students being met? If not, what support is needed?

CBE: None

CGE: No thoroughly, these students are coming in very low and high behaviors. It takes time but one-on-one support to get them the tools needed to support big behaviors and emotional regulation all while getting them academic support

COE: We currently don't have any foster students.

CTE: Yes

CMS: Yes

CHS: No

Are there gaps in student success among race/ethnicity student subgroups?

CBE: No

CGE: Our building is finding gaps in student performance as the increase of ELL students enroll. Students are coming in lower than peers and not progressing at the same rate as peers.

COE: Using the KSDE Accountability report, we don't have a big enough subgroup in any of these areas to determine if there are gaps in student success.

CTE: Yes; Special Education

CMS: Yes

CHS: Minimal gaps, higher gaps with ESOL students

Is there a tiered system of support to target reading growth?

CBE: Yes

CGE: Our building implements MTSS to address students needs in through Tier 1, Tier 2, & Tier 3 reading instruction

COE: We implement MTSS (Multi-Tiered System of Supports) to address student needs. All students receive Tier 1 instruction, while those identified with reading challenges in areas such as decoding, fluency, or comprehension may be placed in Tier 2 or Tier 3. These students receive focused, data-driven reading interventions tailored to their specific areas of need.

CTE: Yes

CMS: Yes

CHS: Not a stand alone program

Is there a tiered system of support to target math growth?

CBE: No

CGE: At the current time there is not a building wide model to support math interventions

COE: Currently, we use our MTSS process only for reading. However, most of our teachers provide targeted support during their core math time.

CTE: Yes

CMS: Yes

CHS: Not a stand alone program

Are there local assessments to measure reading growth? What are these?

CBE: Yes, FastBridge

CGE: Fastbridge assessments, Common Assessments, Interim Assessments, These are used to monitor student progress to support instruction

COE: Yes, we use several local assessments to measure reading growth. These include FastBridge assessments, grade-level common assessments, interim assessments, and diagnostic assessments. Each tool provides valuable data to monitor progress and inform instruction.

CTE: Yes, FastBridge, PASI, ASQ

CMS: Yes, FastBridge

CHS: FastBridge

Are there local assessments to measure math growth? What are these?

CBE: Yes, FastBridge.

CGE: Fastbridge assessments, Common Assessments, Interim Assessments, These are used to monitor student progress to support instruction

COE: Yes, we use several local assessments to measure math growth. These include FastBridge assessments, grade-level common assessments, and interim assessments. Each tool provides valuable data to monitor progress and inform instruction.

CTE: Yes, Curriculum

CMS: Yes, Fastbridge

CHS:Fastbridge

Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting? What are these?

CBE: Yes. MTSS, Special Education, tutoring

CGE: MTSS reading intervention is done during the day either by our At Risk teacher or para/aides. An area to highlight are the extra opportunities for learning. We also host after school activities such as art club, Bible Club. Miss Smith is also providing extra practice for students on band success for short periods throughout the week.

COE: MTSS reading intervention time in the Title room, support from paras/aides in the K-2 and 3-6 Flex rooms

CTE: Summer School

CMS: Yes. Advisory, Seminar and T-bird time

CHS: NHS tutoring, open and closed seminars

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

CBE: Continued work towards standards-based instruction

CGE:Currently collecting data on core instruction on student engagement to enhance our tier 1 teaching performance. Teachers work together to ensure grade-level standards are being met or providing opportunities for students to receive intervention to support growth.

COE: Strong core instruction and intentional preparation strategies. Teachers emphasize teaching grade-level standards, incorporating practice opportunities (such as KITE assessments), and explicitly teaching test-taking skills, such as identifying keywords and understanding question structure.

Additionally, there is a need to protect instructional time, particularly in the spring, by minimizing disruptions and maintaining consistent routines to support optimal student performance.

CTE: Continue to work on foundational skills

CMS: Promoting test readiness, providing incentives to encourage trying hardest, analyzing previous years deficiencies and addressing them w/in our PLC

CHS: Encouraging students, PLC process, ELA

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments? What are these?

