

MINUTES OF THE REGULAR MEETING OF THE BOARD OF
EDUCATION, SCHOOL DISTRICT #22, CASS COUNTY,
WEEPING WATER, NEBRASKA
December 18, 2023

President Adam DeMike called the meeting to order at 9:00 AM in the Weeping Water Public School Conference Room.

Board members attendance at roll call were **Present:** Jason Brack, Adam DeMike, Betty Harms, Doug Meyer, Mark Rathe, **Absent:** Haley Dehne, Neil Huskey.

{{Name: Agenda Item Name}}

1. AGENDA

1.a. Call the meeting to order at 9:00am

1.b. Roll Call

Present: Jason Brack, Adam DeMike, Betty Harms, Doug Meyer, Mark Rathe, **Absent:** Haley Dehne, Neil Huskey. Also present were Superintendent Kevin Reiman, Director of School Improvement and Special Education Amy Kroll, and Asst. Principal/AD Michelle Heath.

1.c. Acknowledgement of Nebraska Open Meetings Act posted

The BOE President acknowledged the posting of the Nebraska Meetings Act.

1.d. Excuse absent board members

Mark Rathe moved to approve the absence of Haley Dehne and Neil Huskey Betty Harms seconded the motion. Motion Passed

Jason Brack: Yea, Haley Dehne: Absent, Adam DeMike: Yea, Betty Harms: Yea, Neil Huskey: Absent, Doug Meyer: Yea, Mark Rathe: Yea

Yea: 5, Nay: 0, Absent: 2

1.e. Approval of consent agenda

Jason Brack moved to approve the consent agenda, which includes the minutes of the last regular meeting, Notification of meeting publication site, date, and time, financial report and payment of general funds bills, and the next regular meeting date Betty Harms seconded the motion. Motion Passed

Jason Brack: Yea, Haley Dehne: Absent, Adam DeMike: Yea, Betty Harms: Yea, Neil Huskey: Absent, Doug Meyer: Yea, Mark Rathe: Yea

Yea: 5, Nay: 0, Absent: 2

1.e.a. Approval of previous meetings minutes

1.e.b. Notification of meeting publication site, date, and time

The meeting date, time, and location was published in the Southeast Nebraska Voice

1.e.c. Financial Reports and Payment of Bills

1.e.d. Next regular meeting date - January 15, 2024

2. Communications

3. Program presentations

3.a. Britton Wilson, PE, LEED AP BD+C, Mechanical Engineer, Associate Principal with Clark and Enersen

Britton discussed how his firm would be able to analyze the current HVAC system and determine the list of corrective measures and improvements to address any existing issues with the HVAC system.

3.b. Coady Pruett with KSB School Law

4. Visitors/Open Forum

Visitors may address the board during this portion of the meeting. Each speaker is limited to 5 minutes. Multiple speakers for the same subject should appoint a single spokesperson to address the board for a maximum of 5 minutes.

5. Action Items

5.a. Discuss, consider, and take all necessary action regarding strategy to evaluate building defects, identify potential repairs, estimate costs, and receive legal advice concerning the same. [closed session possible]

Doug Meyer moved to to enter closed session at 9:27 to discuss and consider strategy to evaluate building defects, identify potential repairs, estimate costs, and receive legal advice concerning the same because it is in the public interest to do so and it will preserve the attorney-client privilege. Betty Harms seconded the motion. Motion Passed

Jason Brack: Yea, Haley Dehne: Absent, Adam DeMike: Yea, Betty Harms: Yea, Neil Huskey: Absent, Doug Meyer: Yea, Mark Rathe: Yea
Yea: 5, Nay: 0, Absent: 2
The BOE left closed session at 9:35am.

5.b. Discuss, consider, and take all necessary action to engage Clark & Enersen as consultant to evaluate current facilities and to provide professional recommendations and advice on same

Doug Meyer moved to to engage Clark & Enersen as consultant to evaluate current facilities and to provide professional recommendations and advice on same with a cost not to exceed \$15,000 Betty Harms seconded the motion. Motion Passed

Jason Brack: Yea, Haley Dehne: Absent, Adam DeMike: Yea, Betty Harms: Yea, Neil Huskey: Absent, Doug Meyer: Yea, Mark Rathe: Yea
Yea: 5, Nay: 0, Absent: 2

5.c. Discuss, consider, and take all necessary action to approve the 2022/23 annual report.

Doug Meyer moved to approve the 22-23 annual report Jason Brack seconded the motion. Motion Passed

Jason Brack: Yea, Haley Dehne: Absent, Adam DeMike: Yea, Betty Harms: Yea, Neil Huskey: Absent, Doug Meyer: Yea, Mark Rathe: Yea
Yea: 5, Nay: 0, Absent: 2

5.d. Discuss, consider, and take all necessary action to approve the 2023/24 Multicultural Report

Doug Meyer moved to approve the 2023/24 Multicultural Report Jason Brack seconded the motion. Motion Passed

Jason Brack: Yea, Haley Dehne: Absent, Adam DeMike: Yea, Betty Harms: Yea, Neil Huskey: Absent, Doug Meyer: Yea, Mark Rathe: Yea
Yea: 5, Nay: 0, Absent: 2

- 5.e. Discuss, consider, and take all necessary action to give approval to policies to be reviewed

Betty Harms moved to give approval to review policies 6020-Multicultural Education, 4030-Evaluation of Certificated Employees, 4031-Evaluation of Probationary Certificated Employees, 4032-Professional Growth, 4054-Reporting Child Abuse or Neglect, 4056-Resignation of Certificated Staff, 4057-Superintendent Evaluation Jason Brack seconded the motion. Motion Passed

Jason Brack: Yea, Haley Dehne: Absent, Adam DeMike: Yea, Betty Harms: Yea, Neil Huskey: Absent, Doug Meyer: Yea, Mark Rathe: Yea
Yea: 5, Nay: 0, Absent: 2

6. Reports

6.a. Administration Reports

Activities Director / Asst. Principal

1. Sports Updates
2. Activities Updates
 1. Music Program tonight at 7:00
 2. College Sports/Activities Signing Day is Feb. 7th @ 8:30 am in the main gym
 3. Additional signing day date to celebrate all our seniors and their future endeavors will be set for late April
3. Holiday Break Events
 1. Basketball - Holiday Tournament Dec. 28-29
 2. Wrestling - Dec. 29 Girls @ Winnebago
4. Baseball - confirmation that we will host 2 games this spring 3/28 & 4/22
5. Following up on students with attendance concerns as well as students with a high number of missing assignments.

PreK-8th Grade Principal

- MS Winter PIP party is Tuesday, Dec. 19th from 1-3 @ Parkway Lanes in Lincoln
 - 44 of 48 students met their goals for the semester
- All Formal Observations are complete
- Mid Year Professional Growth conferences will begin the first week back from break
- All Fastbridge Winter testing(local screener) is complete
 - Significant gains were made
 - 8 students tested high enough to test out of intervention groups
- NSCAS testing(state testing) will take place starting January 10th.

Director of School Improvement / Special Education

Continuous Improvement:

- 37 Teachers, paras, support staff, and administrators traveled to ESU #3 on 12/11 and participated in a Professional Development session about addressing challenging behavior.

- Continuous Improvement teams have met and are planning next steps including implementing writing across all grade levels and subjects and interventions for students who need them.
- ESU #3 Professional Development/Coaching Team are meeting with teacher as they implement their Professional Learning Goals.

Secondary:

- First semester formal observations are complete for both probationary and non-probationary teachers.
- 9-12 Students and teachers will have a Holiday Dinner on Thursday. The cafeteria will provide the entree and teachers are providing sides, salads, and desserts. Teachers and students will eat together.

Special Education:

- Mary Mozena, Ashley Wall, Kristie Hartman, and I attended Sped. Strategies at ESU #3 on December 12th. The session focused on incorporating inclusive practices in the general education setting that benefit all students.

Sixpence/Bright Arrows Childcare:

- Megan Bream and I attended a Sixpence Networking Event in Kearney on December 4th and 5th. Sixpence programs from across the state were given information about how Sixpence Programs are successfully impacting their communities.
- Bright Arrows will be participating in the Growing Nebraska Readers Program that will give children and families access to developmentally appropriate books for free. Our first books will be delivered in a few weeks.
 - The initial investment is 18 sites across Nebraska.
 - A \$2 million commitment from the Nebraska Department of Education to provide age-appropriate books to families and providers.
 - An initial impact on approximately 16,000 children, 12,000 households, and 1,000 early childhood providers.

Superintendent

Wide spread illness in the building - may have to consider closing early - Some combination of closing and remote learning

6.b. Board Reports

7. Adjournment at 9:53am

Respectfully submitted,

Board Secretary



**Weeping Water Public School
Financial Report for Board
December 2023**

FISCAL BUDGET USE PER MONTH

2023-2024 UPDATED: 12/15/23

MONTH END	FISCAL 22 % USED 22 Budget =	FISCAL 22 \$ USED	FISCAL 23 % USED 23 Budget =	FISCAL 23 \$ USED	FISCAL 24 % USED 24 Budget =	FISCAL 24 \$ USED
September	8.24%	\$ 516,539.55	7.86%	\$ 493,251.53	8.12%	\$ 511,449.49
October	8.54%	\$ 535,488.92	8.94%	\$ 561,007.27	7.91%	\$ 498,609.88
November	8.21%	\$ 514,638.41	7.98%	\$ 500,532.42	8.16%	\$ 514,462.24
December	8.98%	\$ 563,121.80	8.84%	\$ 554,328.70	0.00%	\$ -
January	8.76%	\$ 549,302.80	8.14%	\$ 510,561.23	0.00%	\$ -
February	8.66%	\$ 543,031.91	8.78%	\$ 550,372.60	0.00%	\$ -
March	9.01%	\$ 565,226.14	8.18%	\$ 512,849.30	0.00%	\$ -
April	8.45%	\$ 529,694.82	8.27%	\$ 518,650.31	0.00%	\$ -
May	9.18%	\$ 575,462.89	9.19%	\$ 576,167.26	0.00%	\$ -
June	8.65%	\$ 542,271.19	7.13%	\$ 447,120.01	0.00%	\$ -
July	8.41%	\$ 527,636.84	7.41%	\$ 464,671.70	0.00%	\$ -
August	8.67%	\$ 543,532.22	9.27%	\$ 581,586.71	0.00%	\$ -
Cumulative	103.73%	\$6,505,947.49	99.99%	\$6,271,099.04	24.19%	\$1,524,521.61

	2022	2023	2024
OPERATING BUDGET	\$5,746,903.00	\$5,746,903.00	\$5,948,300.00
W/ SIXPENCE	\$6,271,903.00	\$6,271,903.00	\$6,301,300.00

Weeping Water Public School

December 2023 Claims for Payment

Vendor	Amount	Notes
Amazon E-Commerce	\$1,432.20	
Amy Kroll	\$265.09	
Capital Business Systems, Inc. (Lease)	\$1,457.70	
Cassgram c/o Stephen C Warga	\$52.00	
City Of Weeping Water	\$689.69	
CollegeBoard	\$387.00	
Community Memorial Hospital DBA Syracuse Area Health	\$2,696.09	
Cornhusker International Trucks Inc.	\$2,065.06	
Dana F. Cole & Co, LLP	\$2,760.00	Final Payment on Audit
Dietze Music House - Lincoln	\$60.00	
Educational Service Unit 3	\$11,605.20	First Semester Psych Services
Hiland Dairy	\$1,677.33	
Hoss's Lawn Care & Snow Removal	\$2,000.00	
Houghton Mifflin Harcourt Inc	\$991.40	
Keckler Oil Co Inc	\$132.00	
Kevin Reiman	\$108.39	
Kinetic Business by Windstream	\$691.37	
KSB School Law	\$577.50	
Licensure Unit	\$50.00	
Mary Mozena	\$107.83	
Meeske Auto Parts	\$100.23	
Meeske Hardware Inc	\$2,872.98	
Mid-America Termite & Pest Control, Inc	\$86.96	
Midlands Printing Inc	\$459.94	
Morgan Brunsting	\$335.00	Refund - Overpaid on Childcare
National Insurance Services	\$1,163.18	
Omaha Public Power District	\$7,803.73	
One Source, Inc.	\$2.00	
Prime Secured	\$10,643.93	Directory Server Upgrade
Shirley J Brack	\$48.00	
Skye Dillon	\$34.72	Mileage for Fingerprinting - LT Childcare Sub
Sysco	\$7,542.92	
Tashia Krecklow	\$1,203.00	Tuition Reimbursement Program
Tech Masters, Inc.	\$480.00	
The Kindler Hotel	\$1,244.00	All State Music Conference
Unite Private Networks, LLC	\$420.31	
US BANK	\$2,745.84	
US FOODS, INC.	\$4,942.50	
Verizon Wireless LLC	\$274.64	
WoodRiver Energy, LLC	\$773.40	
December 2023 Claims for Payment	\$72,983.13	
December 2023 Payroll	\$441,479.11	
December 2023 (General Fund/Food Services Fund)	\$514,462.24	

Plus Invoices Paid by Building Fund

Vendor	Amount	Notes
MMC Contractors, Inc.	\$7,170.89	
Total December 2023 Building Fund	\$7,170.89	

Plus Invoices Paid by Student Fees Fund

Vendor	Amount	Notes
US BANK	\$292.90	
Total December 2023 Student Fees Fund	\$292.90	

Total December 2023 All Funds \$521,926.03

CASH ASSETS

CASH ASSET REPORT

DATE: 12/15/2023

FUND	ACCOUNT TYPE	INFORMATION	HOLDER	CURRENT BALANCE	BALANCE 12/31/2022
GENERAL FUND/KITCHEN FUND	CHECKING	300380832	Farmers & Merchants	\$ 504,254.06	\$ 156,484.33
	CLOSED ACCOUNT	300382812	Farmers & Merchants	\$ -	\$ -
TOTAL GENERAL FUND				\$ 504,254.06	\$ 156,484.33
ACTIVITY FUND	CHANGE			\$ 1,140.00	\$ 1,140.00
ACTIVITY FUND	PETTY CASH			\$ 100.00	\$ 100.00
ACTIVITY FUND	CHECKING	300444190	Farmers & Merchants	\$ 93,751.04	\$ 102,668.29
OUTSIDE OF ACTIVITY FUND	ELEMENTARY SAVINGS PROGRAM	XXX7959	First Nebraska Bank	\$ 865.08	\$ -
OUTSIDE OF ACTIVITY FUND	LIMESTONE COFFEE	300474478	Farmers & Merchants	\$ 3,292.16	\$ -
TOTAL ACTIVITY FUND				\$ 99,148.28	\$ 103,908.29
BOND FUND	MONEY MARKET	95010505	First Nebraska Bank	\$ 300,951.19	\$ 422,835.44
TOTAL BOND FUND				\$ 300,951.19	\$ 422,835.44
QCPUF FUND	CHECKING-2009 & 2010 BAB	86483570	First Nebraska Bank	\$ 99,386.79	\$ 81,993.79
TOTAL QCPU FUND				\$ 99,386.79	\$ 81,993.79
BUILDING FUND	CHECKING	300381079	Farmers & Merchants	\$ 107,498.80	\$ 315,088.46
TOTAL BUILDING FUND				\$ 107,498.80	\$ 315,088.46
DEPRECIATION FUND	CHECKING	300446542	Farmers & Merchants	\$ 92,897.49	\$ 370,011.23
TOTAL DEPRECIATION FUND				\$ 92,897.49	\$ 370,011.23
EMPLOYEE BENEFIT FUND	CHECKING/RETIREMENT	300381061	Farmers & Merchants	\$ 28,980.43	\$ 28,980.40
TOTAL EMPLOYEE BENEFITS FUND				\$ 28,980.43	\$ 28,980.40
STUDENT FEES FUND	CHECKING	85834670	First Nebraska Bank	\$ 15,380.93	\$ 12,621.53
TOTAL STUDENT FEES FUND				\$ 15,380.93	\$ 12,621.53
TOTAL				\$ 1,248,497.97	\$ 1,491,923.47

November 22, 2023

Kevin Reiman
Superintendent
Weeping Water Public School
204 West O
Weeping Water, NE

RE: Weeping Water Public Schools Mechanical Study

Mr. Reiman

Thank you for contacting Clark & Enersen. I am pleased to submit a fee proposal for a study to review the HVAC systems serving Weeping Water Public Schools. There have been temperature control complaints throughout different regions of the school during winter conditions. It has been reported the facility has experienced multiple mechanical failures from the 2015 renovation when new mechanical heating and cooling equipment was installed. The subsequent failures have plagued the school with unexpected repair expenses. The equipment failures, added repair expenses and temperature complaints have caused the school to question whether this is within expectations for a system installed in 2015.

The proposed scope of services:

Scope of Initial Services

1. Review As-Built documents, shop drawings, previous studies, and contractor recommendations to understand the system(s) installed.
2. Meet onsite with maintenance staff and others as necessary to gain input regarding the existing mechanical heating and cooling systems, attain maintenance service history, startup reports documents, and any other information to assist in the review.
3. Provide a graphic review of the facility's Building Management System.
4. Compare As-Built documents to the installed systems to identify any discrepancies.
5. Provide a report (electronic format), including:
 - a. Narratives on the HVAC systems reviewed
 - b. Report findings generated from the BAS graphics, construction documents, and onsite review
 - c. Provide observations and recommendations for discrepancies or shortfalls.

This may be a multiple-phased approach to resolve the issues at hand, and additional services not included in this fee proposal are Retro-Commissioning and Design Solutions.

Schedule

The work shall be completed in electronic format. We estimate this work will take 6-8 weeks to complete. A project start date will be determined once a notice to proceed has been given.

Proposed Fee

For the services listed above, we propose an hourly fee not to exceed \$15,000 plus normal reimbursable expenses (printing, mileage, etc.). Clark and Enersen will work with the school district to determine the appropriate steps moving forward after completing the study.

Thank you for contacting Clark & Enersen for a proposal to complete this work. If you have any questions or want to discuss the proposal, please call me at your convenience (402) 477-9291.

Sincerely,

A handwritten signature in black ink, appearing to read "Britton Wilson", with a long horizontal flourish extending to the right.

Britton Wilson, P.E.
Associate Principal
Clark & Enersen

WEEPING WATER PUBLIC SCHOOL 2022-23 Annual Report



Prepared by:  **STRATEGIC
PLANNING**
NEBRASKA ASSOCIATION OF SCHOOL BOARDS

District Data and Background

Weeping Water is a Class III school district 12 miles south of Louisville, NE in Cass County. Within the school district boundary, that covers 84.7 square miles, there are approximately 1,831 residents.

Income

\$32,346

Per capita income

about 90 percent of the amount in Cass County: \$36,971

about 90 percent of the amount in Nebraska: \$35,189

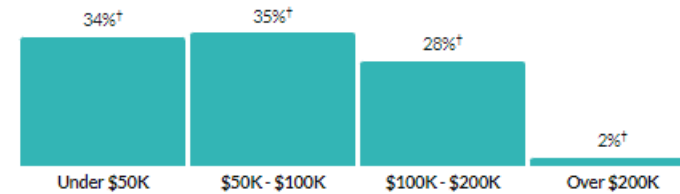
\$72,083

Median household income

about 90 percent of the amount in Cass County: \$78,251

about 10 percent higher than the amount in Nebraska: \$66,644

Household income



Poverty

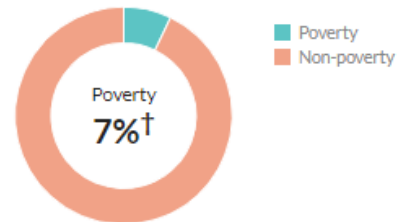
6.3%

Persons below poverty line

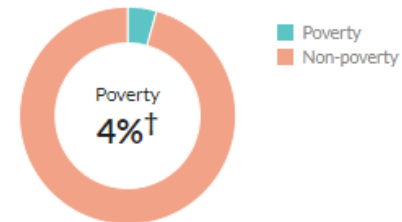
about 10 percent higher than the rate in Cass County: 5.8%†

about three-fifths of the rate in Nebraska: 10.3%

Children (Under 18)



Seniors (65 and over)



Population

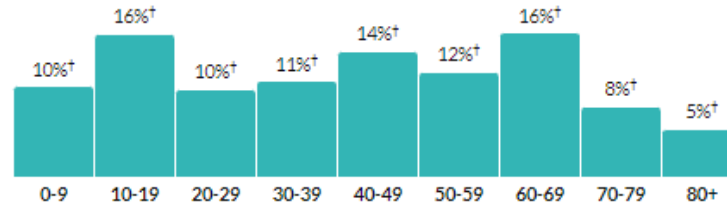
45

Median age

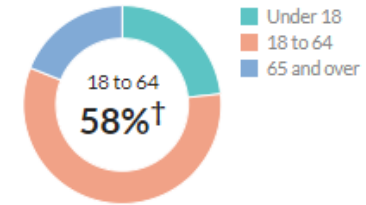
about 10 percent higher than the figure in Cass County: 40.8

about 25 percent higher than the figure in Nebraska: 36.7

Population by age range



Population by age category



Educational Attainment

94.9%

High school grad or higher

about the same as the rate in Cass County: 94.3%

a little higher than the rate in Nebraska: 91.7%

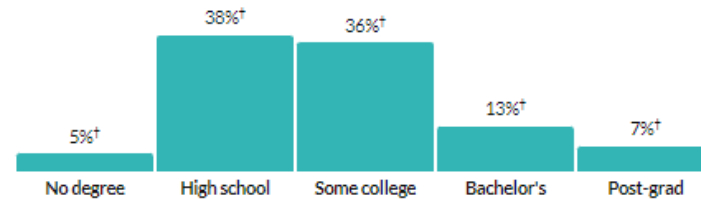
20.2%

Bachelor's degree or higher

about two-thirds of the rate in Cass County: 29.8%

about three-fifths of the rate in Nebraska: 33%

Population by highest level of education



* Universe: Population 25 years and over

[Show data](#) / [Embed](#)

Housing

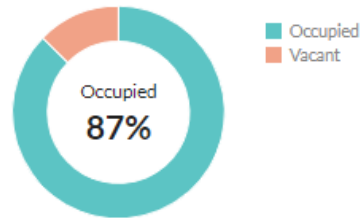
846

Number of housing units

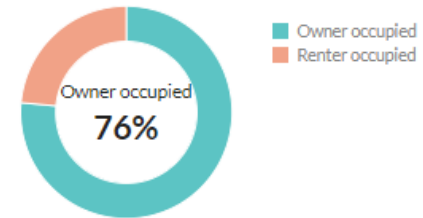
Cass County: 11,571

Nebraska: 840,802

Occupied vs. Vacant



Ownership of occupied units



739

Number of households

Cass County: 10,073

Nebraska: 766,887

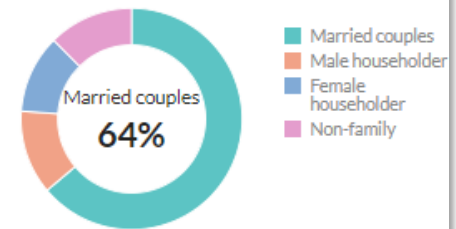
2.5

Persons per household

a little less than the figure in Cass County: 2.6

about the same as the figure in Nebraska: 2.5

Population by household type



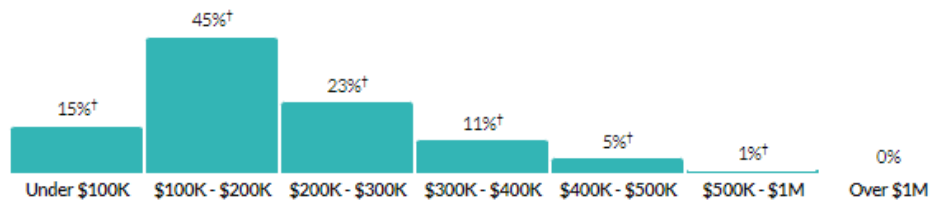
\$163,700

Median value of owner-occupied housing units

about 80 percent of the amount in Cass County: \$206,900

a little less than the amount in Nebraska: \$174,100

Value of owner-occupied housing units



Census Reporter

Extant Data

The following data was obtained from the Weeping Water Public School's Report Card from Nebraska Department of Education for the 2021-2022 school year.