CBE: Yes. Continued work on Common Assessments and data driven intervention

CGE: We are currently utilizing our MTSS process and intervention supports to move students while meeting goals that lead them to proficiency. Supports include: individualized pull-out time, title services, specific skill practice

COE: Targeted, intervention-based approach to supporting students below proficiency. Key strategies include small-group instruction, MTSS frameworks, and classroom-based interventions, with ongoing reteaching of essential skills. Additional supports, such as individualized pull-out time, Title reading services, and engaging, skill-based practice (e.g., fact games), are also used to reinforce learning and accelerate student growth.

CTE: Work on foundational skills

CMS: Yes. MTSS built into the daily schedule.

CHS: 80/15/5

How is social/emotional growth being measured?

CBE: Through Panorama surveys and Second Step Curriculum

CGE: SAEBRS, Panorama, Informal Observation with guidance and social/emotional lessons, lunch visits

COE: SAEBRS, Panorama, Informal observation during guidance and social/emotional lessons

CTE: SAEBRS

CMS: Panorama/Mysabers/Daily emotional checkin

CHS: T bird lessons for life skills

What are the targets/goals related to social/emotional growth?

CBE: N/A

CGE: We use data from Panorama and SAEBRS surveys to identify needs at the classroom and individual levels to support instructional needs. Classroom support for social/emotional growth is implementing the Second Step curriculum. Alongside our classroom teachers, our counselor plays an important role delivering targeted social/emotional lessons individually and small groups.

COE: One of our campus goals is to support students' social and emotional growth by implementing Second Step, our SEL curriculum. We use data from Panorama and SAEBRS surveys to identify needs at both the classroom and individual level, helping us tailor instruction and support. Areas like resilience, motivation, and grit are current priorities, as data shows these are where students need the most growth. Our counselors also play a vital role by delivering targeted SEL lessons, with essential learnings specifically designed for K–2 and 3–6 grade bands.

CTE: Grit- continue to help students with hard things

CMS: Aligning T-bird time with advisory to enhance SEL learning/Regulation

CHS: BSEL training , STOIC, Camps

How do you determine students are ready for Kindergarten? What are the targets/goals related to Kindergarten Readiness?

CBE: We do a screening/orientation for incoming kindergartners at the end of each year.

CGE: Pre-K is offered in our building as a halfday program which targets age-appropriate skills both academic and social/emotional. In the Spring, incoming students attend an orientation to allow teachers the opportunity to perform quick local assessments and provide feedback to families for areas of concern to focus on before entering Kindergarten.

COE: Students demonstrate their readiness by meeting specific readiness standards below:

CTE: ASQ

What are the targets/goals related to Kindergarten Readiness?

CBE: Social Emotional, Academic, Developmental

CGE: Targets/goals for kindergarten readiness include our Pre-K essential learnings. Students can participate in conversations in increasing group sizes, make and follow plans for games or activities with other children, follow predictable classroom routines and manage transitions positively most of the time with minimal adult support, recognize and identify more complex emotions in self and others, with accuracy and adult support, one-to-one correspondence count to 20, identify numbers 0-12, recognize and name some uppercase and lowercase letters, in addition to those in my first name, demonstrate basic knowledge of letter-sound correspondence by producing the sound of some letters, recognize and produce rhyming words.

COE: The targets/goals for kindergarten readiness include having age-appropriate skills in the following areas: taking turns, self-control, following instructions, getting someone's attention, playing and working well with others, sitting and listening to books, using the bathroom and putting clothes back on independently, opening packages at lunch and eating independently, using scissors, glue sticks, and crayons, holding a pencil to write and draw, writing their own name, counting to 10, and being familiar with the letters in the alphabet.

CTE: ASQ, Identification of Name

How are successes of Individual Plans of Study being measured? (Secondary)

CMS: portfolio (electronic)/student led conferences

CHS: Certificates and program components, Student led conferences, Post secondary asset tracking

What are the targets/goals related to post-secondary completion/attendance? (High School)

CHS: 60%

How are you ensuring students are civically engaged?

CBE: We offer as many opportunities as we can with a younger demographic

CGE: Partnerships with local businesses and organizations. We have hosted numerous community members in our classrooms to share their expertise and provide real-world learning experiences.

COE: Through strong partnerships with local businesses and organizations, our students benefit from meaningful, real-world learning experiences. Thanks to the generosity of the United Way of El Dorado, our 6th graders had the opportunity to pack meals at Numana for local shelters. We've also welcomed community members to campus to share their expertise- hosting presentations on fire safety, agricultural education, and welcoming Butler Community College students to observe classrooms and student-athletes for fun visits with our students.

CTE: Help with school needs, support students from older grades with younger grades.

CMS: Guest speakers/parent speakers/community event attendance

CHS: Community involvement, blood drive, food drive, clothing drive

What extended learning opportunities are provided (after school programs, summer school programs, etc.)?

CBE: Summer School

CGE: An area to highlight are the extra opportunities for learning. We also host after school activities such as art club, Bible Club. Miss Smith is also providing extra practice for students on band success for short periods throughout the week. Thrive After School Program is provided for families in need of afternoon care, Ready to Read is a summer program in the district provided to CGE, and Circle Summer Academy in Towanda for CGE students.

COE: Thrive After School Program and Monart at COE, Circle Summer Academy (summer school in Towanda), and Ready to Read is a summer reading program at COE.

CTE: Summer School

CMS: Summer extending learning

CHS: NHS tutoring, Summer school through ORION

Are there appropriate and adequate instructional materials?

CBE: No Response

CGE: Yes, there are appropriate materials to support student success in the areas of Math, Reading, Social/Emotional, and reading intervention. Areas for improvement are supporting core writing, math intervention, science & social studies.

COE: Staff report having adequate instructional materials to support teaching and learning. Strengths noted include resources for literacy (particularly UFLI) and math core instruction. At the same time, staff identified areas for improvement, including a more robust writing curriculum, additional differentiated reading materials for students at varying levels, enhanced intervention resources, and a dedicated science curriculum. There is also interest in supplemental digital tools (e.g., IXL) to support instruction and centers.

CTE: Yes

CMS: Yes

CHS: Yes

Is current technology appropriate? If not, what technology is needed to support the curriculum?

CBE: Yes

CGE: Yes technology is appropriate at the current time. Our STEAM program utilizes a strong curriculum, SamLabs.

COE: Overall, staff feel that current technology is generally appropriate for supporting instruction. However, several needs were identified to improve consistency and reliability. These include replacing aging Chromebooks with models that offer improved battery life, addressing headphone compatibility issues, and adding specific equipment. Continued device replacement efforts are noted and appreciated in maintaining effective instructional technology.

CTE: Yes

CMS: Yes

CHS: Yes

Is every child in your school provided at least the following capacities? Check the box that applies to your school. (High School Only)

CHS:

1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.
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.

7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.

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?

CBE: We are considering a need for additional special education staff

CGE: Our building is appropriately staffed to meet both the academic and regulatory expectations outlined under ESEA, with all classrooms led by certified educators. We are continually seeking to add high-quality support staff as their roles are essential to supporting our teachers and provide high-quality support to students.

COE: Our building is appropriately staffed to meet both the academic and regulatory expectations outlined under ESEA, with all classrooms led by certified (and incredible!) educators. At the same time, we are always seeking to strengthen our team with high-quality support staff, including paraprofessionals and aides. These roles are essential in supporting our certified teachers and ensuring we can provide a strong, responsive educational experience for all students.

CTE: Yes

CMS: Yes

CHS: Yes

How many classified support staff are currently employed?

CBE: 20

CGE: 28

COE: 26

CTE: 21

CMS: 12

CHS: 15-20

How many classified support staff are needed?

CBE: 20

CGE: 32+

COE: 26+

CTE: 22

CMS: 13

CHS: 15-20

Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?

CBE: Yes

CGE: Yes, we are excited to welcome the additional counselor this next school year.

COE: Yes

CTE: Yes

CMS: Yes

CHS: Yes

Are principals & other key staff trained to provide instructional leadership and professional development to teachers?