According to AQuESTT (Accountability for a Quality Education System, Today and Tomorrow), Weeping Water is classified as a **Good** district (classifications levels are Excellent, Great, Good, and Needs Improvement). AQuESTT is the statewide Nebraska Department of Education accountability system; a system of support built around a combination of scores in six tenet areas: Positive Partnerships, Relationships, and Student Success; Transitions; Educational Opportunities and Access; College and Career Readiness; Assessment; and Educator Effectiveness.

Many metrics are used in this classification — from graduation rates, college attendance rate, absenteeism, as well as summative academic achievements in Math, English Language Arts, and Science. In 2021-2022, Weeping Water' graduation rate was 87%, which was equal to the state average of 87%, and the attendance rate was 94%, just slightly above the state average of 92%.

Weeping Water Public School's scored above the state average on the NSCAS ACT (3rd Year Cohort) ELA - 68% (state average 46) and Math - 57% (state average 44%).

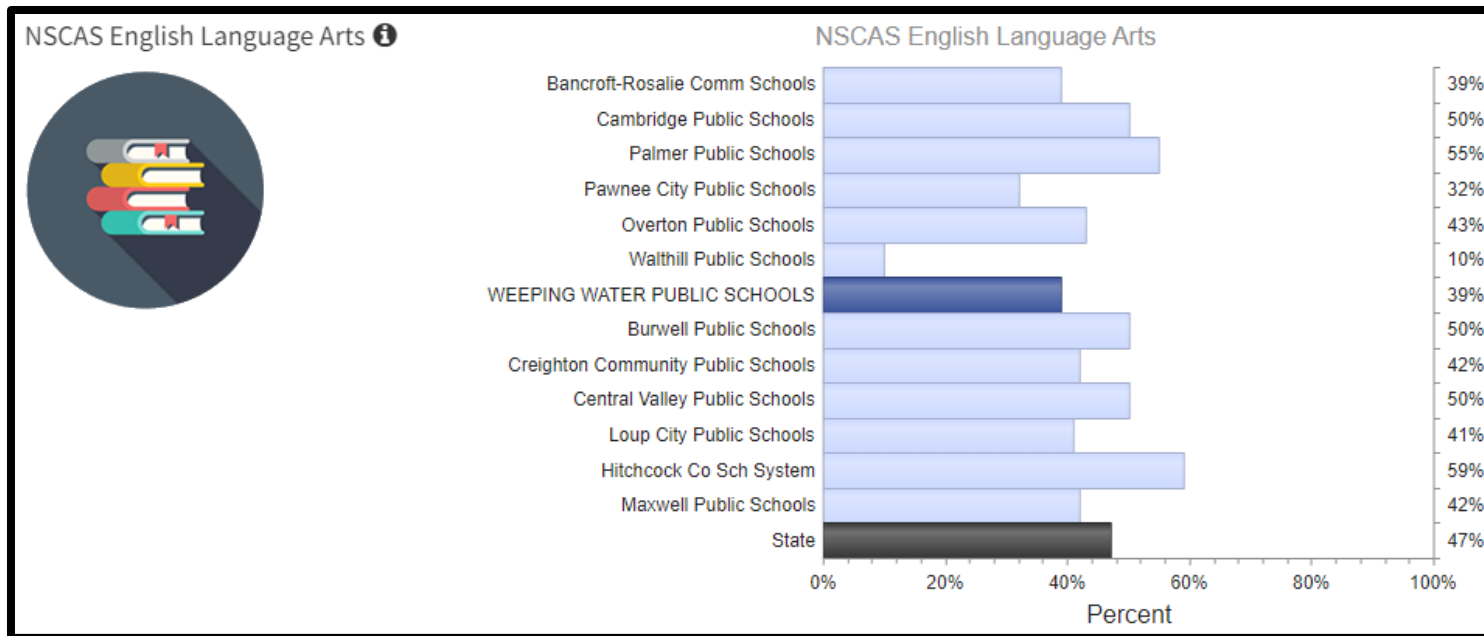
Weeping Water Public School scored below the state average on all other academic assessment measures:

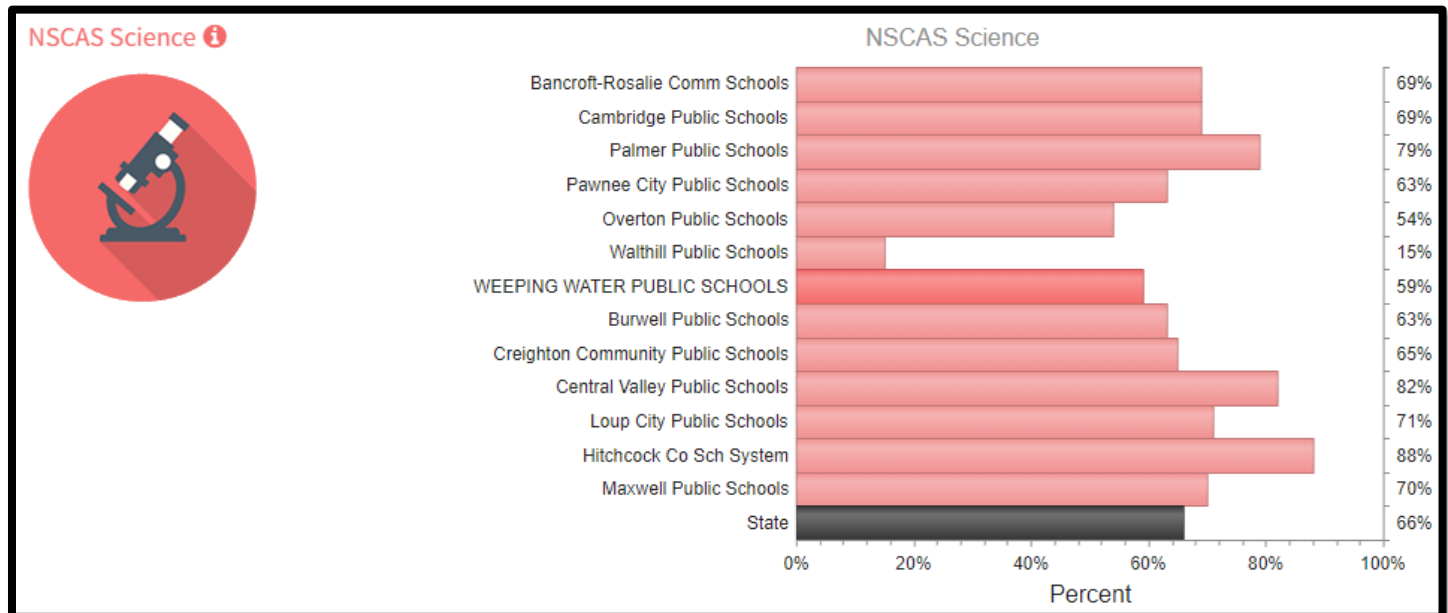
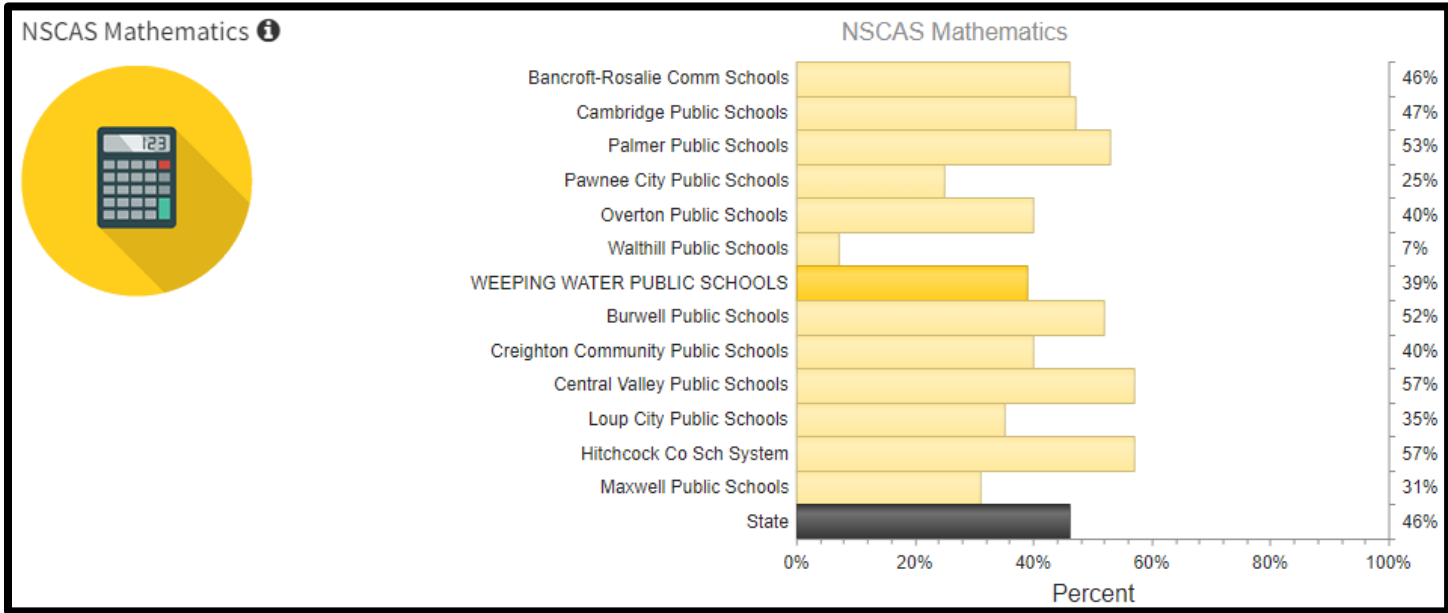
- English Language Arts proficiency at 39% (state average 47%),
- Mathematics proficiency at 39% (state average 46%),
- Science proficiency at 59% (state average 66%)
- NSCAS ACT (3rd Year Cohort) Science 46% (state average 48%).



Performance Comparisons:

The performance comparison below includes 12 Nebraska public schools or districts most similar to this district and are graphed below based on a range of variables, including: school, district, and community characteristics.

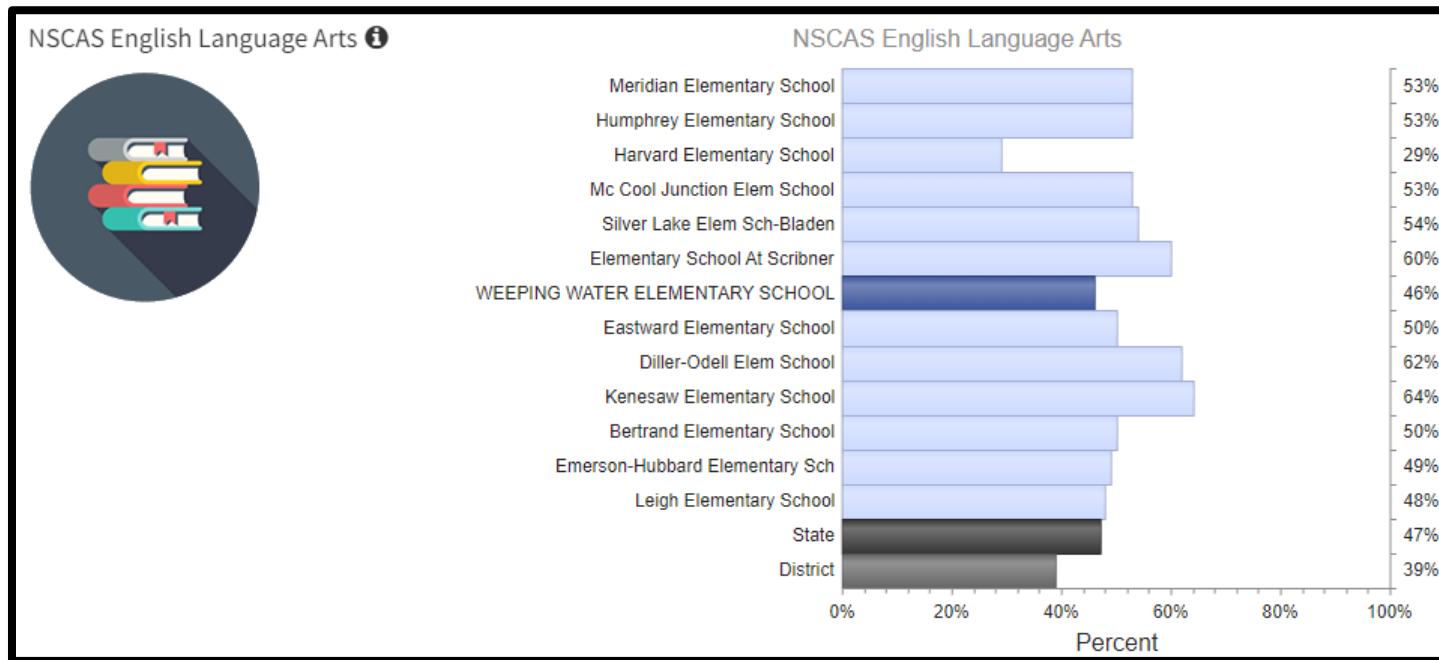


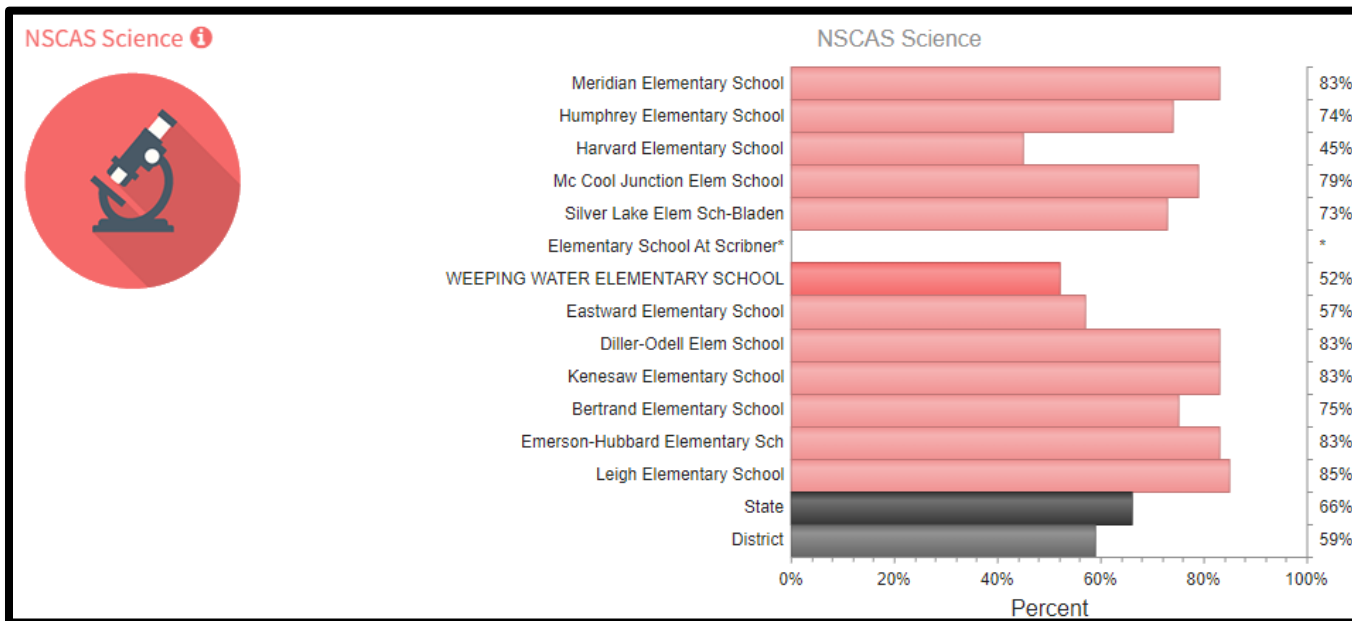
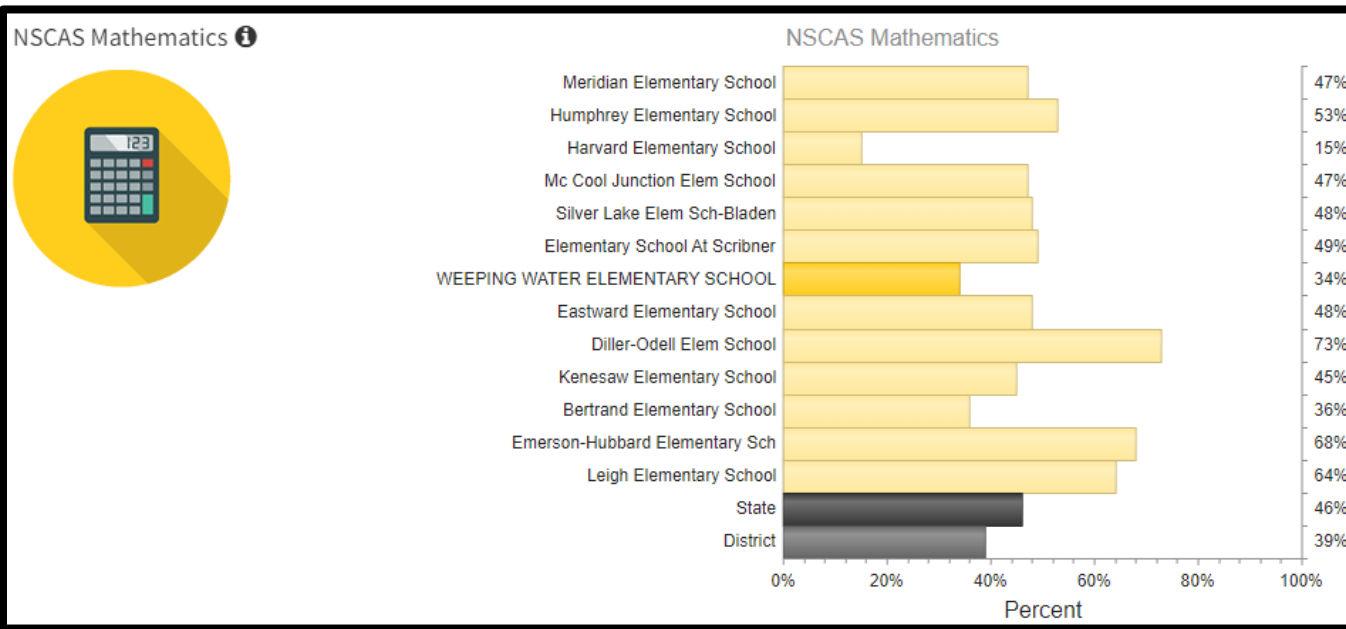




Performance Comparisons

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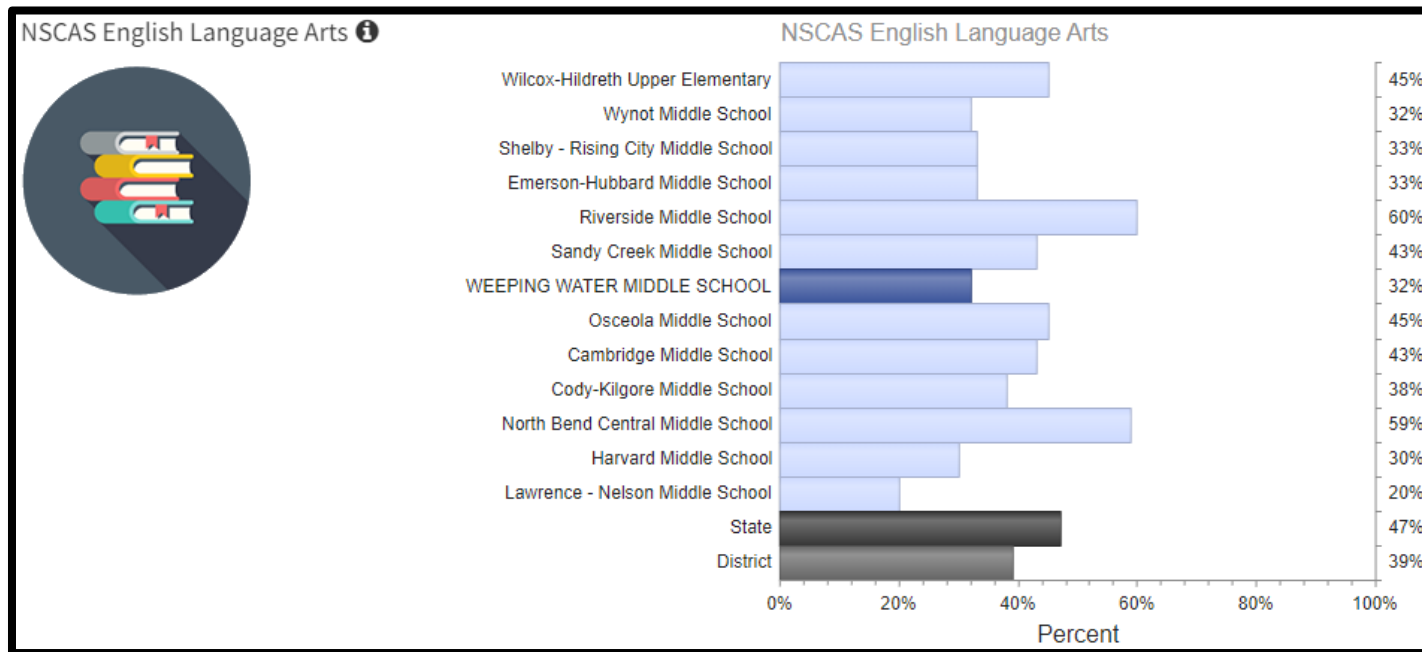