CBE: Yes

CGE: Instructional Leadership is such an important aspect to leadership of a building to support student performance. Continued professional development is essential to ensure adequate professional development is being presented, streamlined communication, and valuable information is being shared with staff.

COE: Yes, there is a need for ongoing training to develop new skills and ideas that can be brought back to our staff. However, time for instructional leaders is limited, and it can be challenging to effectively share this valuable information with staff in a timely manner. Continued professional development is essential, and finding ways to streamline communication and ensure that new strategies are implemented across the team is crucial to maximize impact.

CTE: Yes

CMS: Yes

CHS: Yes

What staff development is necessary for teachers to support student success and meet the school improvement goals?

CBE: Trauma Informed and De-escalation training would be great

CGE: In-person team collaboration, LETRS implementation into daily curriculum, support on student behavior and self-regulation strategies, & analyzing data.

COE: Staff responses emphasize the importance of protected time for collaboration and meaningful professional learning. Key themes include a need for increased in-person PLC and team collaboration time (both grade-level and vertical alignment), particularly in light of limitations experienced during LETRS implementation. Teachers also expressed a strong need for ongoing training and support in student behavior. Additionally, staff value dedicated work time to analyze data, plan instruction, and refine practices, as well as an interest in more personalized professional development options aligned to individual and team needs.

CTE: Continue on Science of Reading

CMS: Continued support/coaching on classroom management/pedagogy/SEL

CHS: PLC training

Is there adequate space for student learning?

All Schools: Yes

Are there necessary repairs and/or adjustments to the existing space that need to be made?

CBE: Not that we are not already working on

CGE: Our outdoor mulch area has a drainage concern with water holding just underneath on the northeast corner which seeps into the grass area. This causes a concern for the slick moss/mud area just at the corner of the playground.

The lunchroom is continually in need of sound barriers to help reduce the level of noise that occurs in this space. Along with adequate seating to support the volume of students coming through the lunchroom.

COE: Staff identified several facility needs to improve safety, comfort, and the overall learning environment. A primary concern is the consistency and effectiveness of the HVAC system, with reports of uneven temperatures and ventilation issues across the building. These inconsistencies can disrupt instruction, impact student focus, and create discomfort for both students and staff.

I place an extremely high value on ensuring that our classroom teachers are comfortable in their own classrooms, as this directly affects their ability to teach effectively and create a positive learning environment. It is important that someone in our building can make reasonable temperature adjustments

in real time to meet the needs of students and staff. It is difficult to justify denying adjustments because they fall outside a predetermined range, especially when those decisions may be made by individuals who are not present in the building to experience the conditions firsthand. Providing greater local control and responsiveness would better support day-to-day operations and contribute to a more consistent and comfortable learning environment for all.

Playground improvements were also noted, including drainage concerns and the need for additional mulch.

Classroom-specific needs include updated flooring (e.g., carpet over tile to reduce noise and movement), adequate student furniture (such as desks and cubbies), and minor repairs (e.g., curtain rods, etc.). Additional considerations include addressing guttering, removing or covering exterior graffiti, and updating older classroom spaces. Overall, staff emphasize the importance of maintaining functional, comfortable, and well-equipped learning environments.

CTE: No

CMS: No

CHS: Yes

Do you have regular events to engage parents with teachers?

CBE: Yes

CGE: We host several events to engage parents with teachers. These include parent-teacher conferences, back to school events, book fairs, coffee at the curb, and lunch with a loved one.

COE: Yes, we have several regular events designed to engage parents with teachers. These include parent-teacher conferences held twice a year, quarterly Character Award assemblies, and 5th/6th Honor Roll assemblies. We also host a back-to-school night and family events during the Book Fair. Additionally, we have special events like "Dads at the Door," where dads visit the school to support students, and "Breakfast with Buddies," which encourages parent involvement in a fun, casual setting. These events provide excellent opportunities for parents to connect with teachers and become more involved in their child's education.

CTE: Yes

CMS: Yes

CHS: Yes

What type 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?

CBE: None

CGE: This would be a wonderful addition to supporting our students if we were to offer specific training throughout the school year. Teachers do share individually with parents on specific needs/concerns to support learning.

COE: If we offered parent classes like this, I'd be concerned about low attendance. Likely the best way to offer this information is in a newsletter.

CTE: Support with Google Classroom videos, online reading

CMS: ParentSquare/Google Classroom/classroom websites/PowerSchool/Stuff Your Locker/Parent Orientation

CHS: Parent Meetings

Do you have an active Site Council, PTO, PTA, Booster Club, or other organizations with parent leadership?

CBE: Yes

CGE: Currently, we have a PTO organization that meets once a month. They play a vital role in supporting building needs and giving back to classrooms.

COE: Yes, our PTO/Site Council meets on the first Wednesday of each month. While the group is small, they play a key role in supporting various events throughout the school year. Their dedication and involvement make a significant impact on our school community.

CTE: Yes

CMS: At District Level

CHS: Yes

What types of communication exists with parents and community? Is it adequate?

CBE: Parent Square, Yes, it's adequate

CGE: ParentSquare is our primary platform for communication with families. The district office, and teachers all use this regularly to communicate. We also utilize a Facebook group to share highlights throughout the year.

COE: ParentSquare serves as our primary platform for communication with families. Teachers and office staff use it regularly to provide updates, share information, and maintain consistent communication. We utilize Facebook to highlight school celebrations and share updates with the broader community. Overall, we believe our communication systems are effective and provide timely connections with both families and the community.

CTE: Yes, Multiple ways of communication

CMS: ParentSquare/email/phone/website/social media Yes

CHS: Yes, Parent Square is used

What types of communication/social media exists with your community? Is it adequate?

CBE: Facebook. Yes, it's adequate

CGE: ParentSquare is our primary platform for communication with families. The district office, and teachers all use this regularly to communicate. We also utilize a Facebook group to share highlights throughout the year.

COE: ParentSquare is the primary source used for communication with parents. We also use Facebook to share celebrations. Yes, means to communicate is adequate.

CTE: Yes, Multiple ways of communication

CMS: FB/Website/ParentSquare

CHS: Facebook, Twitter, Parent Square

Building attendance rate

CBE: 90%

CGE: 95.4%

COE: 95.4% (Source: KSDE Accountability Report)

CTE: 94.6%

CMS: 78%

CHS: 87%

Building chronic absenteeism rate

CBE: 8%

CGE: 7.3%

COE: 8.2% (Source: KSDE Accountability Report)

CTE: 11%

CMS: 22%

CHS: 13%

District chronic absenteeism rate? 9.6%

District graduation rate? 89%

District dropout rate? 6.8%

CHS ONLY: What is our building graduation rate? 89%

CHS ONLY: What is our building dropout rate? 6.8%

CHS ONLY: What is our average comprehensive ACT score? 18.5

Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues

CBE: Behavior and social emotional learning

CGE: Continuous Growth- This growth has brought a diverse population that is significantly different from other buildings in the district, which requires a different view on what is needed in the building to support student success. Growth is bringing higher student to teacher ratios. As the constant flow of students enrolling, creates schedule changes, coverage/support changes, and disrupts. Diversity- This brings a range of barriers with the current support or ability of staff. There are language barriers in which staff are not adequately equipped to meet their needs. Along with diversity, there is a lack of parent involvement that comes with many of the students that require the most support. Staff shortages & lack of consistent attendance (particularly support staff)- These positions are a critical piece of our building success, yet classified staff members are not equipped to support the needs of behavior, language, academic, or mental health concerns. This leads to staff turnover and a constant restart to the support they can provide. Student behaviors- There is an increase in the intensity of students' behaviors and social-emotional needs. Professional training on regulation and deescalating behaviors is needed for all staff to support growth.