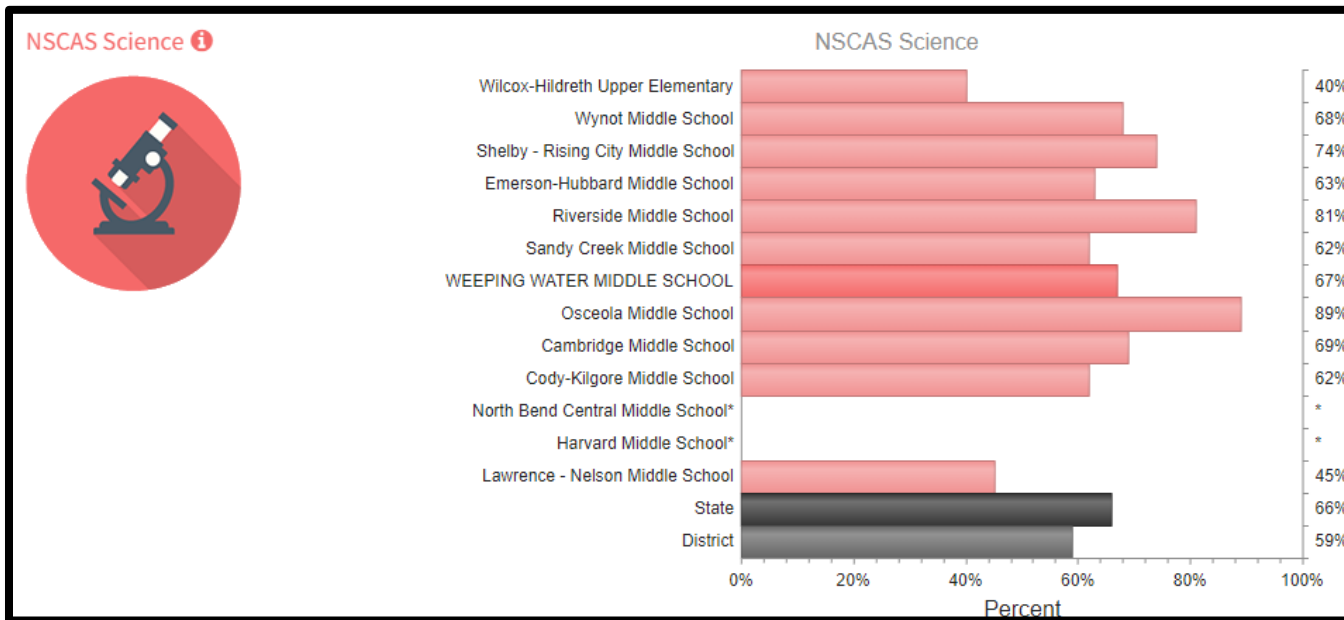
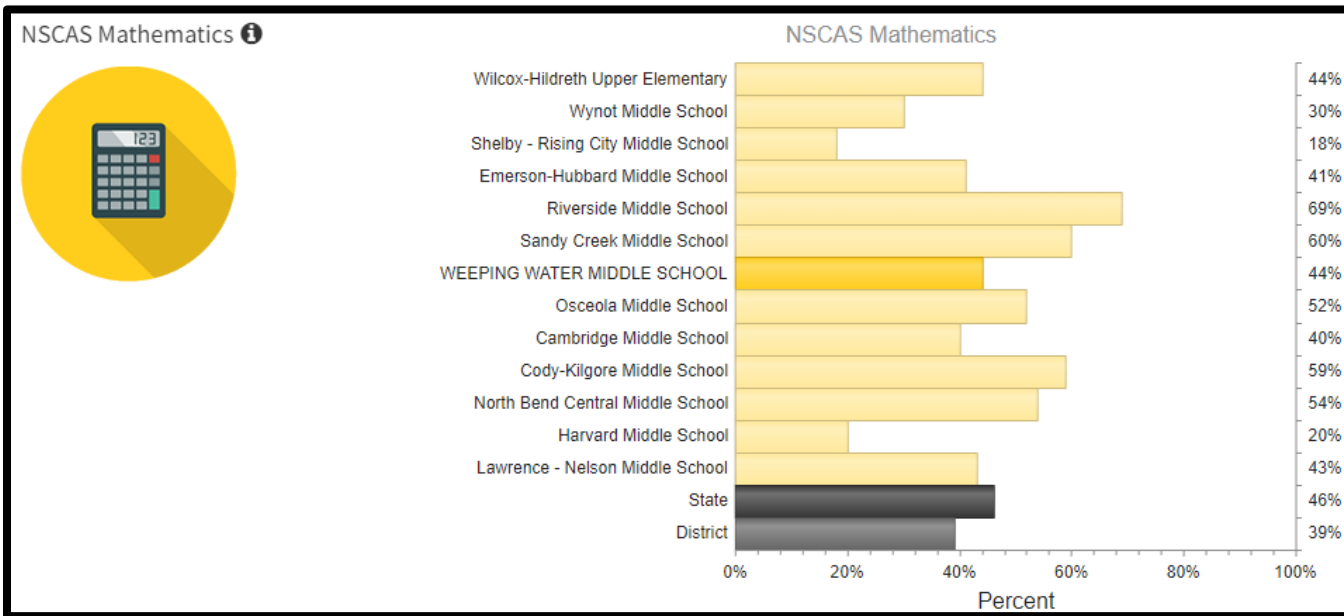




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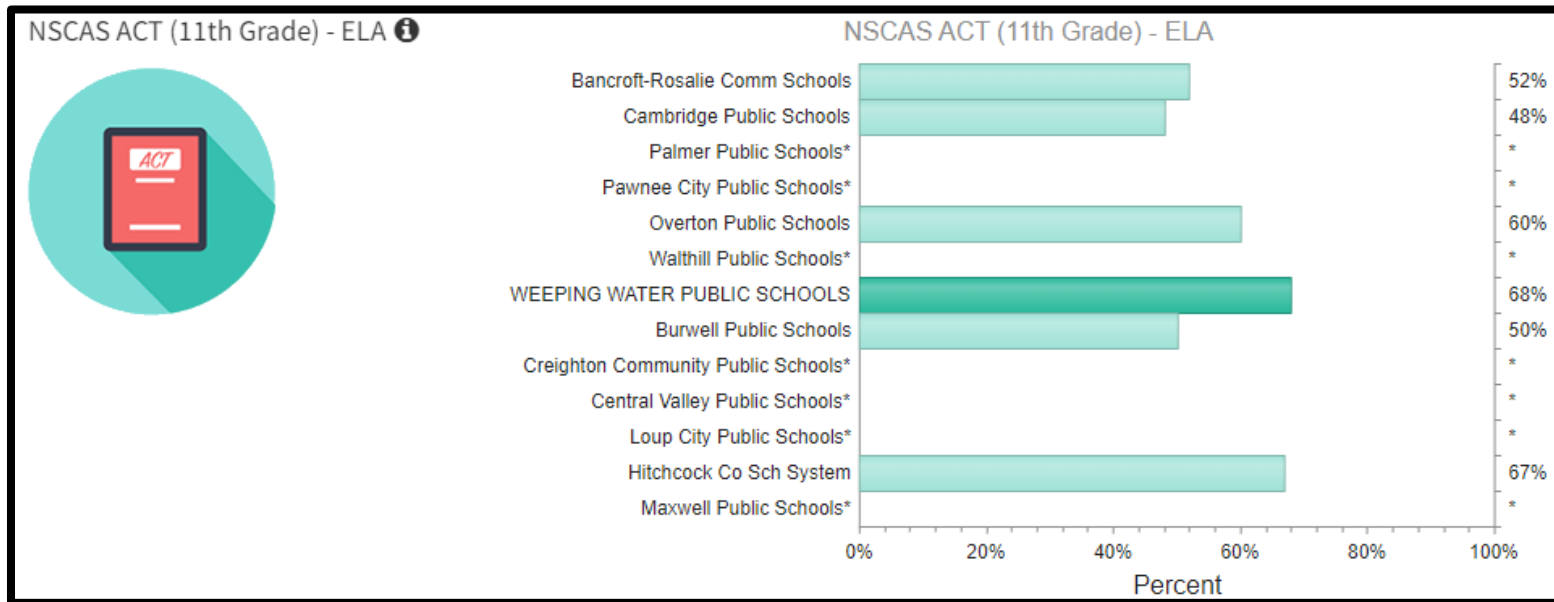






Performance Comparisons

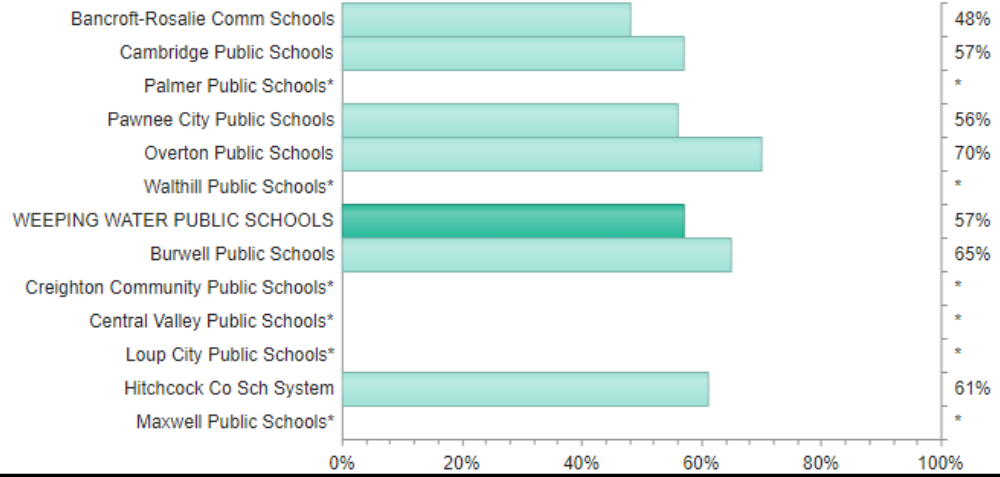
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NSCAS ACT (11th Grade) - Math **i**



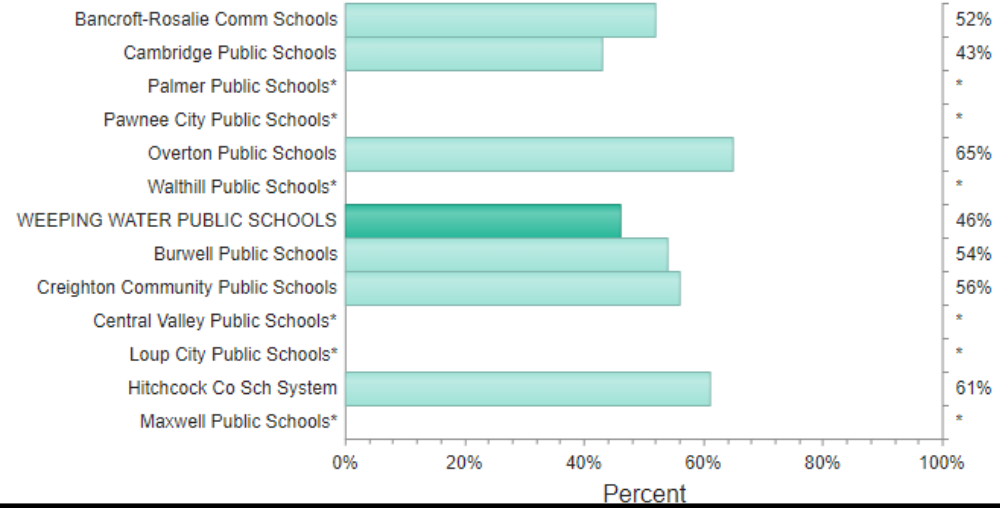
NSCAS ACT (11th Grade) - Math



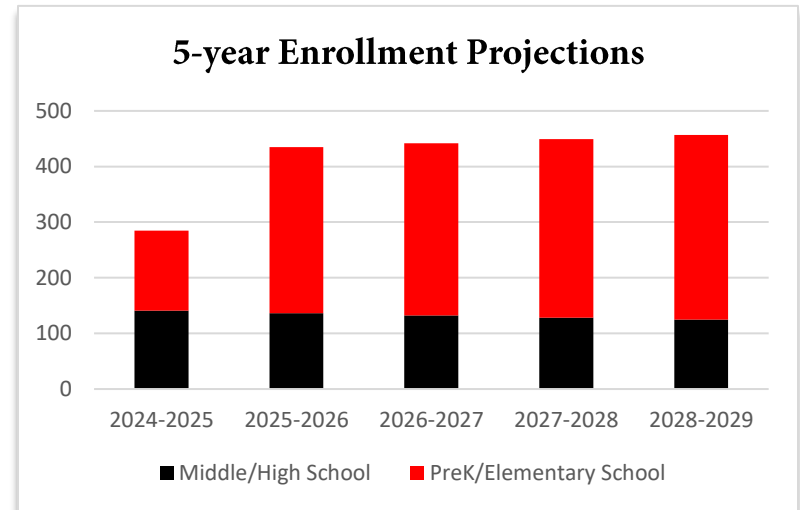
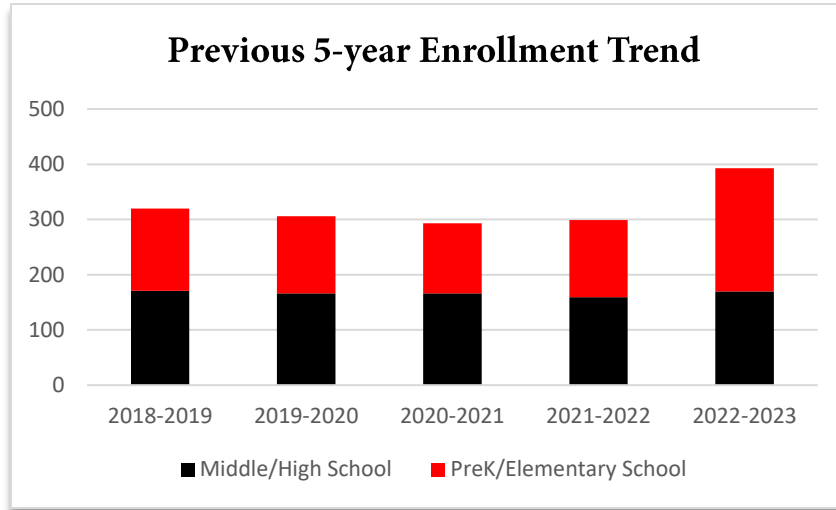
NSCAS ACT (11th Grade) - Science **i**



NSCAS ACT (11th Grade) - Science



Weeping Water Student Enrollment



Weeping Water Percent Change from Previous Year						
	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>Average Change Per Year</u>
Middle/High School	-2.92%	0.00%	-4.22%	6.92%	-14.71%	-2.99%
PreK/Elementary School	-6.04%	-9.29%	10.24%	59.29%	-35.87%	3.66%
Total	-4.38%	-4.25%	2.05%	8.03%	-10.84%	-1.88%

Weeping Water Enrollment Projections						
	<u>Average Change Per Year</u>	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>	<u>2027-2028</u>	<u>2028-2029</u>
Middle/High School	-2.99%	141	136	132	128	125
PreK/Elementary School	3.66%	144	298	309	321	332
Approximate Total		285	435	442	449	457

The enrollment projections are calculated with the assumption of steady growth/decline, but because of the drastic changes in enrollment in the past few years, these numbers may not be truly reflective for projections.

This was obtained from the Nebraska Department of Education Student Membership data.

Data Collection Process

Stakeholder Engagement

The data developed over the course of the stakeholder engagement process was carried out from January to February 2023 through the community engagement process. The district engaged both internal and external stakeholders to gather feedback on setting the district's academic and operational goals for the next five years. In addition, NASB Board Leadership staff facilitated focus group discussions and surveys to engage the broader community. With the support of the Association, the district moved into strategic planning process in July 2023. The district formed a Strategic Overview Committee (SOC) made up of board members, administrators, principals, teachers, students, parents, community members, and business leaders in September of 2023.

The Needs Analysis outlines the district's current state based on the data collected through the stakeholder engagement process which included community members, certified staff, classified staff, administrators, and parents, as well as students in Grades 3-12. NASB Board Leadership staff analyzed the data collected for trends and patterns. Open-ended questions and supporting comments were reviewed for suggestions and recommendations that might better inform the development of the strategic plan.

A Foundation for Success

Weeping Water has many great qualities to build upon to benefit both the staff and students. The leadership demonstrated by Superintendent Reiman, the administrators, and board has paved the way for long-term planning. The strategic plan will serve as a guide for our collective efforts to close the opportunity and learning gap and meet the current and future challenges to deliver on encouraging excellence in Weeping Water's student body. Stakeholders will find a plan that supports and fosters a culture of high expectations and provides the strategies necessary for nurturing equity and excellence. By implementing systemic change, the strategic plan will enable all students to be successful, regardless of circumstance, which is a fundamental belief inherent in this plan.

Comprehensive Needs Index (CNI)

The Comprehensive Needs Index (CNI) is a secondary mechanism provided to the administrators to identify needs that possibly did not surface in the stakeholder engagement data. The CNI provides an extensive list of criteria grouped into ten major categories including: District Climate/Culture, Student-Centered Learning Environment, Academic Achievement, Personnel Effectiveness, Family and Community Partnerships, and District Resources. The rating scale for the CNI is a 1-5 scale with a 5 indicating an area of excellence. Ultimately, the CNI provides an additional lens to confirm, compare, and contrast the identified stakeholder needs by building level and across the district. The five Weeping Water administrators completed the CNI in July 2023.

I. District/Building Climate and Culture

The School District/Building exemplifies and models a culture of high expectations.

	District Administrator Responses:	Building Administrator Responses:
<i>Culture</i>	3	1
<i>Learning Culture</i>	3	1

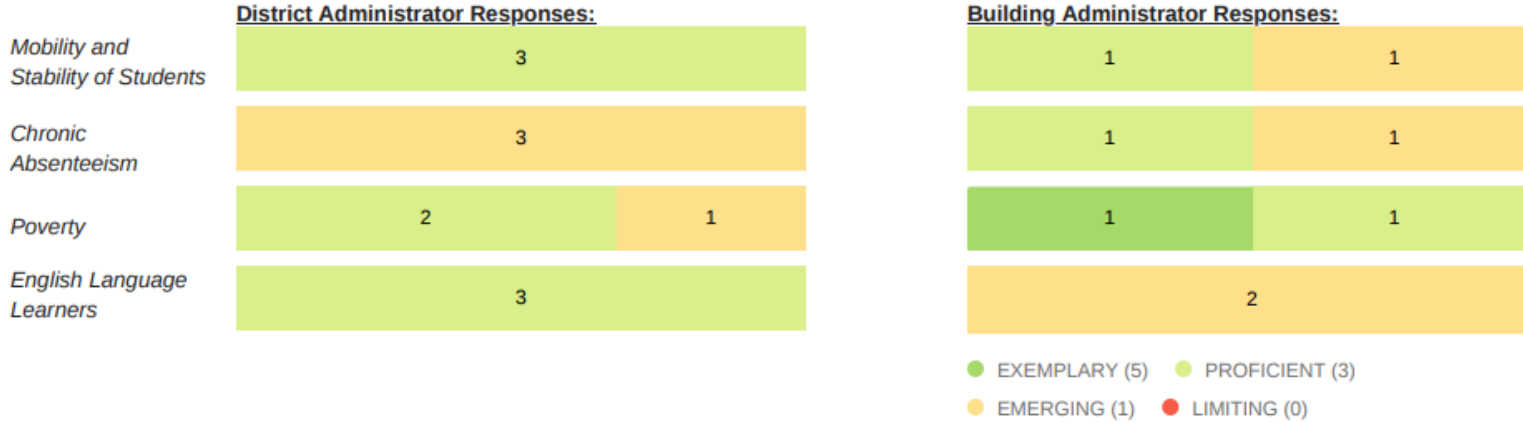
Identify what processes are implemented that encourage collaboration between the administration and staff.
Identify how the School District/Building identifies and develops leadership capacity from within the district.

<i>Collaboration</i>	2	1
<i>Communications</i>	1	1
<i>Change and Growth</i>	3	1

- EXEMPLARY (5) ● PROFICIENT (3)
- EMERGING (1) ● LIMITING (0)

I. District/Building Climate and Culture

The School District/Building exemplifies and models a culture of high expectations.



Comments:

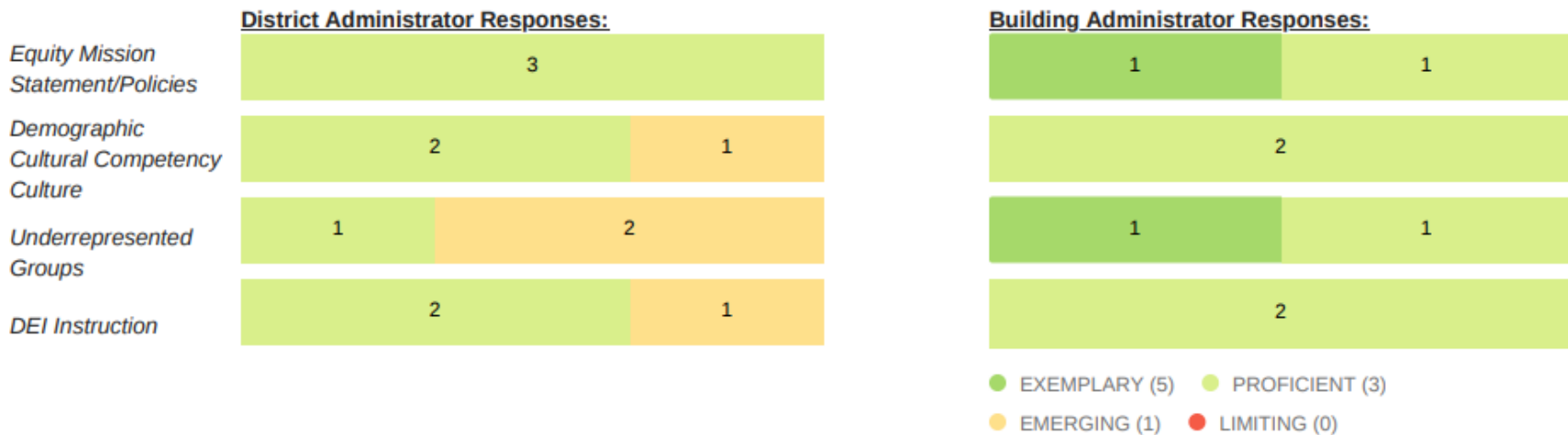
For ELL - we have not had an ELL student in the elementary in the 4 years that I have been at WWPS.

Many of the topics listed above are addressed, however, developing plans and process are ongoing and change as the needs of our students and families changes. High Expectations has been mentioned by teachers: this will be a focus for us.

II. Diversity, Equity, and Inclusion

Identify how the different roles and responsibilities of the School District/Building staff is designed to meet the identified needs.

Identify how the School District/Building leadership fosters a positive and engaging climate for staff and students.



II. Diversity, Equity, and Inclusion

	<u>District Administrator Responses:</u>	<u>Building Administrator Responses:</u>	
<i>Equitable Data Utilization</i>	3	1	1

Important areas to collect disaggregated data:

- Equitable student success: course level enrollment, grade point average, achievement scores and tests, student discipline/absenteeism, bullying/harassment, extracurricular/activities participation, etc.
- Equitable staff success: professional development participation, regular staff feedback/evaluation, participation in committees/collaboration groups, access to mentorship, extracurricular/activity involvement, etc.
- Equitable family engagement: accessibility/participation of parent-teacher conferences, effective communication inclusive of language and method of distribution, etc.

<i>Equity Audit**</i>	1	1	1	1	1
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**A comprehensive equity audit tool thoroughly addresses how equity is being represented in the classroom and school (policy, staffing, school climate/environment, assessment, professional development, curriculum/instruction, student recognition, interventions, marketing, etc.); good examples of comprehensive tools are those provided by the Mid-Atlantic Equity Consortium (found at: <https://maec.org/res/tools/>)

<i>Equity Committee/Engagement</i>	2		1	1		1
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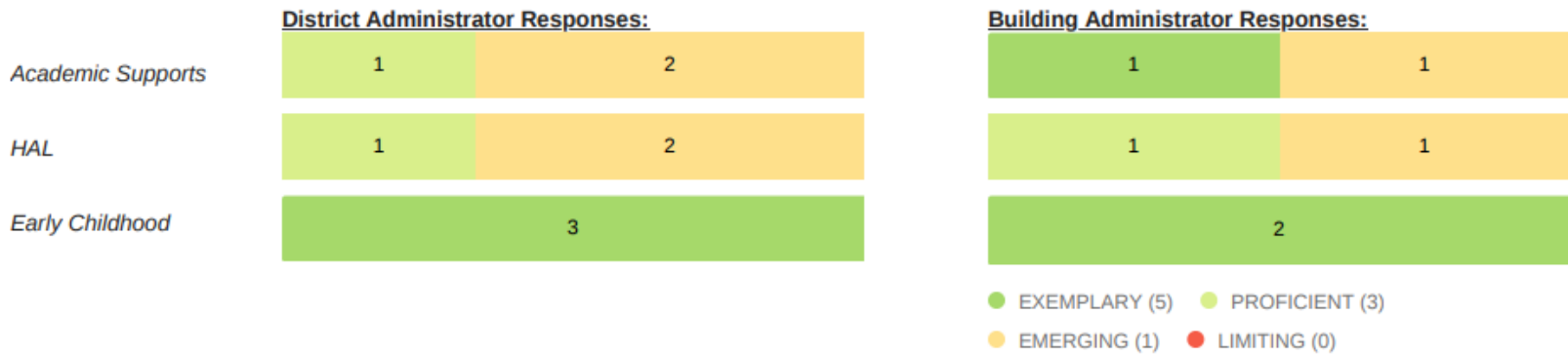
- EXEMPLARY (5) ● PROFICIENT (3)
- EMERGING (1) ● LIMITING (0)

Comments:

These questions are difficult to answer as our community isn't as diverse as other communities. We do look at correlations with student data and try to engage all stakeholders in decision-making.

III. Educational Opportunities Access

The School District/Building dedicates necessary resources to provide effective student support services.



Comments:

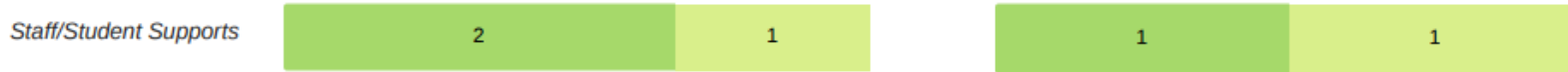
Providing academic supports and interventions is much easier at the elementary level than secondary level. We are working extremely hard to address the need for supports at the secondary level by utilizing time already built in the schedule as well as identifying staff with specific skill sets. Our Early Childhood Programs (Sixpence, childcare and PreK-grade 3) are exceptional.

IV. Student Centered Learning Environment

The School District/Building provides support to vulnerable families and as student(s) transition.



The School District/Building aligns the appropriate staff (i.e., school counselors, social workers, specialists) to support student needs.



- EXEMPLARY (5) ● PROFICIENT (3)
- EMERGING (1) ● LIMITING (0)

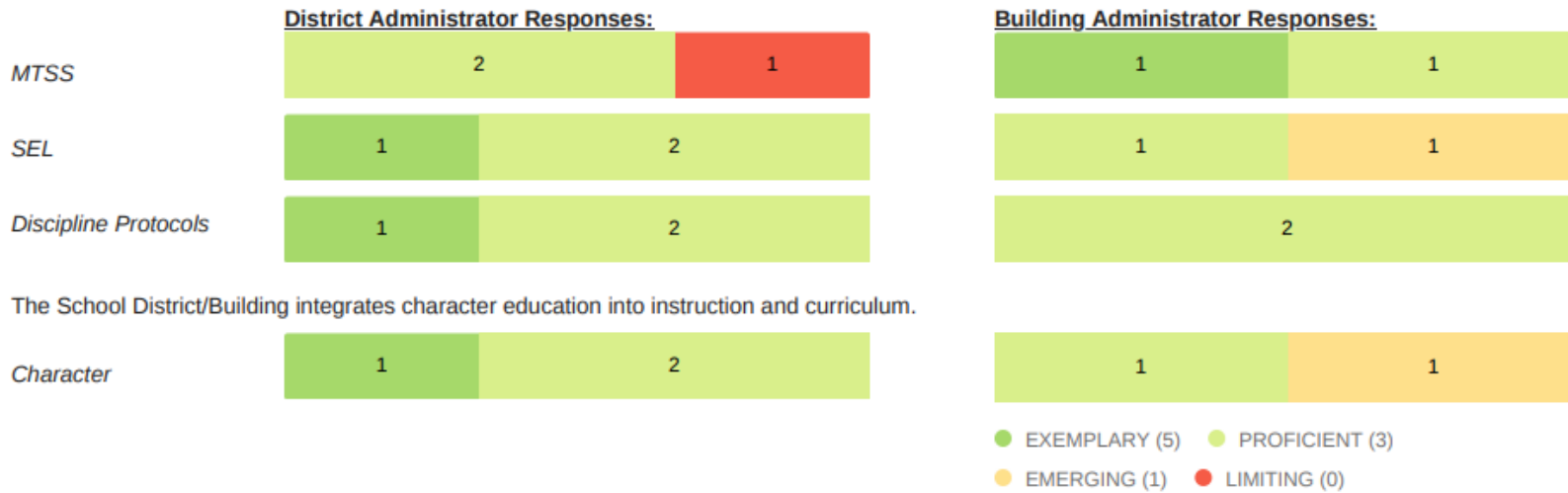
Comments:

We have a strong MTSS process through the implementation of FastBridge to support students. All teachers and support staff provide interventions, however, we could always use more staff and time to provide more interventions. We are very strong in reading and are starting to get there with math, but I would say the upper grades do not get as much time with Title/interventionists as the younger grades. The goal being early intervention.

Our district has plans in place to support students/families with the 'natural' transitions that exist- PreK to K, 5th-6th grade, 8th-9th grade, and 12th-Post Secondary. This includes opportunities for parents to meet their child's teachers and understand the expectations from each transition. Our Student Assistance Team (SCIP) addresses the need for student supports and who is best to deliver those supports.

V. Social-Emotional and Mental Health Well-Being

The School District/Building provides the necessary supports to meet the social and emotional needs of students.



Comments:

The social emotional piece could be a focus area for moving forward. We have pieces in place, but not a strong, sound system.

MTSS is an ongoing process and much easier to do at the elementary level. We're beginning to analyze screening data to determine what social emotional supports are necessary. We have have core level, research-based SEL curriculum available in grades PreK -12.

VI. Academic Achievement

The School District/Building ensures all students have access to rigorous, relevant curriculum.

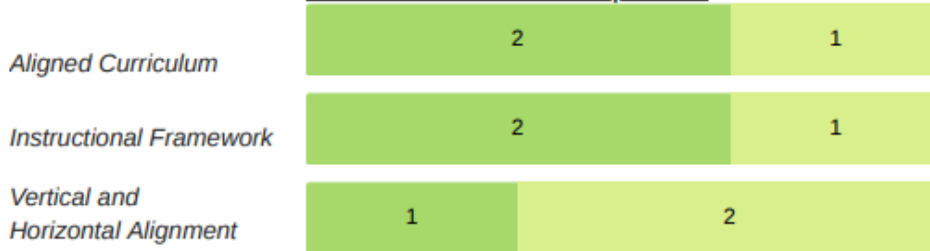
The School District/Building provides a mechanism to ensure the curriculum is appropriately implemented in the classroom.



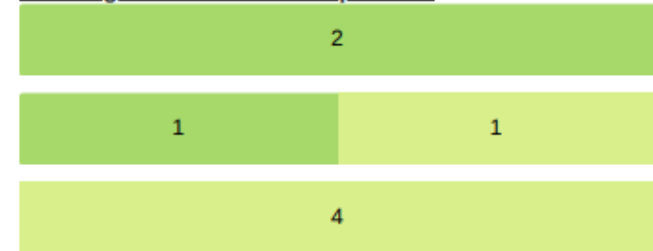
VI. Academic Achievement

The School District/Building creates opportunities time for staff to align the curriculum to the Nebraska Student-Centered Assessment System (NSCAS).
 The School District/Building curriculum is consistent and aligned to the Nebraska Student-Centered Assessment System (NSCAS).

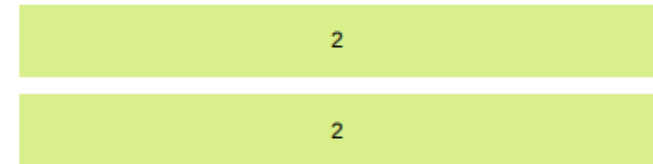
District Administrator Responses:



Building Administrator Responses:



The School District integrates technology into instruction and learning.



- EXEMPLARY (5)
- PROFICIENT (3)
- EMERGING (1)
- LIMITING (0)

VI. Academic Achievement

The School District/Building provides the interventions and programs needed to support growth of student learning.

	District Administrator Responses:	Building Administrator Responses:
<i>Student Achievement</i>	3	1
<i>Monitors Programs and Interventions</i>	1 2	1 1

The School District/Building utilizes a systematic process to ensure that the collection of data and analysis is timely and effective.

The School District/Building equips teachers with data and the knowledge and skills to analyze and modify instruction to improve student learning.

<i>Assessments</i>	2 1	1 1
<i>Data</i>	3	1 1
<i>Data Points</i>	3	1 1
<i>Data Analysis and Engagement</i>	2 1	1 1

● EXEMPLARY (5) ● PROFICIENT (3)
 ● EMERGING (1) ● LIMITING (0)

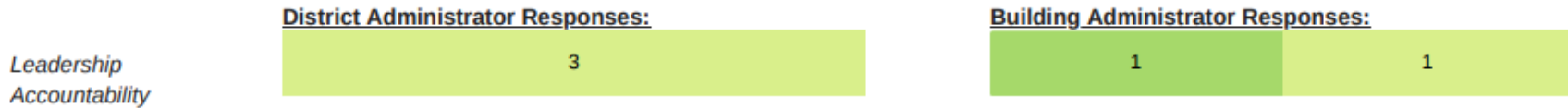
Comments:

Staff is offered Professional Development opportunities to address the areas that are listed above; this includes the Marzano Framework. Implementation fidelity is monitored through walkthroughs and formal observations.

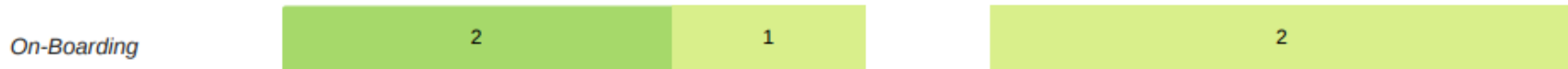
We just completed our first Data Retreat with K-12 teachers for a day and a half. It was very productive. Our plans are to continue this every summer so that we can kick off the school year with this information. I think by next year, we can move this rating up to a 3.

VII. Personnel Effectiveness

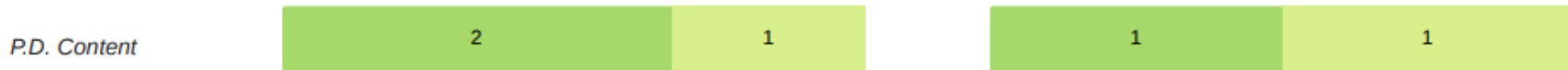
The School District/Building leadership is visible in all classrooms and provides purposeful feedback to support teacher and student success.



The School District/Building professional development plan is purposeful, timely, and appropriate based upon needs identified at the program, and/or School District/Building level.



The School District/Building professional development plan is aligned to student data and identified needs and sustained.



The School District/Building professional development plan is aligned to student data and identified needs and sustained.



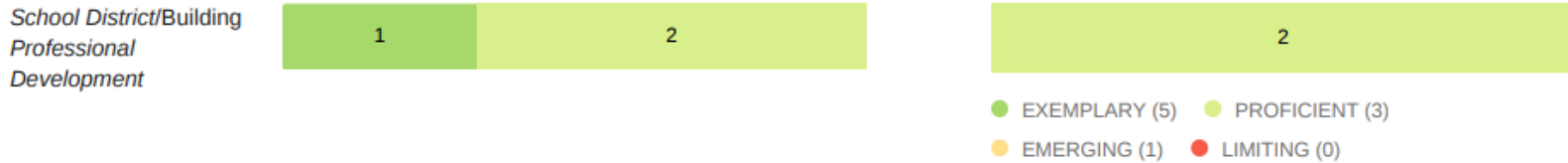
● EXEMPLARY (5) ● PROFICIENT (3)
 ● EMERGING (1) ● LIMITING (0)

VII. Personnel Effectiveness

The School District/Building dedicates the resources needed to support the annual professional development plan.



The School District/Building provides quality professional development for leaders and provides autonomy to the School District/Building level administrator to provide enhanced specific professional development to address School District/Building specific needs.



Comments:

Data analysis drives the need for Professional Development. The Administration has worked diligently to offer the PD that will support teacher effectiveness. This is done with the help and guidance of our ESU.

VIII. Family and Community Partnerships

The School District/Building provides an engaging and welcoming environment for parents, guardians, and patrons.

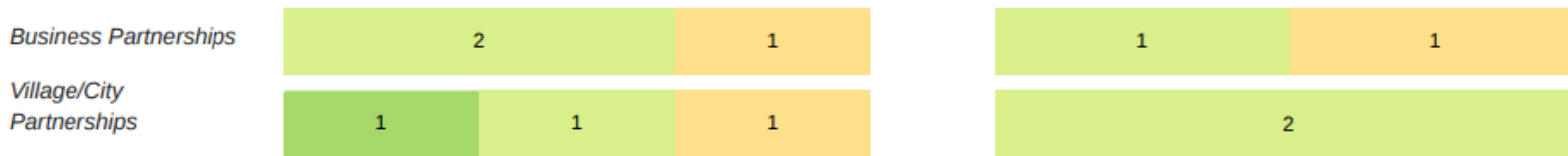
The School District/Building sustains a positive and engaging working relationship and communications with families to support student success.



The School District/Building engages and sustains positive working relationships with community partners and organizations.



The School District/Building partners with business leaders and organizations to provide expanded learning opportunities for students including, but not limited to mentorships, job shadowing, internships, etc.



- EXEMPLARY (5) ● PROFICIENT (3)
- EMERGING (1) ● LIMITING (0)

Comments:

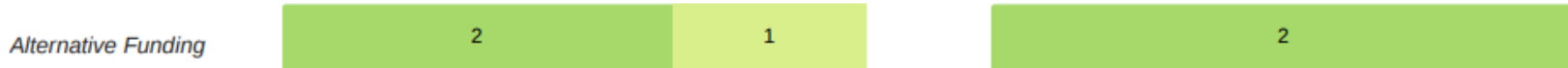
Data analysis drives the need for Professional Development. The Administration has worked diligently to offer the PD that will support teacher effectiveness. This is done with the help and guidance of our ESU.

IX. District Resources

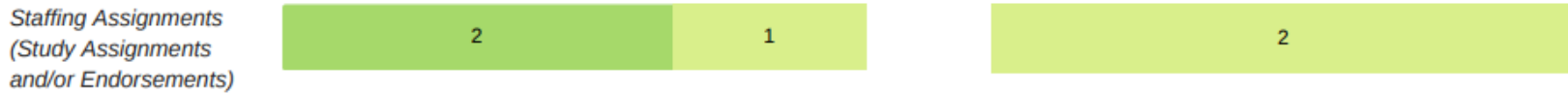
The School District/Building utilizes a systematic process to align and allocate resources to support the identified needs.



The School District/Building pursues alternative funding sources to support instruction and learning.



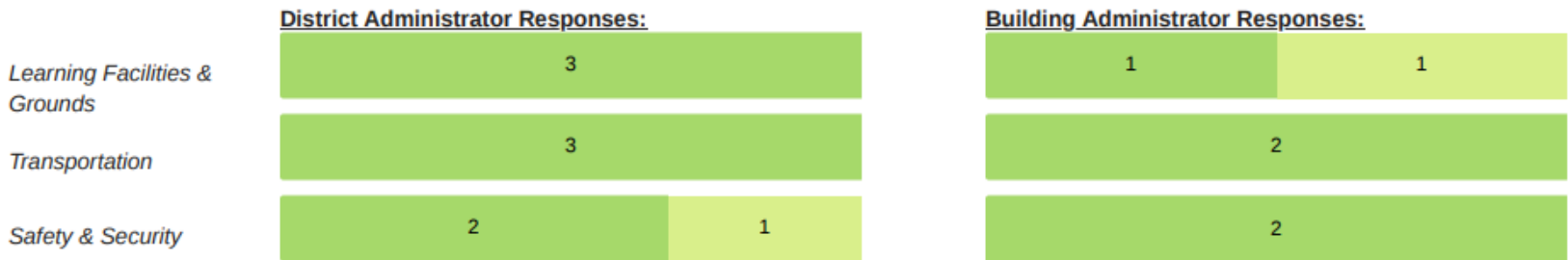
The School District/Building integrates a systematic process to determine how staff is assigned to support education programs and services and the identified needs.



● EXEMPLARY (5) ● PROFICIENT (3)
● EMERGING (1) ● LIMITING (0)

IX. District Resources

The School District/Building maintains a short and long-term facility plan to support the curriculum, instruction, learning, and programs to support a positive learning experience for students.



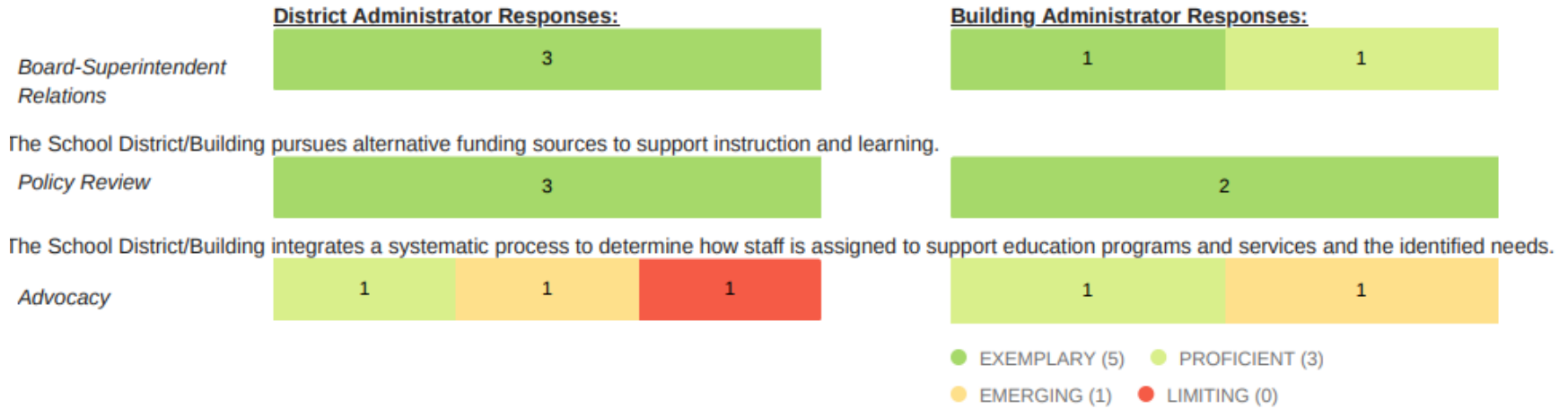
● EXEMPLARY (5) ● PROFICIENT (3)
● EMERGING (1) ● LIMITING (0)

Comments:

This is also ongoing- the district meets state and federal requirements as it relates to safety. Staff participate in required safety training annually. The district utilizes funding sources to maximize benefit for students.

X. Board Governance

The Board works with administrators to align resources and provide continuous support of instruction and learning for all students.



X. Board Governance

The School District/Building maintains a short and long-term facility plan to support the curriculum, instruction, learning, and programs to support a positive learning experience for students.



Comments:

Our school board is supportive and attentive to district needs.

Stakeholder Identified Needs

All data collected throughout the NASB Community Engagement in January through February 2023 was used along with the additional data collected through the NASB Strategic Planning Process in July through September 2023. The full reports from the internal stakeholders are located in the Appendices. The summary of those reports can also be found in the Community Engagement Needs Analysis from Winter 2023 as well as data from the Community Meeting that was held in February 2023.

No.	Identified Need	Admin	Board	Certified	Classified	Parents	Students	Community	SOC
1	Climate and Culture – Trust from Administrators, Support from Coworkers, Positive School Environment, Admin sees Student Perspectives, Bullying, Students feel Valued, Team Culture, Positive Relationship Building, Staff Collaboration, Support from Administrators, Student-First Mentality, Appreciation for Learning, Encouragement, Setting High Expectations, Staff Support at Extracurriculars, Encourage a Culture that Encourages Growth, Learning, Acceptance, and Happiness	✓	✓	✓	✓	✓	✓	✓	✓
2	High Quality Student Opportunities – College/Career Readiness, Life Skills, CTE/Trades Education, Sports, Before/After School Programs, Additional Learning Opportunities, More Non-Athletics Activities, Real World Opportunities/Curriculum, More Electives, Internships/Job Shadowing/Apprenticeships, Expanding Dual Credit/College Classes, CDA, CNI, CDL	✓	✓	✓	✓	✓	✓	✓	✓
3	Academic Support and Performance – Academic Success, Better Classroom Instruction, Increase Academic Performance, SPED Students, HAL Students, Learning Interventions, Academic Support for All Students, Academic Rigor, Test Scores, Differentiated Instructions, Students have Choices for Their Own Learning	✓	✓	✓	✓	✓	✓	✓	✓
4	Community and Family Engagement – Parent Teacher Conferences, Improve Community Relationships, Housing, Close Community, Community Feedback, Improve School Image, Childcare, Communication with Parents, Parent Involvement, Community Involvement, Employer Partnerships/Apprenticeships/Internships/Job Shadowing, Continue Community Supports	✓	✓	✓	✓	✓	✓	✓	✓
5	Personnel Effectiveness – Mentor/Mentee Meetings, More Teachers/Staff, Formal Evaluations, Identify Areas of Improvement, Planning Time, Professional Development, Feedback on Lesson Plans, Leadership from Teachers, Teachers have Tools/Support They Need	✓		✓	✓	✓	✓	✓	✓
6	District Resources – School Facilities, Resource Allocation, Extracurricular Facilities, Outdoor Basketball Court, Aging Building, Cleanliness, Low State Funding, Grants, Pave South Parking Lot, Poor Internet Connectivity, Smart Boards in Classrooms, Teachers have Tools/Support They Need, Transportation, Building Maintenance	✓		✓	✓	✓	✓	✓	✓

No.	Identified Need	Admin	Board	Certified	Classified	Parents	Students	Community	SOC
7	Strong and Supportive System – Administrators, Safety and Security, No Phone Policy, No Yondr Pouches, Strong Communication, Future District Planning, Accountability, Data-driven Decisions, Clarifying Expectations, Weekly Newsletter, School Pick-up, District Policy	✓	✓	✓	✓	✓	✓		
8	Social-Emotional, Mental Health Well-Being – Social-Emotional Mental Health Well-Being for All Students and Staff, Leaving Work at School, Third Party Mental Health Support, SEL Curriculum, Self-Care, Teacher/Staff Well-Being, Stress Management, Resiliency	✓		✓	✓	✓	✓		✓

Program Service Overview

Administrators were asked to provide input on specific program services offered in the district that they would like to recommend/improve or grow. The following are the programs that were identified.

Special Education

Description of Program/Service:	Annual Budget:	Funding Source:	Required FTE's:	Grade Levels Served:	# of Students Served:
Providing specially designed instruction for students with disabilities Birth-21	600,000	Federal, State, Local	4+	0-21	64
How does this program / service align with the district mission?					
Effective practices benefit ALL students, including students with disabilities.					
Should the district consider discontinuing or reducing this program / service? If so, why?					
Special education is a requirement and cannot be reduced or discontinued.					
Is this program / service available to all district students at the appropriate level? If not, why not?					
Only through evaluation are students eligible for special education services.					
Is there a need to modify or progress this program / service? If so, how and why?					
Special education services are continually evolving and it's about determining what is appropriate and best practices.					
What potential exists for the growth of this program / service?					
The number of students identified as having a disability is increasing.					
What obstacles must be addressed that may prevent growth? (i.e. funding, staff resources, technology)					
Special education funding is very complicated and needs to constantly be monitored because of the different funding sources that are available. Special education staffing has been a challenge -shortage of Speech Language Pathologists, Psychologists, teachers, etc. This has not yet been an impact at Weeping Water, but could be in the future.					
Any additional information or notes about this program / service?					
There continues to be a need for training for staff about special education and how to meet the needs of students with disabilities in the general education setting.					

ELL/Title III

Description of Program/Service:	Annual Budget:	Funding Source:	Required FTE's:	Grade Levels Served:	# of Students Served:
Services and supports for English Language Students	1,500	Grant allocation, local funds	.05	K-12	4

How does this program / service align with the district mission?

Meeting the needs of student whose language is other than English.

Should the district consider discontinuing or reducing this program / service? If so, why?

No- this program is necessary to support our EL students.

Is this program / service available to all district students at the appropriate level? If not, why not?

No- only eligible students.

Is there a need to modify or progress this program / service? If so, how and why?

Not at this time.

What potential exists for the growth of this program / service?

We only have a small number of students who are eligible and we need to be prepared to serve them as well if any families were to move into the district. The eligible families have been in the district for many years.

What obstacles must be addressed that may prevent growth? (i.e. funding, staff resources, technology)

Identifying and training a teacher to support the EL who has an endorsement in this area, finding an interpreter when it is necessary.

Any additional information or notes about this program / service?

Teachers don't always have a lot of knowledge in how best support EL students in their classroom (what are best practices, student expectations, etc). We rely heavily on the support of ESU 3 and that has been extremely helpful.

Strategic Overview Committee Identified Needs

The SOC committee identified needs through Weeping Water Public School's Mission and Belief Statements, and a SOAR analysis. There were 3 groups within the SOC that brainstormed Strengths, Opportunities, Aspirations and Results for Weeping Water Public School and recommended the proposed Mission and Belief Statements.