COE: Social-Emotional and Behavioral/Mental Health Needs: There remains a significant need to strengthen our systems for supporting students' social-emotional and behavioral health. Continued professional learning in areas such as BSEL, behavior and classroom management, and de-escalation strategies will be essential in building staff capacity. The implementation of CHAMPS this year has been a positive step, providing a consistent, school-wide framework for expectations. We value this work and look forward to continuing to build upon it to ensure consistency and effectiveness across all settings. Aides/Paras: Our paraprofessionals and aides play a critical role in supporting students and classrooms. Continued training is needed to further strengthen their skills and overall effectiveness. We have appreciated the opportunity to include them in science-of-reading/LETRS-aligned training as part of our KESA work, which has been well received and impactful. Moving forward, attention to factors such as attendance consistency and competitive compensation will be important for supporting retention and maintaining high-quality support for students and staff. Support for Complex Behaviors: We continue to see an increase in the complexity and intensity of student behaviors, requiring stronger, more consistent support systems for staff. While interventions and supports are in place, the level of need remains high. Moving forward, a more comprehensive, aligned approach to behavior support will be necessary to better meet student needs and maintain positive classroom environments. Our ongoing participation in BSEL training through TASN will support the development of more cohesive and effective systems. Student Engagement: Student engagement remains a growing challenge, with some students showing decreased intrinsic motivation and limited investment in their learning. Identifying and implementing strategies to increase relevance, engagement, and active participation will be an important focus area moving forward. Addressing these barriers will require a coordinated and sustained effort, including ongoing professional

development, strengthened support systems, and continued collaboration among staff, families, and the broader school community.

CTE: Social-Emotional and Behavioral/Mental Health Needs: There remains a significant need to strengthen our systems for supporting students' social-emotional and behavioral health. Continued professional learning in areas such as BSEL, behavior and classroom management, and de-escalation strategies will be essential in building staff capacity. The implementation of CHAMPS this year has been a positive step, providing a consistent, school-wide framework for expectations. We value this work and look forward to continuing to build upon it to ensure consistency and effectiveness across all settings.

Aides/Paras: Our paraprofessionals and aides play a critical role in supporting students and classrooms. Continued training is needed to further strengthen their skills and overall effectiveness. We have appreciated the opportunity to include them in science-of-reading/LETRS-aligned training as part of our KESA work, which has been well received and impactful. Moving forward, attention to factors such as attendance consistency and competitive compensation will be important for supporting retention and maintaining high-quality support for students and staff.

CMS: Lack of Electives Academically Challenging Need More Teachers No Break/Recess Absence of a break or recess for students. SPED Teachers in Core Classes: SPED teachers primarily support core classes, with few SPED teacher-led classes beyond resources. Math & ELA Focus These subjects meet daily More 8th Grade Required Classes Intervention Clarified the role of interventions within the schedule. Advisory & Seminar We have it 4 days a week (unsure if we need them this often)

CHS: Student Academic Apathy

Can these be achieved with additional resources? Why or why not?

CBE: Yes. Training and PD mentioned earlier

CGE: Continuous Growth- The board being aware of these changes and analyzing what that growth could look like year after year. This could require adding more classroom teachers to keep the student to teacher ratios down and support staff to support the growing needs in ESOL and high needs. Diversity- Professional Learning for classroom teachers to support ELL learners in whole group instruction while also providing training for support staff to adequately meet the students needs during one-on-one instruction. Currently, our ESOL director supports the families that are coming in, but it requires a significant amount of time to contact families so they can be involved in their child's learning as well. In person interpreters could truly make a difference as the increase occurs at Greenwich. Staff shortages & lack of consistent attendance (particularly support staff)- Professional learning or training for support staff is crucial. This not only supports our students but also provides staff with a feeling adequate to perform to their best ability when working with students. Incentives for attendance and competitive wages with nearby districts could help support the longevity of staff. Student behaviors- Behavior specialists to support students and train staff on specific needs as they arise in classrooms. Self-regulation techniques for teachers and students that can be practiced and directly specifically to the behaviors we are encountering in our school. Continuing our building wide systems with consistency and continual improvement.

COE: Yes, many of these barriers can be addressed with additional resources, though some challenges may require a more comprehensive, long-term strategy.

Social-Emotional and Behavioral/Mental Health Needs: Additional resources for professional learning would significantly strengthen staff capacity to support students' social-emotional and behavioral needs. Continued investment in training such as BSEL and CHAMPS will help ensure consistency in expectations and responses across the building. At the same time, sustained progress may also require access to additional personnel, such as counselors or behavior specialists, to provide more targeted and intensive support.