I. **Mission:**

The mission of Weeping Water Public School is Every Student, Every Day, Lifelong Learning is the Weeping Water Way!

Proposed Mission Statement –

We are a tribe that: accepts, inspires, and empowers OUR students, families, and community!

II. **Belief Statements**

We Believe...

- ***Everyone shares in the responsibility of the education of our youth.***
- ***Every student is valuable and capable of learning.***
- ***Students need a positive learning environment.***
- ***In the value of academics, fine arts, and extracurriculars activities.***
- ***High expectations promote personal excellence.***

Proposed Belief Statements -

Building Foundations

Cultivat**I**ng Achievement

EDucating with purpose

Igniting Potential

VAlu**I**ng Diversity

Nurturing Excellence and

In**S**piring Tomorrow

SOC SOAR (*Strengths, Opportunities, Aspirations, and Results*) Identified Needs:

In the completed analyses, the following top themes emerged – listed in descending order:

<u>STRENGTHS</u>	<u>OPPORTUNITIES</u>
<ul style="list-style-type: none"> • Building/Facilities/Parking – (3) • Community Support/Relationship of/with School/Students – (3) • Teacher/Student Relationships – (2) • Teacher to Student Ratio – (2) • 4 Day Week – (2) • Meet all Children’s Needs – (2) <ul style="list-style-type: none"> ○ Good School Community Intervention and Preventions Process – (2) ○ Childcare ○ Special Education ○ Social-Emotional • Leading the Way for Rural Schools with Early Childhood <ul style="list-style-type: none"> ○ Pyramid Model Implementation – (2) ○ Preschool ○ Childcare ○ Sixpence – Rule 11 Certified Teachers • Diversity of Our Small Community • Many Academic Options and Interests • Up-to-Date Curriculum • Meet the Needs of Families and Students <ul style="list-style-type: none"> ○ Telehealth Room in School building • Centered Around Plan = Try to Reach that Plan • Relationship with Community • Students Support Each Other • Opportunities for Student Involvement <ul style="list-style-type: none"> ○ Clubs ○ Sports/Many Athletic Options ○ Arts ○ Activities • Recreation Center • Social Emotional Learning 	<ul style="list-style-type: none"> • CDA – Child Development Associate Degree – (3) <ul style="list-style-type: none"> ○ Could Partner with Sixpence • Internships/Job Shadowing – (3) • Expanding Dual Credit/College Classes – (2) • Childcare – (2) • Employment Opportunities/Employer Partnerships – (2) <ul style="list-style-type: none"> ○ Kerford Limestone ○ Westover Roack and Sand • Work Release Program – (2) • Certified Nursing Assistant – (2) • Commercial Driving License – (2) • Vocational Rehab • Life of an Athlete Program • Transport Students to SCC • Jobs for America’s Graduates Before/After School Care • Real World Curriculum <ul style="list-style-type: none"> ○ Poverty Simulation ○ In Schools Savings Program ○ Agriculture Food and Natural Resources Program ○ Career Technical Education • Grants • Trade/Apprenticeships • Peterson Scholarship through Foundation • Need to Connect Students Better

ASPIRATIONS

- Nurture the Potential of All Students – (3)
- Meet the Needs of Every Family – (3)
- Are we making good citizens? All Students – (2)
- Social-Emotional Well-Being for All Students and Staff – (2)
- Small School Type of Feel/Culture – even with growing numbers – (2)
- Affordable Housing – (2)
- To be accepting and part of a community – all jobs are important.
- Continue Community Supports
- Excellent in Every Area – Expectation to be at Level Every Year
- Teachers have Tools/Support They Need
- Staying Ahead/Cutting Edge/ Being Innovative
- Support Each Other and Their Successes – Balance

RESULTS

- Life Skills/Feeling Prepared – (2)
- Internships/Job Shadowing/ Apprenticeships – (2)
- Growth of Student Body/Increased Student Population
- Teacher Retention/Recruitment
- Students have a Plan or Support
- More Responsibility as Students Grow up
- Academy Path
- Students have Choices for Their Own Learning
- School is Hub for Everything
- All Students Graduate
- Be the Top School in Cass County
- That students know they matter.
- There is no waiting list for quality childcare.
- Create Our Own Voice
 - Media
 - Newspapers
 - Articles, Etc.
- Staff love coming to work each day.
- School is Actively Involved in Everything like Community
- Everyone who wants to live in our community can.
- Every job opening has many quality applicants.
- Students understand expectations and are motivated to achieve quality – in all areas academics, life, athletics.
- Create a culture that encourages growth, learning, acceptance, and happiness.

Glossary of Terms

Needs Analysis Terms

Choice Count: Number of participants who stated this topic.

District Leadership: A group comprised of the superintendent, other specified district administrators, and the school board.

External Stakeholders: May include, but not be limited to parents, community leaders, local business leaders, elected officials, representatives from community service organizations, local and state government officials, representatives from local or regional institutions of higher education, any and all interested members of the community.

Internal Stakeholders: Include superintendent, assistant superintendent(s), district directors, coordinators, administrators, building administrators, certified staff, classified staff, and students.

Mean: 5 is strongly agree; 1 is strongly disagree

Program and Service Overview: The analysis by district-level and building-level administrators of district effectiveness in programs, services, and instruction to support the district's mission while efficiently utilizing all resources (i.e. funding, facilities, technology, personnel, time, graduation rates, etc.). The process enables administrators to answer fundamental questions about the district's programs and services:

- Are we mastering the learning process the curriculum is designed to achieve?
- Are we providing the professional development needed to ensure success in our classrooms?
- Do we have appropriate policies and procedures in place?
- Do we create, review, implement, and disseminate our policies and procedures consistently throughout the district?

Strategic Needs Analysis: A comprehensive, multifaceted reflection of the district as well as its perceived and potential needs. The collected data and summary of needs enable the district to address and discuss the objectives and planned outcomes. It is a distinct and necessary phase of the strategic planning process to ensure the board and administration model educational accountability through purposeful planning and measurable goals to support growth of student learning districtwide.

Strategic Overview Committee (SOC): A diverse group of 15 to 25 internal and external stakeholders identified by district leadership. The SOC meets multiple times throughout the process and plays a critical role in guiding the creation of the strategic plan by defining the district's mission and vision, reviewing collected data, and helping to set guiding principles. Individuals to consider for the SOC may include, but are not limited to:

- Board Members
- District Level Directors

- Building Level Administrators
- Staff Leaders
- Parents
- Business Leaders
- Community Leaders
- Students

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis: For various stakeholder engagement sessions, we ask the participants to discuss what they perceive to be the SWOT of the district. This is a very effective approach for initiating purposeful discussion and conversations as the stakeholder groups begin to identify needs.

Educational Terms

Aligned Curriculum: Curriculum that consistently meets the state content area standards for education at all levels.

Curriculum: A systematic plan that describes the content taught in the classroom.

Curriculum Scope and Sequence: The level of depth, order, and pacing of curriculum in a classroom.

High Ability Learners (HAL): A student who gives evidence of high-performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully [as defined in Nebraska Revised Statute Sec. 79-1107 (3)].

Horizontal Curriculum Alignment: Curriculum that provides consistent content within a grade level, especially across multiple classrooms.

Instructional Framework: A shared understanding of instructional principals and implementation within and across classrooms to which all members of the school community are committed and accountable.

Professional Development (PD): Specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.

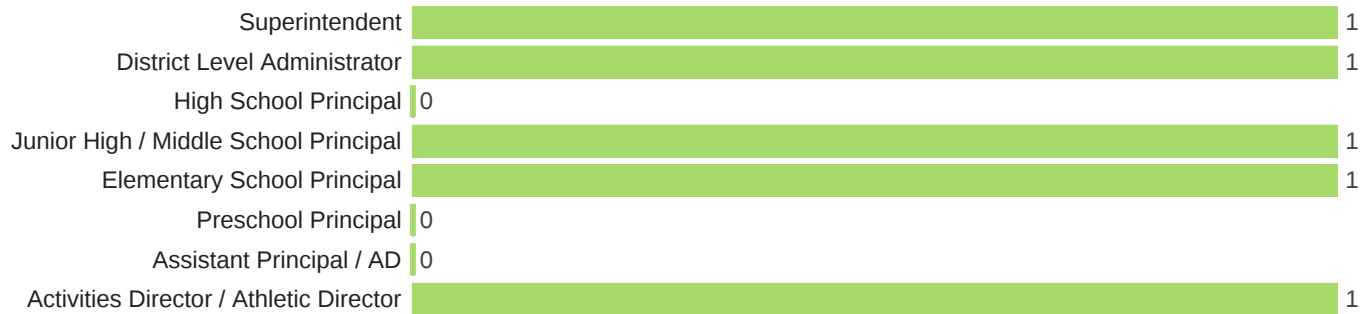
Social-Emotional Learning (SEL): The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (as defined by Collaborative for Academic, Social, and Emotional Learning).

Teacher Evaluation: The method by which teachers are assessed. Two evaluation types exist: formative and summative. Formative evaluation is a tool used to improve instruction. Summative evaluation is a tool used to make personnel decisions.

Vertical Curriculum Alignment: Curriculum that effectively and logically builds on the content taught in the previous grade level and effectively prepares the student for the transition into the following grade level.

DEI: Diversity, Equity, and Inclusion

Appendix A - Administrator Engagement Data



What are the greatest strengths of your district?

Care for Students	1
Collaboration	1
Community Support	1
Data-Driven Decision Making	1
FastBridge	1
Helpful Environment	1
High-Quality Instructional Materials	1
Leadership From Teachers	1
Multilevel Interactions	1
Small School Size	1
Student-Focused	1
Support for Students Birth-12	1
Welcoming Environment	1

What is the most important outcome you would like to realize from the Community Engagement process? Why is this a priority for you?

Community Feedback	4
Athletics and Activites Feedback	1
Future District Planning	1
Identify Community Priorities	1

Diversity, Equity, and Inclusion

Who are the under-represented minority groups in your school district?

Low SES	4
ELL/ESL	3
People of Color	2
LGBTQ+	1
Special Education	1

What are the district initiatives that address diversity, equity, and inclusion with students and staff?

MTSS Implementation	2
Back Pack Program	1
Director of School Improvement	1
District Policy	1
ESL Offerings	1
FastBridge Screening	1
High Quality Instructional Materials	1
Mental Health First Aid Training	1
Partnership with ESU3	1
PBiS Systems of Care Grant	1
Professional Development for Staff	1
SCIP	1
Second Step Curriculum	1
SEL Curriculum	1
Staffing to Include Students in Classroom	1
Surveys	1
Tabitha's Thread	1
Univeristy of Minnesota Grant	1
Weekly LMHP Visit	1

Please explain how the district has intentionally engaged stakeholders who are members of the under-represented minority groups?

Email	2
Mail Home/Send Materials Home with Kids	2
Online Engagement	2
Phone Calls	2
Translation Services	2
ELL Professional Development	1
Meetings	1
Sixpence Daycare Program	1
Small School	1

What data are you collecting and utilizing to inform / validate your DEI initiatives?

EduClimber	2
FastBridge	2
Behavior/Attendance	1
CIP	1
Grades	1
Informal Qualitative Data	1
Intervention Data	1
MTSS	1
None	1
PowerSchool	1
Progress Toward Diploma	1
State Assessments	1
Surveys	1
Unsure	1

What are the barriers to more equitable outcomes?

Attendance
Both Parents Working
Continuing Education
Engagement
Finding Help Outside of School
No Internet Access
Ongoing Teacher Training

How will you/the district mitigate the negative impacts to address the barriers identified above?

1	Communication with Parents	2
1	After School/In Service Day Options	1
1	Attendance Plans	1
1	Engagement Strategies	1
1	In-Service Days to Help Students	1
1	Opporunities for Continued Education	1
	Portable WiFi for Students	1
	Professional Development	1
	Staff Effectively Planning and Pacing	1

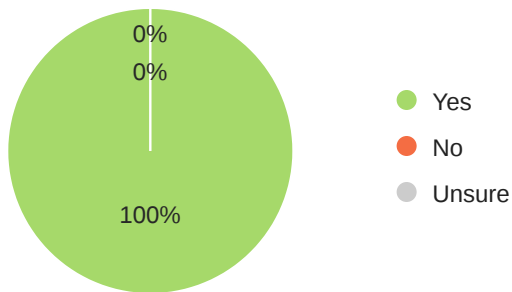
Student-Centered Learning Environment

Please respond to the following statements about students in your district / building / level:

Field	Mean	Response Distribution		Legend	
Students' basic needs are met (food, shelter, rest)	3.40	2	3	● Strongly Agree	
Students feel safe/secure at home	3.00	5		● Agree	
Students feel safe/secure at school	3.40	2	3	● Unsure	
Students are generally happy	3.20	1	4	● Disagree	
Students are not affected by bullying	1.64	2	2	1	● Strongly Disagree
Students rely on the district for stability	2.82	2	2	1	
Students rely on staff for social-emotional mental health well-being support	3.40	2	3		

Field	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	Total
Students' basic needs are met (food, shelter, rest)	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5
Students feel safe/secure at home	0.00% 0	100.00% 5	0.00% 0	0.00% 0	0.00% 0	5
Students feel safe/secure at school	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5
Students are generally happy	20.00% 1	80.00% 4	0.00% 0	0.00% 0	0.00% 0	5
Students are not affected by bullying	0.00% 0	40.00% 2	40.00% 2	20.00% 1	0.00% 0	5
Students rely on the district for stability	40.00% 2	40.00% 2	20.00% 1	0.00% 0	0.00% 0	5
Students rely on staff for social-emotional mental health well-being support	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5

The district utilizes Multi-Tiered Systems of Support (MTSS).

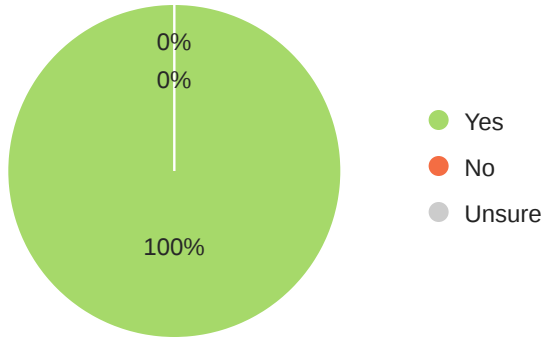


If yes, is MTSS used effectively? Please explain.

Effective in Elementary	4
Developing in MS/HS	3
Developing SEL Implementation	2
Core Interventions If Needed	1
Elementary - FastBridge Screening	1
High School Attendance and Anxiety	1
MS/HS Data Not Utilized	1
Progress Monitoring for Tier 2 & 3	1
Regular Staff Meetings	1
University of Minnesota Grant	1

Student Achievement

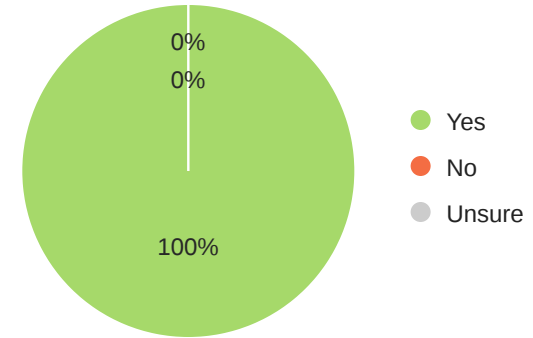
Does the district utilize an adopted instructional framework/model?



If yes, what framework/model?

Marzano

Is the teacher evaluation aligned to the instructional framework/model?



How frequently does the district review adopted curriculum?

5	7 years	4
	Completed Full Elementary Review in 3 years	1
	Different Content Each Year	1
	New State Standards	1
	When Necessary	1

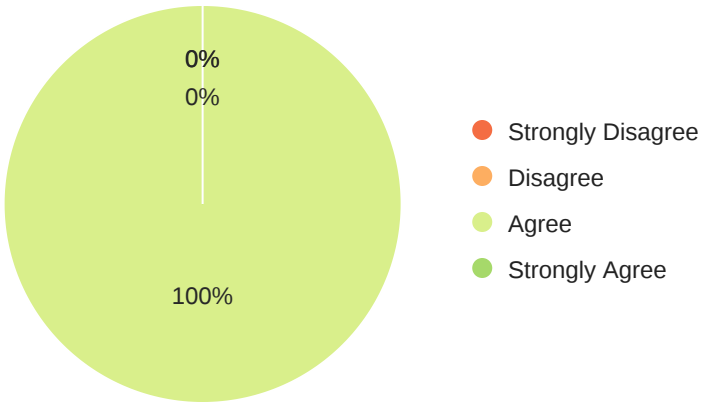
Please answer the following statements:

Field	Yes	No	Unsure	Total
Has the district adopted curriculum in all subject areas?	100.00% 5	0.00% 0	0.00% 0	5
Is the curriculum aligned horizontally?	100.00% 5	0.00% 0	0.00% 0	5
Is the curriculum aligned vertically?	100.00% 5	0.00% 0	0.00% 0	5
Is the curriculum aligned to state standards?	100.00% 5	0.00% 0	0.00% 0	5
Does the district provide scope and sequence?	100.00% 5	0.00% 0	0.00% 0	5

Please respond to the following statements about lesson plans:

Field	Yes	No	Unsure	Total
Are teachers required to develop weekly lesson plans?	100.00% 2	0.00% 0	0.00% 0	2
Are teachers required to share lesson plans with the building administrator?	100.00% 2	0.00% 0	0.00% 0	2
Are lesson plans consistent across level / subject / building?	100.00% 2	0.00% 0	0.00% 0	2
Are teacher evaluations aligned with the district expectations for lesson plans?	100.00% 2	0.00% 0	0.00% 0	2

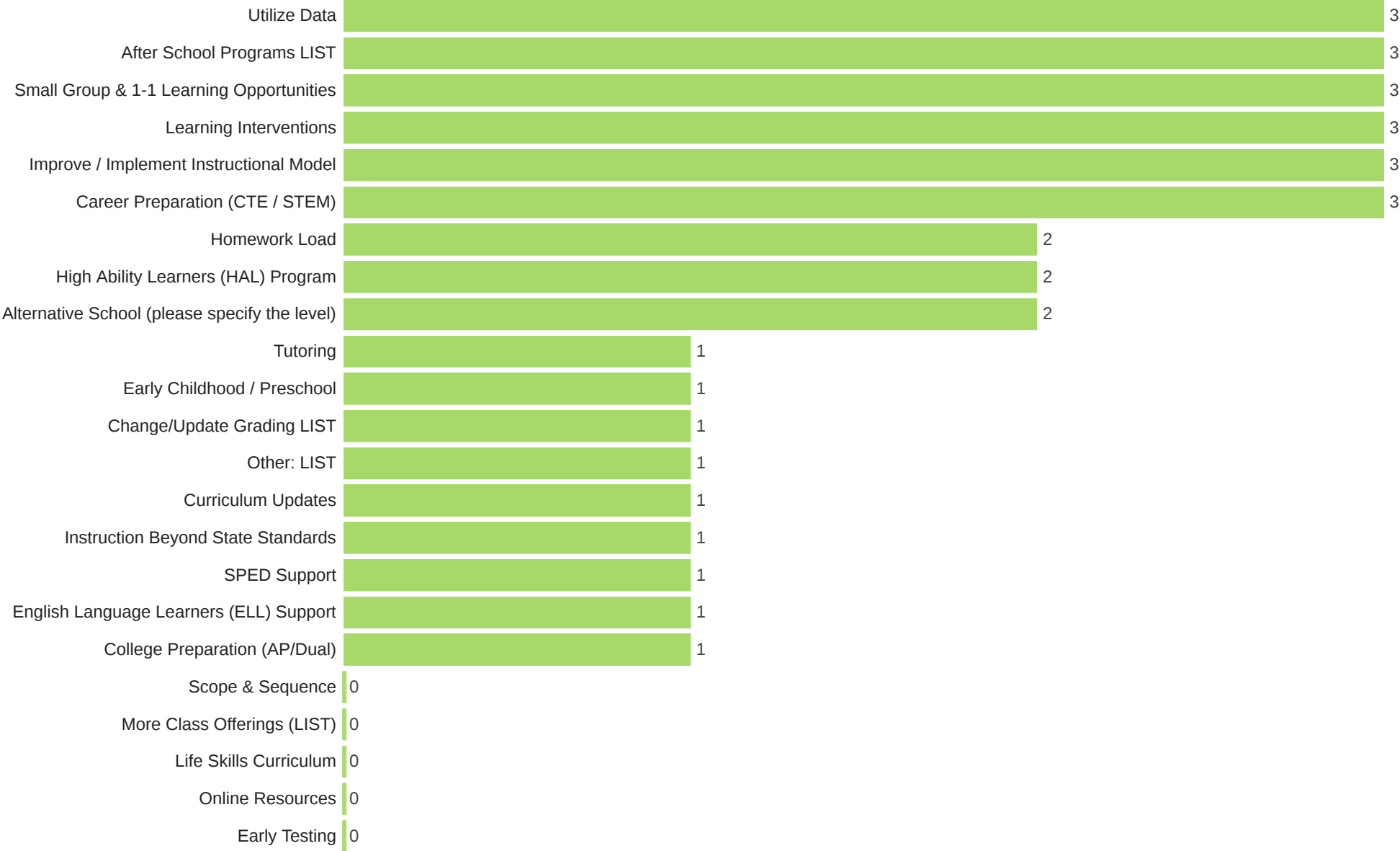
Technology is effectively integrated to enhance student learning.



Please explain how you are using data in the following areas, and what types of data you are using:



How can/should the district improve instruction and student learning? (choose all that apply)



Before/After School Programs:

For At-Risk Students
Need Staffing and Logistics

Alternative School:

high school
9-12

Change/Update Grading:

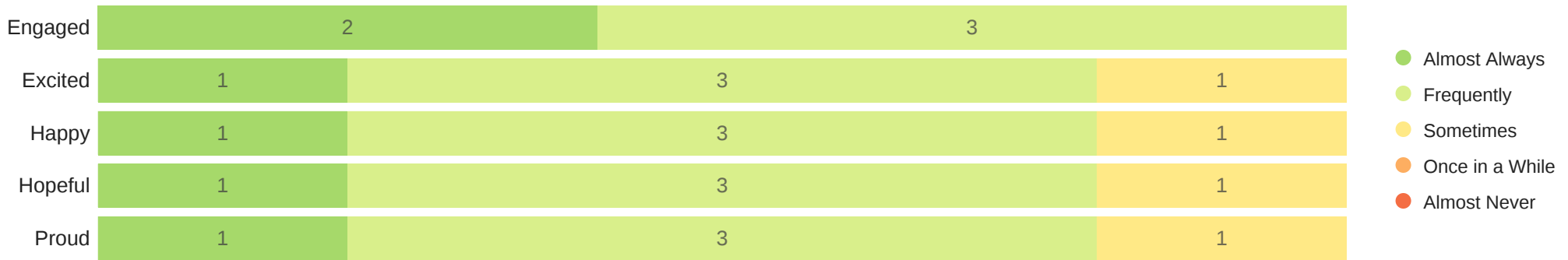
Overall grading practices at the secondary level.

Other:

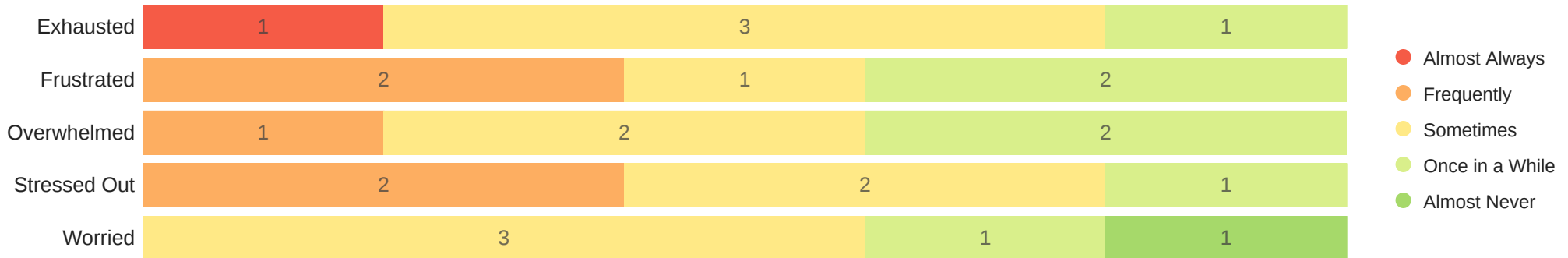
Rigor is a focus we are starting to look at more; student engagement

Climate and Culture

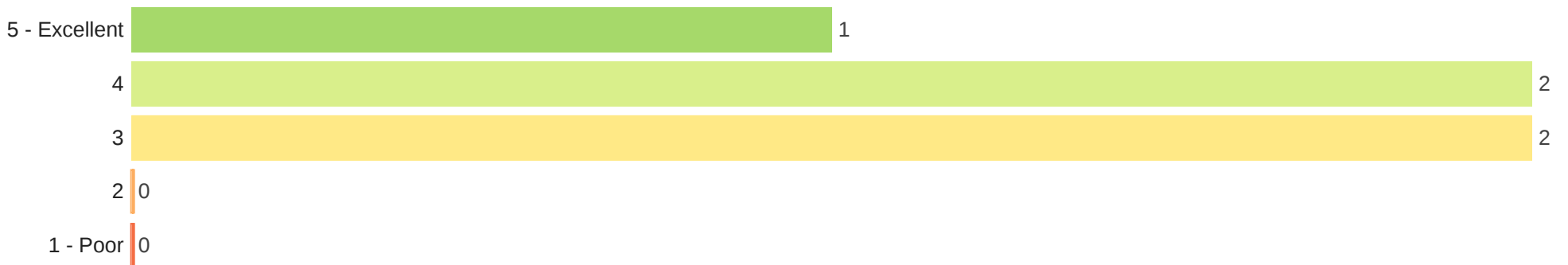
Indicate how often you feel _____ at work.



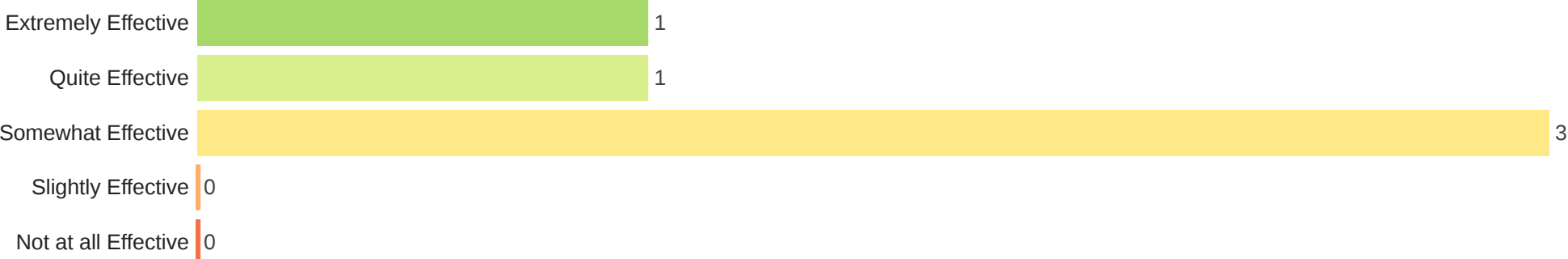
Indicate how often you feel _____ at work.



How would you rate your overall well-being on a scale of 5 (Excellent) to 1 (Poor)?



How effective do you feel at your job right now?



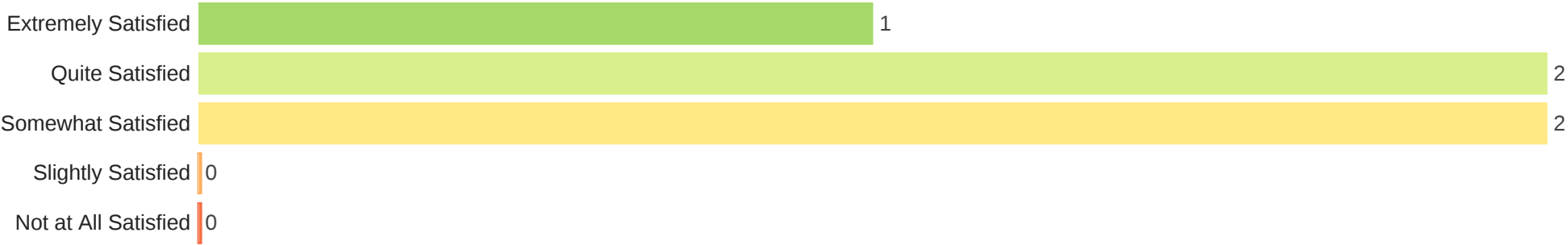
How much does your work matter to you?



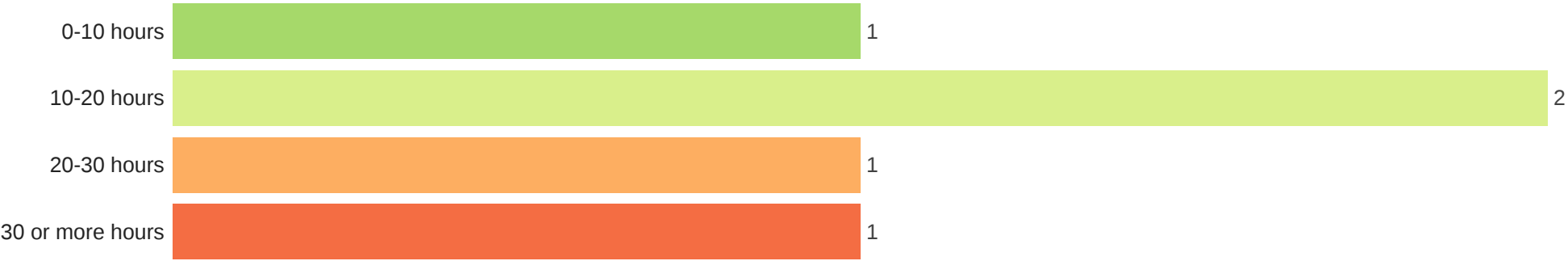
How meaningful for you is the work that you do?



Overall, how satisfied are you with your job right now?



How much time per week on average do you spend on school related activities outside of school hours?



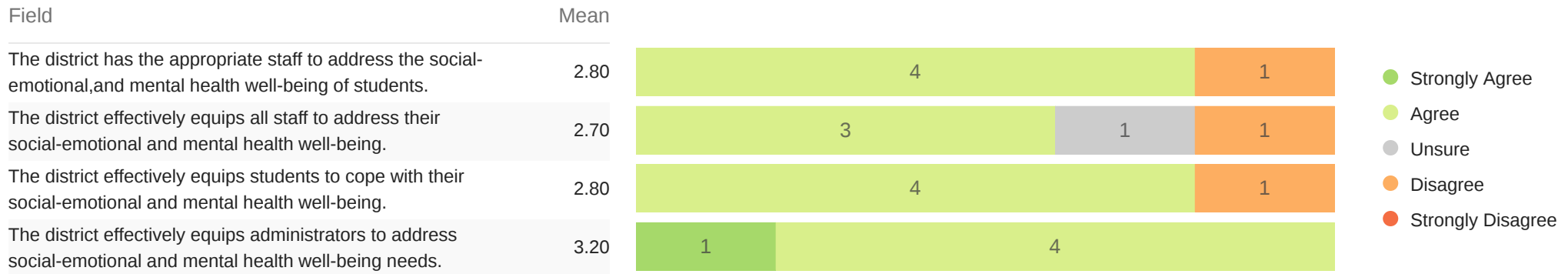
Please explain how you are spending the time outside of school hours on the school related activities:

Answering Emails	3	Hosting Activities	1
Paperwork	2	Inservice Planning	1
Attendance Tracking	1	Phone Calls/Texts	1
Catching Up on Missed Work	1	Planning	1
Community Relations	1	Preparing Programs	1
Evaluations	1	Professional Development	1
Feedback on Lesson Plans	1	Spending Time with Family	1
Grade Checks	1		

What has helped you most in managing work-related stress?

Family Time	2
Talking with Others	2
Doing Something for Myself	1
Exercise	1
Exercising	1
Seperate Home and Work Lives	1
Staying Away from Computer	1
Supportive Administrators	1
Supportive Colleagues	1
Therapy	1

Please assess the following statements about social-emotional mental health well-being:



Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	Total
The district has the appropriate staff to address the social-emotional, and mental health well-being of students.	0.00% 0	80.00% 4	20.00% 1	0.00% 0	0.00% 0	5
The district effectively equips all staff to address their social-emotional and mental health well-being.	0.00% 0	60.00% 3	20.00% 1	0.00% 0	20.00% 1	5
The district effectively equips students to cope with their social-emotional and mental health well-being.	0.00% 0	80.00% 4	20.00% 1	0.00% 0	0.00% 0	5
The district effectively equips administrators to address social-emotional and mental health well-being needs.	20.00% 1	80.00% 4	0.00% 0	0.00% 0	0.00% 0	5

How is the district not effectively equipping administrators to address social-emotional and mental health well-being needs?

No Data

How is the district not effectively equipping all staff to cope with their social-emotional and mental health well-being?

Some Staff Do Not Feel Comfortable with Mental Health

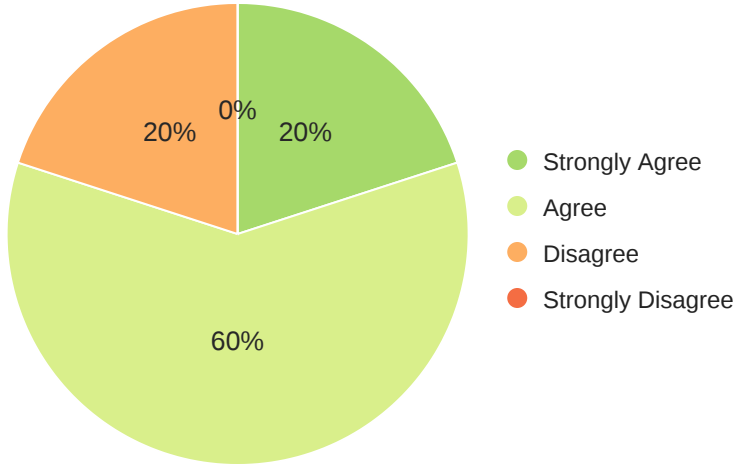
How is the district not effectively equipping students to cope with their social-emotional and mental health well-being?

Individualized Support for Students	1
School's Role vs Medical Role	1

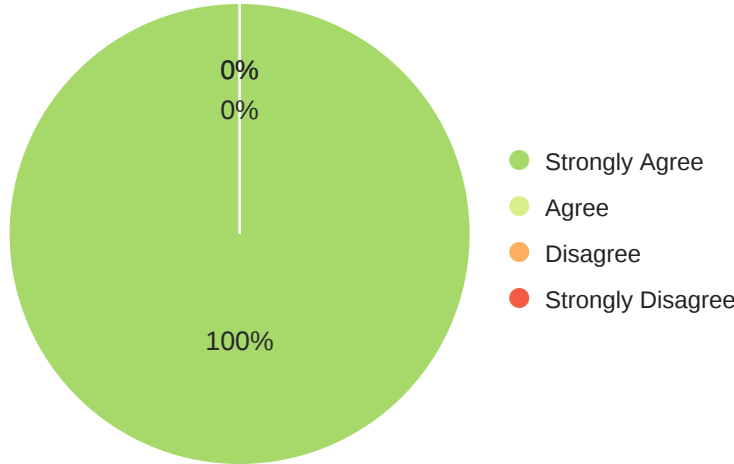
What do you need as an educator for your own social-emotional, mental-health well-being?

Support from Colleagues	3
Healthy Lifestyle	1
Personal Matter	1
Therapy	1

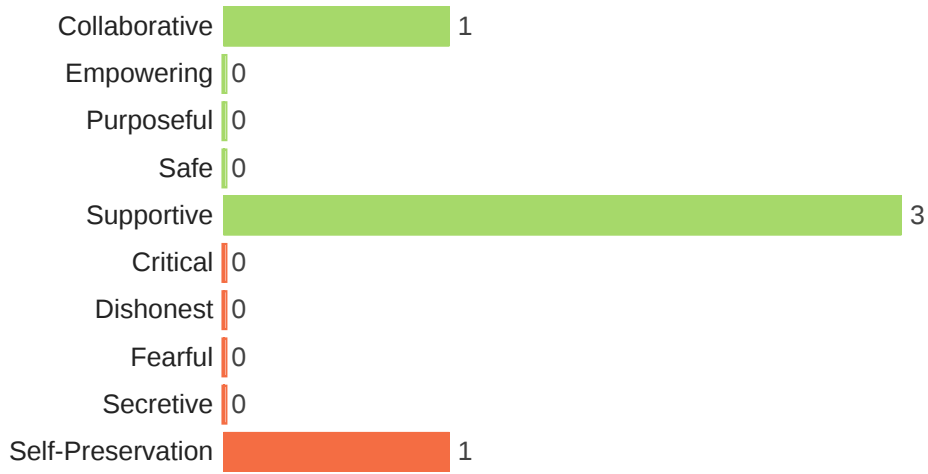
Effective teaching is recognized in my school.



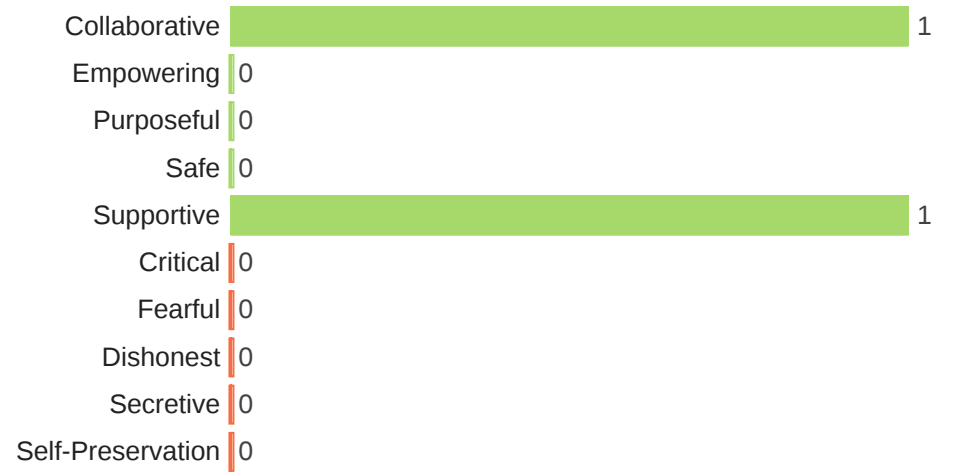
I feel safe at school.



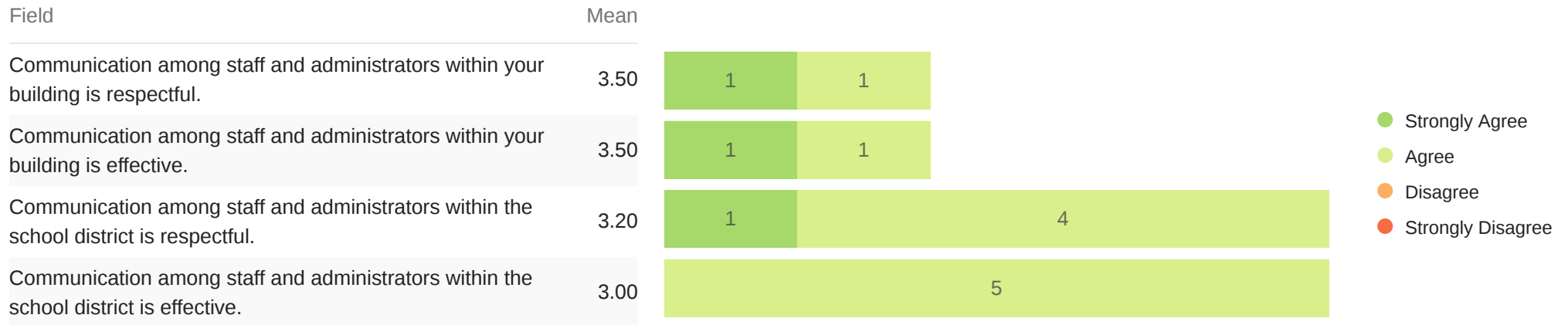
What word would you use to describe the climate in the school district?



What word would you use to describe the climate in your building / level?



Please respond to the following statements about communication.

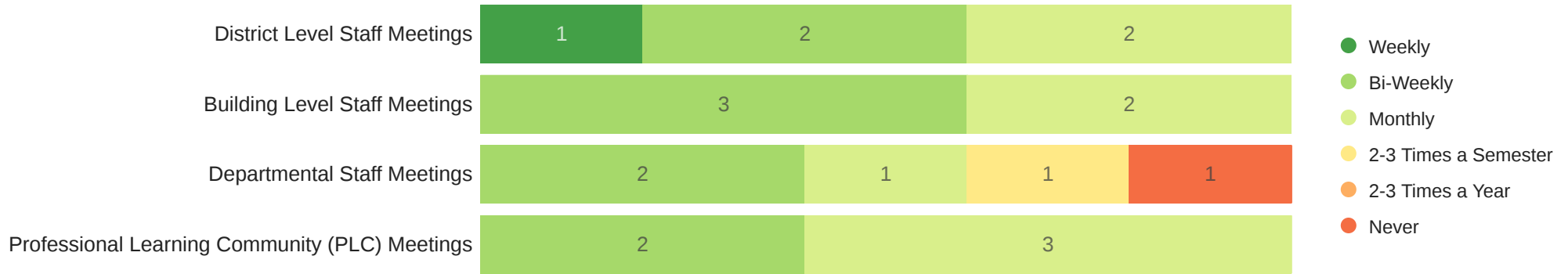


Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Communication among staff and administrators within my building is respectful.	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2
Communication among staff and administrators within my building is effective.	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2
Communication among staff and administrators within the district is respectful.	20.00% 1	80.00% 4	0.00% 0	0.00% 0	5
Communication among staff and administrators within the district is effective.	0.00% 0	100.00% 5	0.00% 0	0.00% 0	5

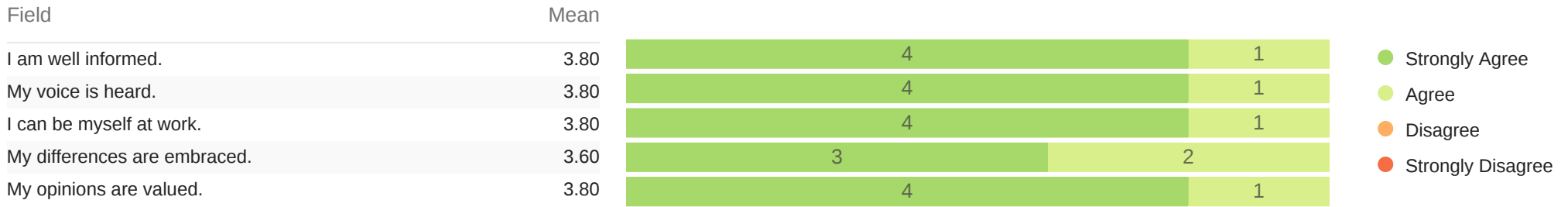
Please explain why communication is not respectful or effective:

No Data

Please answer the following questions about how you conduct staff meetings:

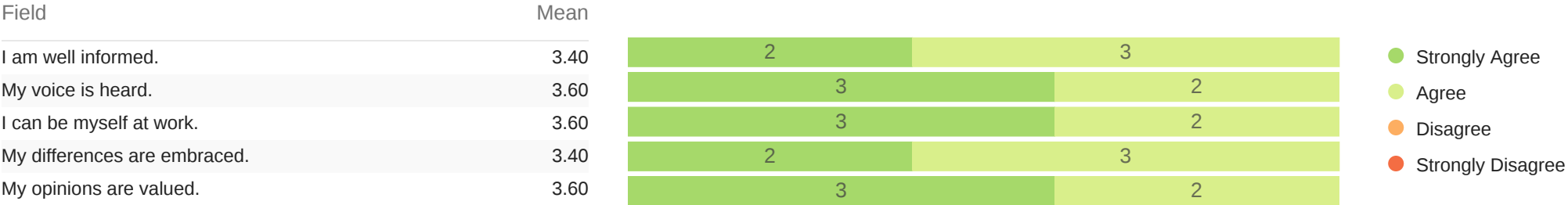


Consider the dynamic between you and all administration and assess the following statements:



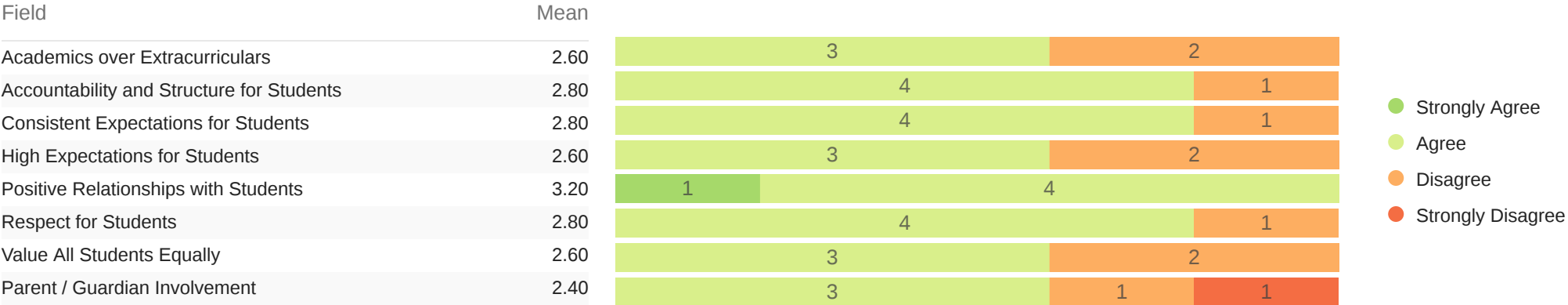
Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
I am well informed.	80.00% 4	20.00% 1	0.00% 0	0.00% 0	5
My voice is heard.	80.00% 4	20.00% 1	0.00% 0	0.00% 0	5
I can be myself at work.	80.00% 4	20.00% 1	0.00% 0	0.00% 0	5
My differences are embraced.	60.00% 3	40.00% 2	0.00% 0	0.00% 0	5
My opinions are valued.	80.00% 4	20.00% 1	0.00% 0	0.00% 0	5

Consider the dynamic between you and all staff and assess the following statements:

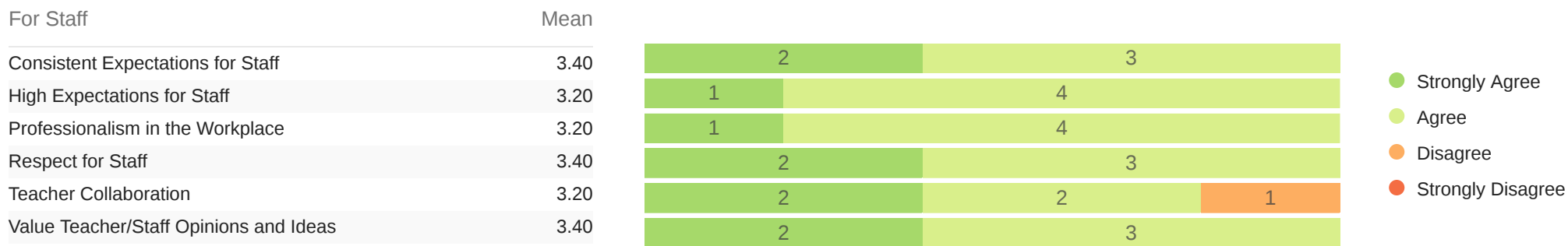


Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
I am well informed.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	5
My voice is heard.	60.00% 3	40.00% 2	0.00% 0	0.00% 0	5
I can be myself at work.	60.00% 3	40.00% 2	0.00% 0	0.00% 0	5
My differences are embraced.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	5
My opinions are valued.	60.00% 3	40.00% 2	0.00% 0	0.00% 0	5

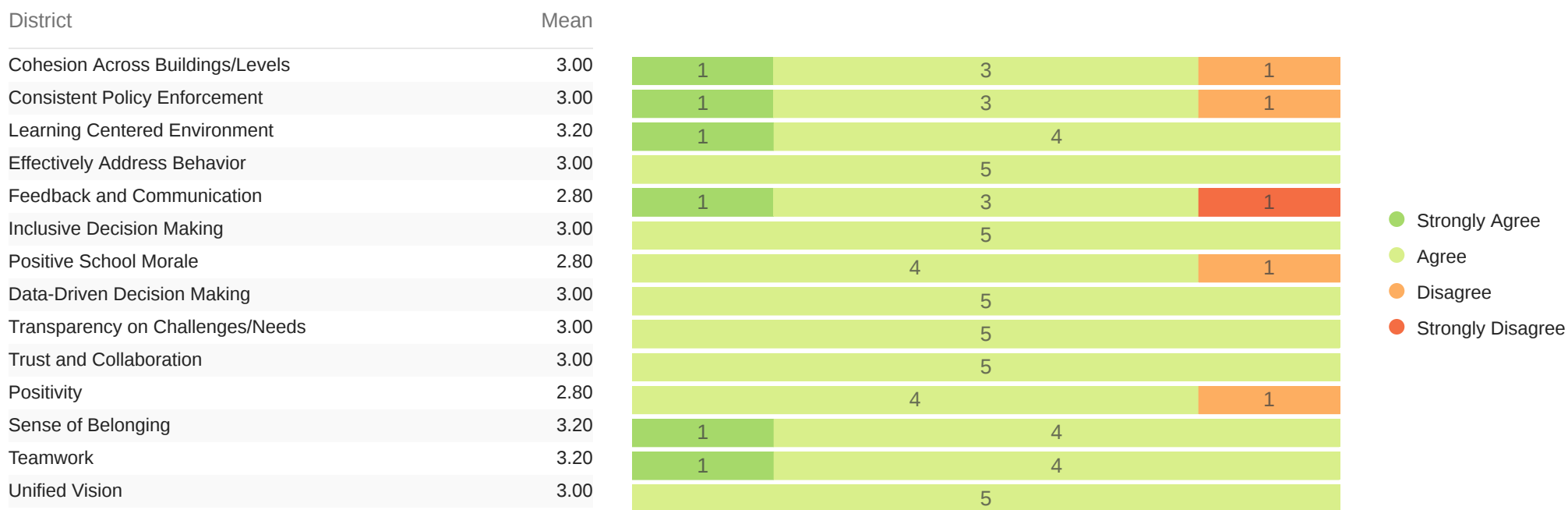
Does the culture in the district promote these items for students:



Does the culture in the district promote these items for staff:



Does the culture in the district promote these items district-wide:



Are there areas about the climate/culture in the district that you did not have the opportunity to address in the above questions?