Aides/Paras: Increased resources for training and professional development would further enhance the effectiveness of our aides and paraprofessionals. Continued inclusion in initiatives such as the science of reading/LETRS-aligned practices is valuable and should be sustained. Additionally, resources that support improved attendance consistency and competitive compensation will be critical for retaining high-quality staff and maintaining stable support systems for students and teachers.

Support for Complex Behaviors: Additional resources, such as behavior specialists, mental health supports, and targeted intervention programs, would greatly improve our ability to respond to increasingly complex student needs. Increasing the availability of trained support staff to work directly with students would allow for more proactive, individualized interventions. However, success in this area will also depend on maintaining consistent, building-wide systems and practices.

Student Engagement: Resources, including access to engaging instructional tools and enrichment opportunities, can help increase student interest and participation. However, improving student engagement also requires a continued focus on instructional practices that are meaningful, relevant, and responsive to student needs. This is not solely a resource issue, but also one of instructional design and school culture. While additional resources would support progress in each of these areas, long-term success will depend on a combination of strategic resource allocation, strong systems and structures, and consistent implementation of effective practices across the school.

CTE: We need to work on how to schedule this with other times and support

CMS: Yes. Continually shine a spotlight on improving these barriers with additional coaching and feedback.

CHS: No

Additional building unique items:

CBE: Just trying to build on our current special education programming

CGE: With our high-needs students, we need more support in the classroom-Additional paras for to support student's on IEP's and aides to support one-on-one supports? Higher pay to make the job more enticing? More subs-Do we need to recruit more? Higher pay to be comparable to Wichita? Community is a unique item for CGE as we don't have the true community feel with the location of our building and diversity of students coming together. We strive to make the community within the walls of our building during school hours but also through activities outside school hours. This will continually be a barrier to be reviewed and strive to work on.

COE: No Answer

CTE: None

CMS:Track leaving early during the school day for practice. Facility/ Transportation issue.

CHS: N/A

Some of the key barriers, and challenges that impact our schools include, but are not limited to:.
Choose all that apply.

CBE:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning

- Thought 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
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Special Education funding shortfall has limited supports of our highest need students
- Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions
- High levels or an increase in absenteeism among our student population

CGE:

- 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
- High percentage of EL students receiving ESL/ESOL supports and services
- 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
- High or increased levels of homeless students and families and foster care families
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions
- 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
- Lack of, limited, or difficulties in engaging parents in the educational process
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

COE:

- 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
- Lack of or limited access to community health services and mental health services
- High numbers or increasing numbers of single parent families
- 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
- Lack of, limited, or difficulties in engaging parents in the educational process
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CTE:

- 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
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Special Education funding shortfall has limited supports of our highest need students
- 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
- Lack of, limited, or difficulties in engaging parents in the educational process
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

CMS:

- Special Education funding shortfall has limited supports of our highest need students
- Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions
- High levels or an increase in absenteeism among our student population
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future
- Lack of, limited, or difficulties in engaging parents in the educational process
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

CHS:

- High percentage/number of free and reduced students and increased poverty rate
- High or increased levels of homeless students and families and foster care families
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Special Education funding shortfall has limited supports of our highest need students
- An increasing level of social emotional challenges and needs of students

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

Choose all that apply.

CBE:

- Increased salary to recruit and retain high quality certified and classified staff
- Increased funding and time for staff development
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding to expand extended school year and summer school programs for students
- Maintain low teacher/pupil ratio for greater individualized instruction

CGE:

- Increased salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Additional ESOL teaching staff for bilingual students
- Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

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- Increase funding for Pre-K programs
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CMS:

- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Additional ESOL teaching staff for bilingual students
- Increase funding for Pre-K programs

CHS:

- Increase paraeducator support in special education classrooms
- Additional ESOL teaching staff for bilingual students

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.

While our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those factors include:

CBE:

- 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

- 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

CGE:

- 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 affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our district 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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