No	3
High School Culture Needs Improvement	1
Positive Elementary Culture	1
Staff Support at Extracurriculars	1

Personnel Effectiveness

I receive the professional development I need related to:

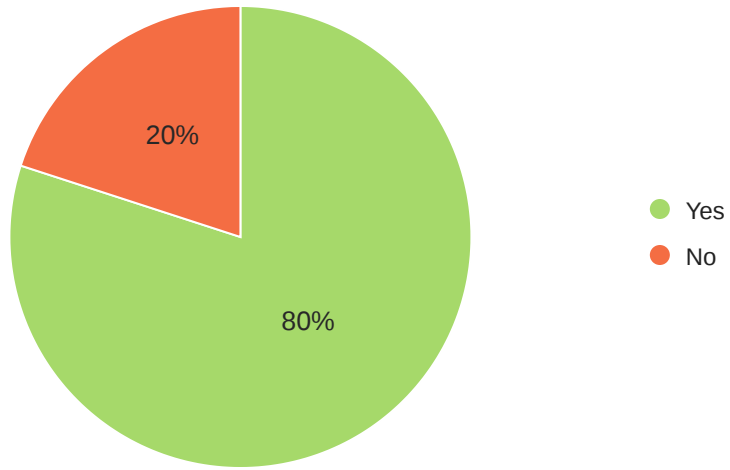
Field	Mean	Response Distribution	
Vision/Goals	3.60	3	2
Leadership/Management	3.60	3	2
Behavior/Intervention Training	3.60	3	2
MTSS Implementation	3.60	3	2
Policy	3.40	2	3
Utilize Data	3.60	3	2
Effective Communication	3.60	3	2
Training Staff	3.60	3	2
Effective Teamwork/Collaboration	3.60	3	2
Conduct Performance Evaluations	3.60	3	2
Equity & Diversity	3.00	1	3
Accept Feedback	3.20	1	4
Organizational Change	3.20	1	4
Other:	2.60	1	4

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Applicable

Other Professional Development:

N/A	1
None	1

Do you receive a performance evaluation per district policy?



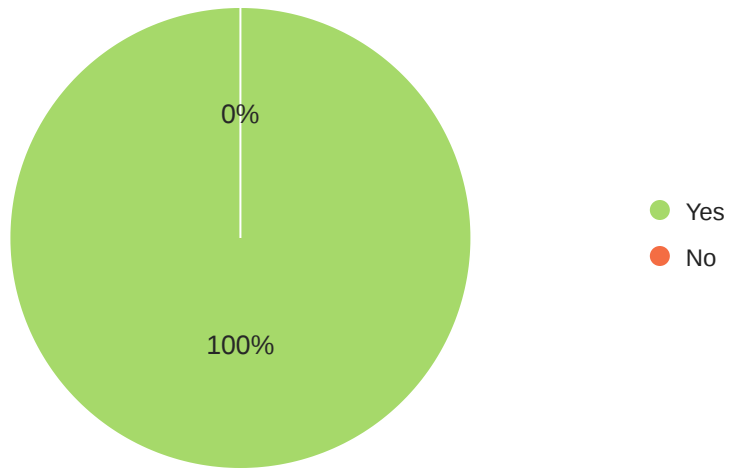
How Often and To What Extent?

Yearly	3
Informal	1

Why Not?

Aware of Strengths/Growth Areas	1
Open Communication with Superintendent	1

As the superintendent, do you conduct a performance evaluation for each administrator in the district?



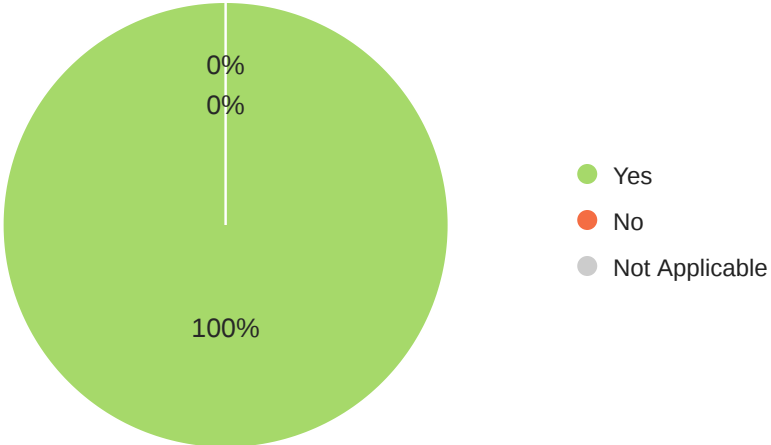
How Often and To What Extent?

Yearly	1
--------	---

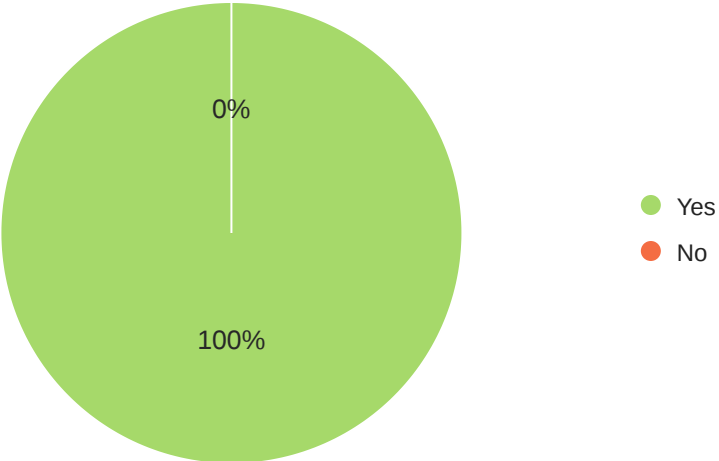
Why Not?

No Data

As an administrator, do you conduct a performance evaluation for certified staff members in the district?



As the activities/athletic director, do you conduct a performance evaluation of all extracurricular coaches and sponsors in the district?



How Often and To What Extent?

According to District Policy	1
Daily Observations	1
Every 3 years - Tenured Teachers	1
Personal Growth Plans	1
Twice Annually - Non-Tenured Teachers	1
Twice Annually for Probationary Teachers	1

Why Not?

No Data

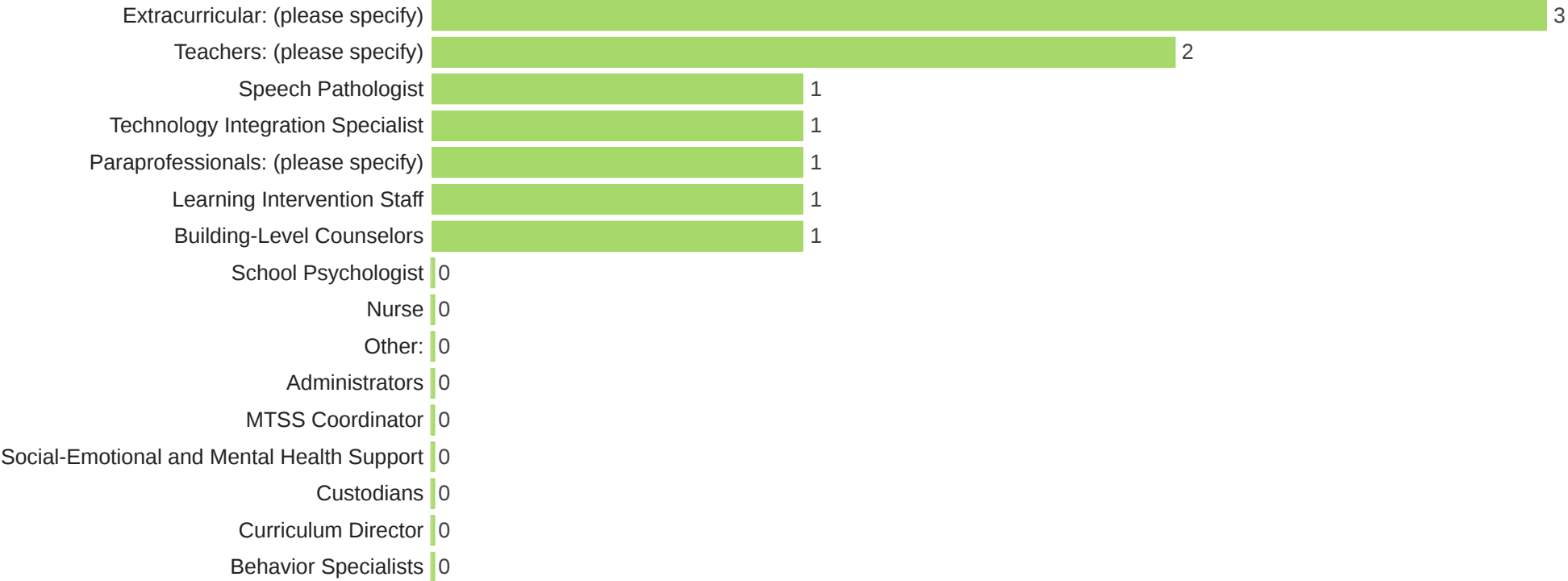
How Often and To What Extent?

In-Person Meetings	1
Self Evaluations	1
Yearly	1

Why Not?

No Data

Identify the district's greatest staffing needs:



Extracurricular Needs:

- Coaches
- Sponsors

Paraprofessional Needs:

- 3 Interventions
- 1 Supervision

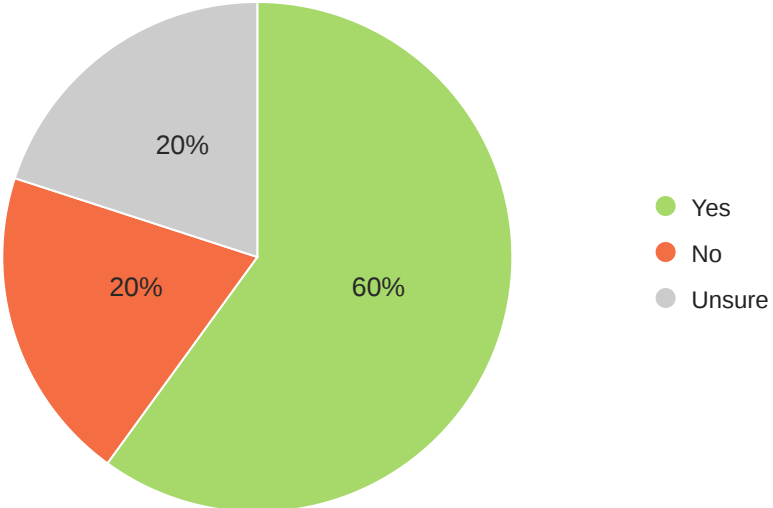
Teacher Staffing Needs:

- 1 All Areas
- 1 Math Teachers

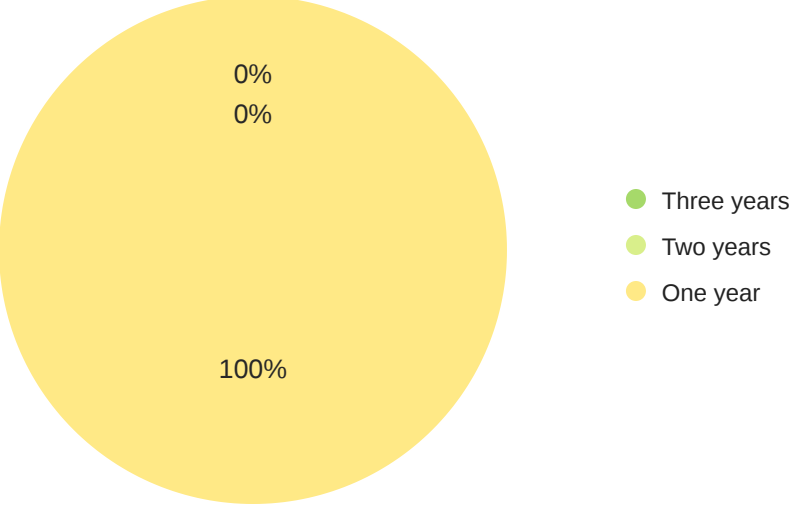
Other Staffing Needs:

- 1 No Data
- 1

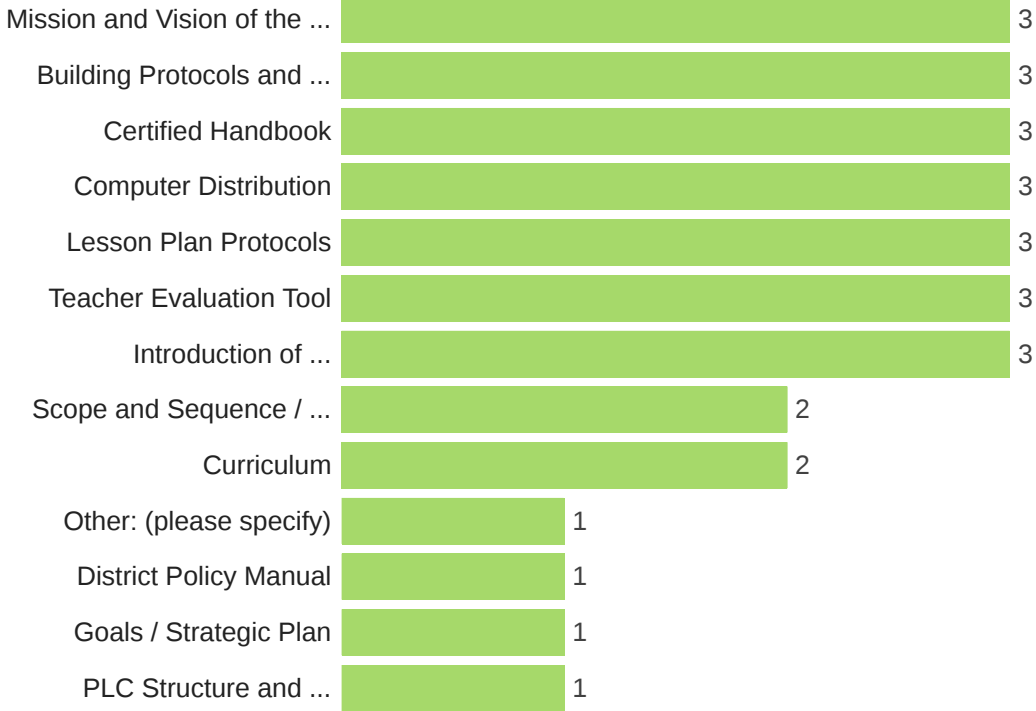
Does the district currently provide a comprehensive certified staff onboarding process?



If yes, how long is the onboarding process?



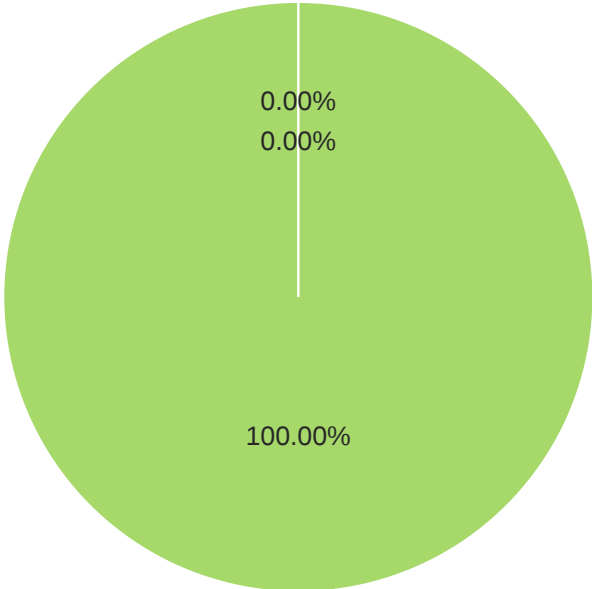
Please select the components of the district onboarding process:



Other Onboarding Process Components:

New Teacher/Mentor Teacher trainings 1

Does the district currently provide a mentor program to support new certified hires?

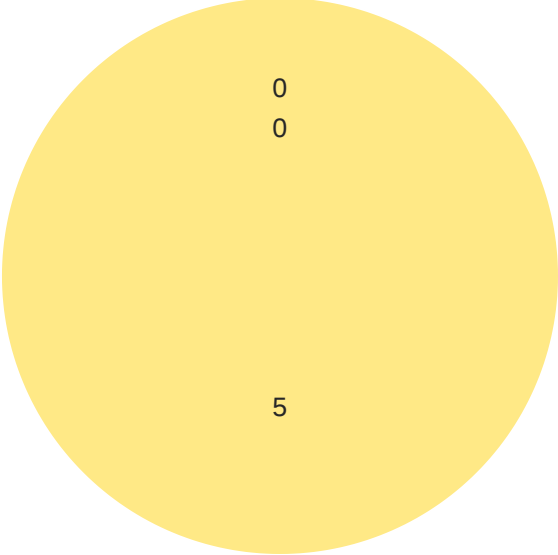


- Yes
- No
- Unsure

Please describe the components of the mentor program:

Monthly Meetings for New Staff	4
Pre-School Year Meeting	4
Mentor/Mentee Meetings	2
Bimonthly Mentor Meeting	1
Matched by Subject/Grade Level	1
Meetings with Administration	1
Mentor Trainings	1
Stipend for Mentors	1
Year-End Evaluation	1

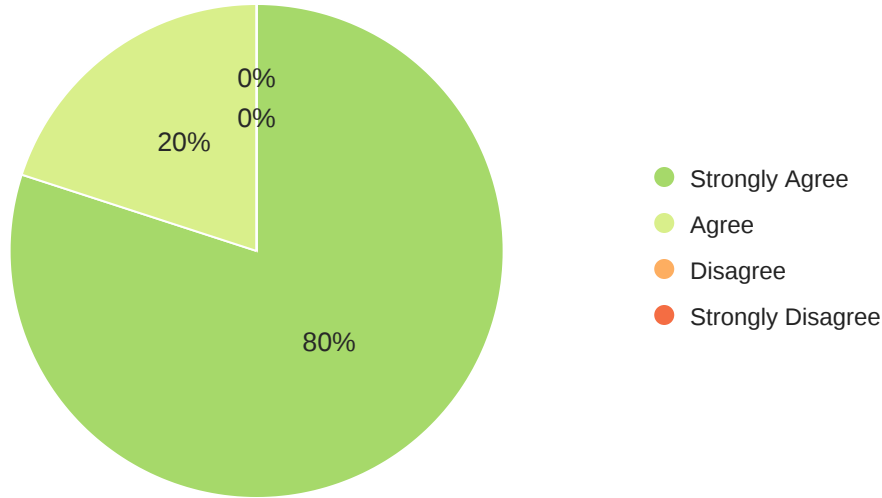
If yes, how long is the mentor program?



- Three years
- Two years
- One year

District Resources

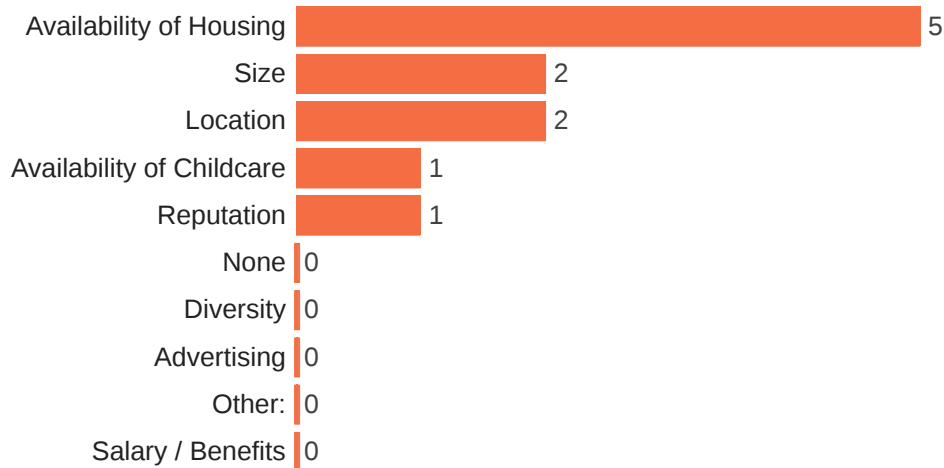
Financial resources are fairly distributed through the district based on need.



Please describe how the district ensures fiscal responsibility with resources and staff:

All Procedures Moved Online	1
Grants	1
Monthly School Board Reports	1
Seeking Out Additional Funding Sources	1
Superintendent Leadership	1
Unsure	1

What are the greatest obstacles that hinder your ability to recruit/hire new staff?



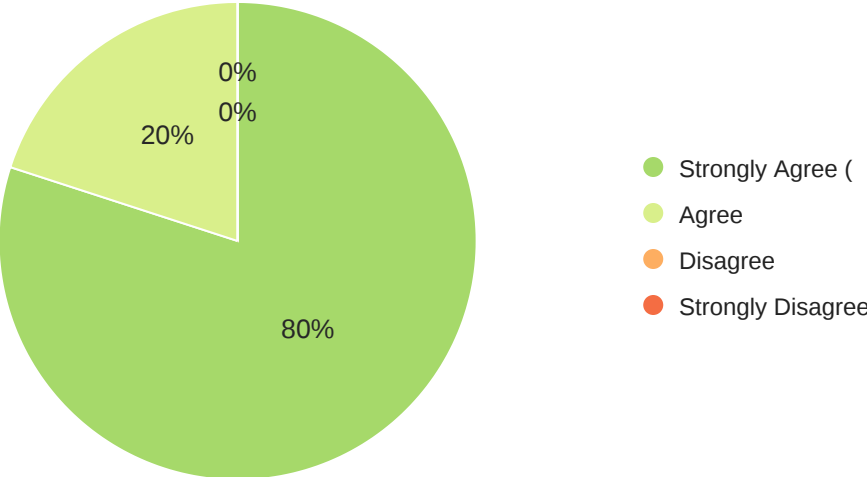
Other Greatest Obstacles:

No Data

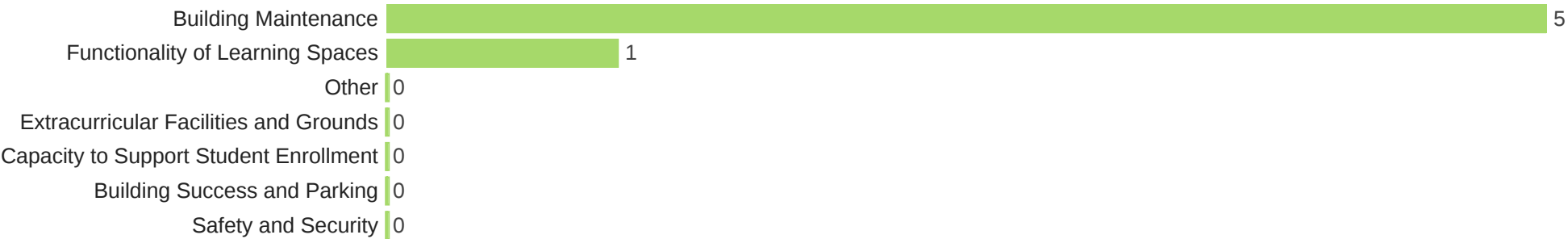
Identify the area that has the greatest need for increased funding:

Housing	3
Research-Based Mental Health Interventions	1
Social Emotional Staffing	1

The district facilities meet the student's learning needs.



Identify what you believe are the most important areas the district might focus on to improve and expand learning facilities and grounds.



Other Areas to Expand Learning Facilities and Grounds:

No Data

Conclusion

What is the building / district's highest priority for students?

Post-Graduation Success	2
Empower Students	1
Equal Opportunity for All Students	1
High-Quality Instructional Materials	1
Positive Learning Environment	1
Resiliency	1
Skills and Abilites to Enter Workforce	1

Appendix B - Board Engagement Data

What are the greatest Strengths of the district?

Strong Administration	3
Do What Is Best for Students/Staff	2
Small Class Sizes	2
Board-Admin Communication	1
Continuous Growth	1
District Communications	1
Forward Thinking	1
Student Involvement Opportunities	1
Supportive	1

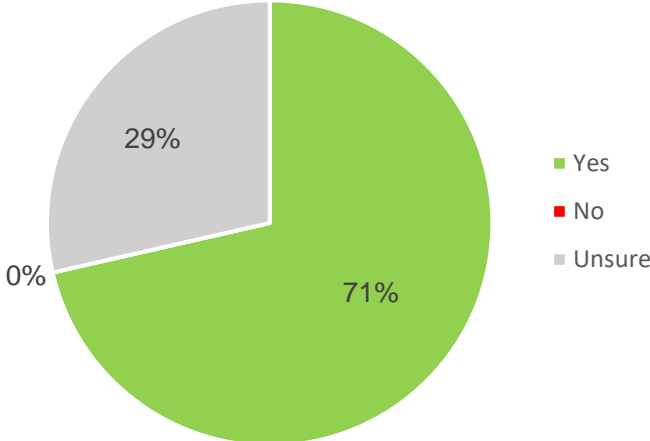
What is the most important outcome you would like to realize from the Community Engagement process?

Community Feedback	4
Community Improvement Needs	1
School Improvement Needs	1
Community Understanding	1
Future Planning	1

Why is this a priority for you?

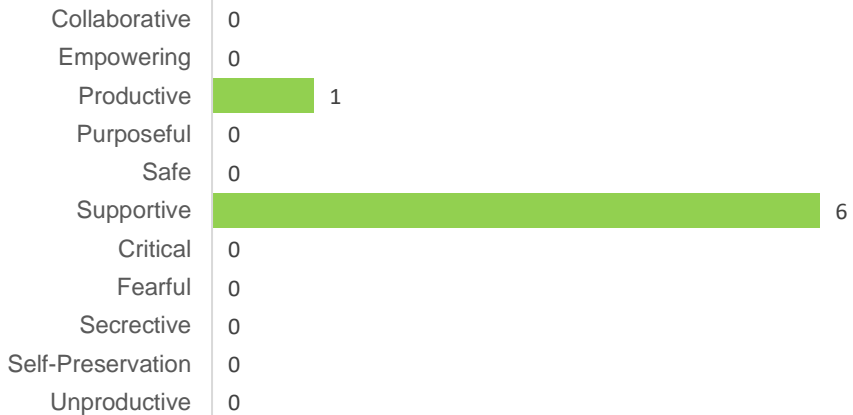
School Improvement	3
Need Community Pride	1
Community Understanding of School System	1
Important	1
Community Approval of Board Actions	1

Is there a process in place for the superintendent to hold staff accountable to implementing the school improvement plans in each building?

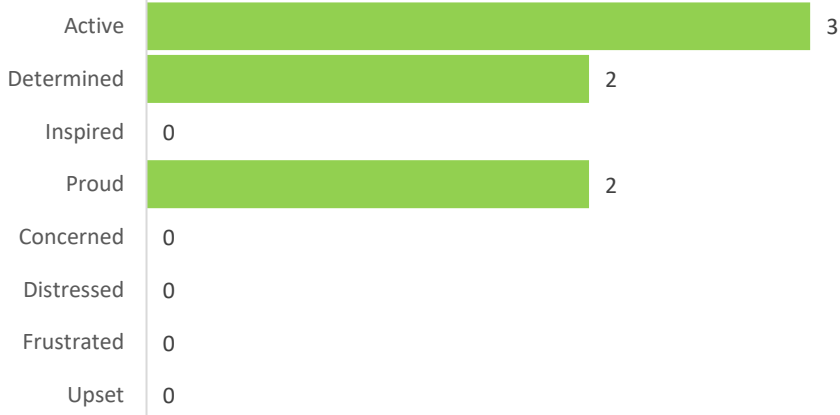


Board Member Well-Being

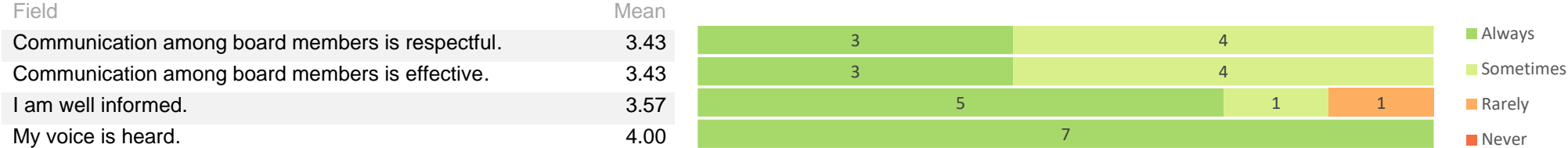
What word would you use to describe the climate of the board?



What word would you use to describe your general frame of mind following a board meeting?

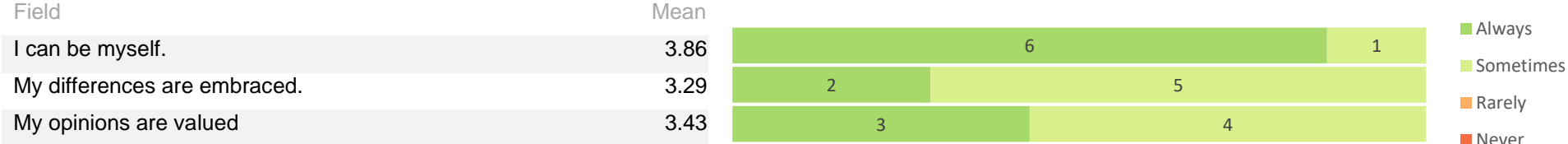


Please assess the following statements:



Field	Always	Sometimes	Rarely	Never
Communication among board members is respectful.	43% 3	57% 4	0% 0	0% 0
Communication among board members is effective.	43% 3	57% 4	0% 0	0% 0
I am well informed.	71% 5	14% 1	14% 1	0% 0
My voice is heard.	100% 7	0% 0	0% 0	0% 0

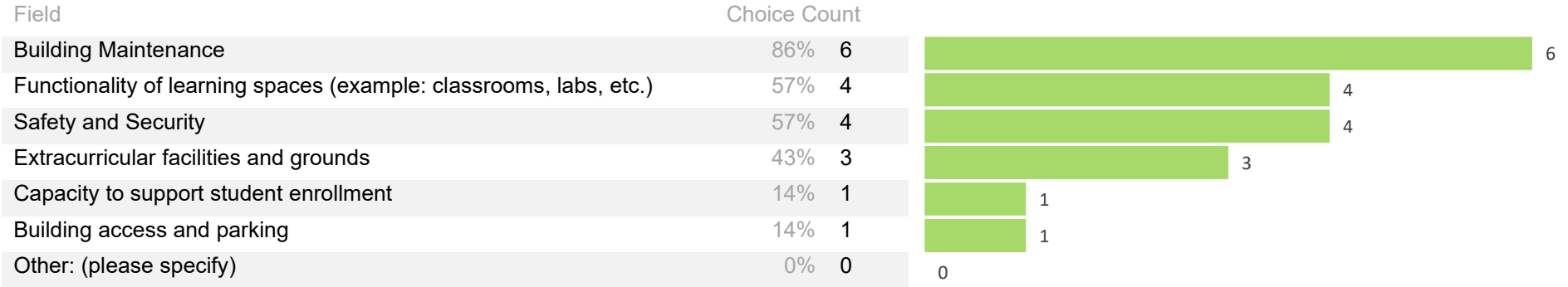
Consider the dynamic between you and other members of the board:



Field	Always	Sometimes	Rarely	Never
I can be myself.	86% 6	14% 1	0% 0	0% 0
My differences are embraced.	29% 2	71% 5	0% 0	0% 0
My opinions are valued	43% 3	57% 4	0% 0	0% 0

District Resources

Identify what you believe are the most important areas the district might focus on to improve and expand learning facilities and grounds:



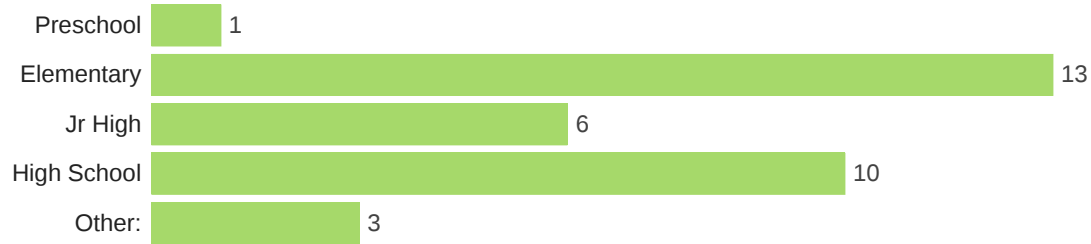
Conclusion

From the board perspective, what is the greatest student need in your district?

1-on-1 Instruction	1
Before/After School Programs	1
CTE/Trades Education	1
Funding for Extracurriculars	1
Student Engagement	1
Student Involvement Opportunities	1

Appendix C - Certified Staff Engagement Data

Please indicate the building/level where you spend 50% or more of your time:



Other:

All Grades	2
Grades 5-12	1

What are the greatest strengths of your district?

Strong Administration	10	Celebrate Successes	1
Positive Relationships	7	Communication	1
Small Community	6	Curriculum	1
Teachers/Staff	5	Facilities	1
4-Day School Week	4	Great Instruction	1
Care for Students	4	Individualized Support	1
Collaboration	4	New Programs/Interventions	1
Small Class Sizes	4	Opportunities for Students	1
Supportive Community	4	PBiS Program	1
Supporting Student Success	3	Shared Goals	1
Growth Minded	2	Short-Term Goal Setting	1
Pre-K-12 Building	2	Staff Benefits	1
Professional Development	2	Student Involvement	1
Supportive Coworkers	2	Students	1

What is the most important outcome you would like the district to realize from the strategic planning process?

Why is this a priority for you?

Improve Community Relationships	9	Improve District-Community Relationship	6
Identify Areas of Improvement	4	Community Recognition for District Successes	4
Celebrate District Success	3	Improve School Image	4
Understand Community Perspective	3	Improve Quality of Education	3
Unsure	3	Improve District Culture	2
Create Shared Purpose/Goals	1	N/A	2
Future Plan	1	Post-Graduation Success	2
Group Effort	1	Provide Opportunities to Students	2
Identify Needed Support for Staff	1	Team Culture	2
Identify Possible Programs	1	Concentration of Effort and Resources	1
Identify Staffing Needs	1	District is Essential to Community	1
Improve Stakeholder Communication	1	Encourage Lifelong Learning	1
Improve Teacher-Admin Relationship	1	Need Better Understanding of Admin Roles	1
Increase Student Responsibility	1	New Ideas/Innovations	1
N/A	1	No Need to Change Functioning System	1
Parent Involvement	1	Parent Impact on Child's Education	1
Post-Graduation Success	1	Poor Community Image	1
Respect for Admin/Staff	1	School Schedule	1
Show Commitment to Students	1	Stressed Staff Members	1
		Students Apathy for Learning	1

Diversity, Equity, and Inclusion

Who are the under-represented minority groups in your classroom?

Please explain how you have intentionally engaged the parents / guardians who are members of the under-represented minority groups:

ELL	9	Email	8
Hispanic Students	6	N/A	6
Low SES	5	Conferences	4
SPED Students	5	Strong Communication	4
African-American Students	4	Text/Phone Call	4
N/A	4	Do Not Engage Anyone Differently	3
All Students	2	Back Pack Program	2
High Achievers	2	Communication with Parents	2
HAL Students	1	Do Not Have Under-Represented Groups	2
Low Performers	1	Free/Reduced Lunches	2
Mixed Students	1	Have Not Engaged	2
Native Hawaiian Students	1	Provide External Opportunities for Involvement	2
Non-Athletes	1	Class Streams	1
Race	1	Community Involvement	1
Students with Behaviors	1	Creating Positive Relationships	1
Students with Medical Issues	1	In-Person Engagement	1
Students with Mental Health Issues	1	Online Interpreter	1
Unsure	1	Positive Notes Home	1

What is your building doing to address diversity, equity, and inclusion with students and staff?

Staff Collaborations
 ELL Services
 Staff Professional Developments
 Encouraged to Teach Multicultural Aspects
 Ensure Help is Available
 Holidays
 N/A
 Special School Events
 Strong Communication
 Trainings/Professional Development
 Unsure
 Celebrating All Student's Successes
 Classroom/Testing Accommodations
 Different Sports Teams
 Differentiated Instruction
 Everyone Treated the Same
 HAL Program
 Inclusive Curriculum
 Meetings During Engagement Days
 MTSS
 Multiple Perspectives in Learning Material
 Online Training
 Programs
 Promote Inclusion in Activities
 Quiz Bowl
 SCIP Meeting
 SPED Students in Regular Classrooms
 Student IEP's
 Under-Represented Groups Need More Attention
 Using Desired Pronouns

What are you doing in your classroom to address diversity, equity, and inclusion?

4 Multicultural Aspects in Lessons 6
 3 Treat All Students Equally 6
 3 Discussions 5
 2 Offer Educational Supports 3
 2 Reading Curriculum 3
 2 Accommodations 2
 2 Expose Students to New Ideas 2
 2 Individualized Service/Instruction 2
 2 Celebrate All Students Successes 1
 2 Demonstrations in Class 1
 2 Differentiated Instruction 1
 1 Ensure Classroom is a Safe Space 1
 1 Ensure Under-Represented Voices are Heard 1
 1 External Involvement Opportunities 1
 1 Holiday Celebrations 1
 1 Inclusive Library collection 1
 1 Involve All Students in Class 1
 1 Kindness Campaign 1
 1 N/A 1
 1 Offer Work in Native Language 1
 1 Open Communication 1
 1 Perform Music from Different Cultures 1
 1 Posters 1
 1 Professional Development 1
 1 Small Group Instruction 1
 1 Social Studies Curriculum 1
 1 Staff Collaboration 1
 1 Teaching Social Skills 1
 1 Variety of Instructional Strategies 1
 1

What are the barriers to more equitable outcomes?

N/A

Community Perceptions

Exposure to Under-Represented Groups

Low Parent Involvement

Planning Time

Teacher Experience

Lack of Resources

Lack of Understanding Different Backgrounds

Unsure

Unwilling to Talk about Diversity

Attitude

Behaviors within the Classroom

Invalidating Under-Represented Opinions

Lack of Support

Language

Misunderstanding Student Home Life

Multilingual Classroom Instructions

Need More HAL Support

Perception

Preconceived Opinions

Restricting Teacher Interaction with Students

Social Media

Technology

Too Many Involvement Opportunities

How will you mitigate the negative impacts and address the barriers?

6

N/A

Educate on Diversity and Inclusion

Unsure

Academic Support for Students

More Detailed Instruction

Provide Cultural Opportunities to Students

Provide Resources for Students

Address Dangers of Social Media

Build Relationships

Check-Ins with Students

Clear Goals

Continue Educating Students

Do Not Need To Address Diversity

Empathy for All

Encourage Others

Group Based on Test Scores

Improve Parent Communication

Keep Classroom Safe for All Students

More Parent Involvement Opportunities

No Phones in School

Offer More Electives

Reach out to Admin

Remind Students of Differing Perspectives

Set Example for Others

Validate Differing Opinions

7

3

3

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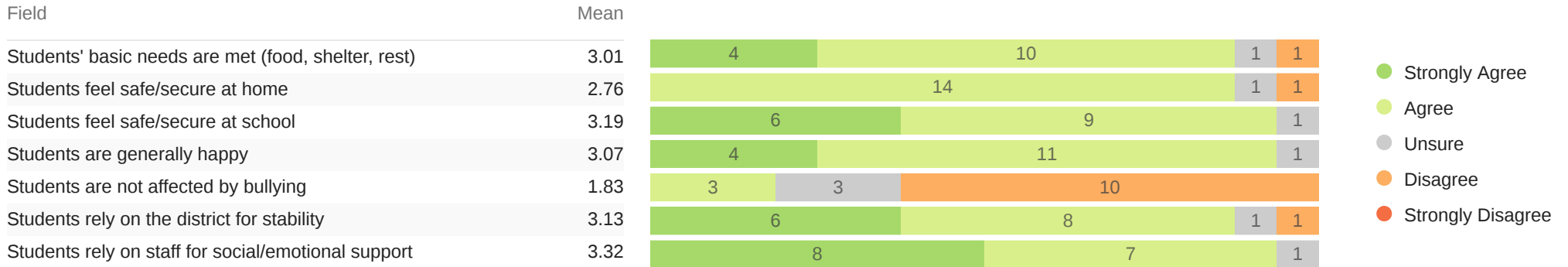
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Student-Centered Learning Environment

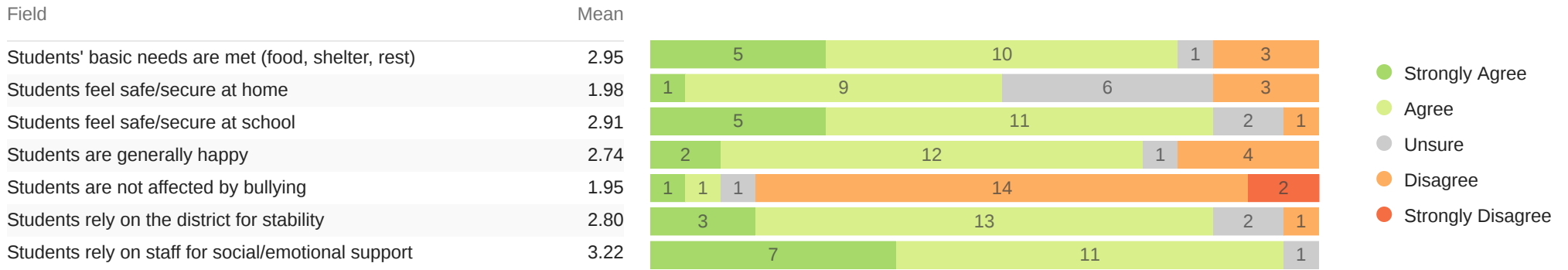
Please respond to the following statements about students in your district / building:

Pre-K / Elementary



Field	Strongly Agree		Agree		Unsure		Disagree		Strongly Disagree		Total
Students' basic needs are met (food, shelter, rest)	25.00%	4	62.50%	10	6.25%	1	6.25%	1	0.00%	0	16
Students feel safe/secure at home	0.00%	0	87.50%	14	6.25%	1	6.25%	1	0.00%	0	16
Students feel safe/secure at school	37.50%	6	56.25%	9	6.25%	1	0.00%	0	0.00%	0	16
Students are generally happy	25.00%	4	68.75%	11	6.25%	1	0.00%	0	0.00%	0	16
Students are not affected by bullying	0.00%	0	18.75%	3	18.75%	3	62.50%	10	0.00%	0	16
Students rely on the district for stability	37.50%	6	50.00%	8	6.25%	1	6.25%	1	0.00%	0	16
Students rely on staff for social/emotional support	50.00%	8	43.75%	7	6.25%	1	0.00%	0	0.00%	0	16

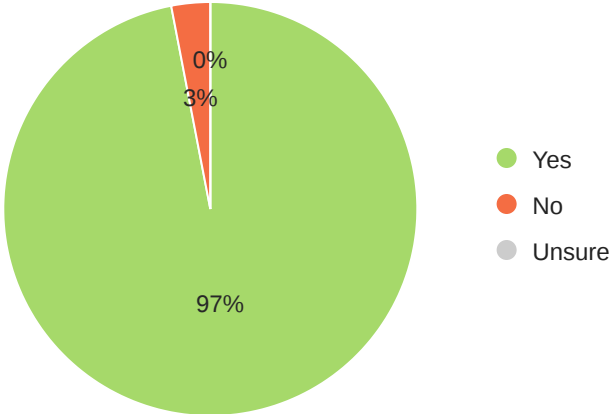
Jr / Sr High



Field	Strongly Agree		Agree		Unsure		Disagree		Strongly Disagree		Total
Students' basic needs are met (food, shelter, rest)	26.32%	5	52.63%	10	5.26%	1	15.79%	3	0.00%	0	19
Students feel safe/secure at home	5.26%	1	47.37%	9	31.58%	6	15.79%	3	0.00%	0	19
Students feel safe/secure at school	26.32%	5	57.89%	11	10.53%	2	5.26%	1	0.00%	0	19
Students are generally happy	10.53%	2	63.16%	12	5.26%	1	21.05%	4	0.00%	0	19
Students are not affected by bullying	5.26%	1	5.26%	1	5.26%	1	73.68%	14	10.53%	2	19
Students rely on the district for stability	15.79%	3	68.42%	13	10.53%	2	5.26%	1	0.00%	0	19
Students rely on staff for social/emotional support	36.84%	7	57.89%	11	5.26%	1	0.00%	0	0.00%	0	19

The district utilizes Multi-Tiered Systems of Support (MTSS).

All Responses



If yes, is MTSS used effectively?

MTSS Most Effective at Elementary	4
Staff Collaboration	4
Staff Training	4
Individual Teacher Effectiveness Unknown	3
Secondary MTSS is Developing	3
Data-Driven Decisions	2
SCIP Process	2
Unsure	2
Additional Staff Members	1
Build Relationships with Students	1
Continuous Evaluation	1
Effective for a Small School	1
Interventions	1
MTSS-B	1
Need More Effective 2nd/3rd Level Interventions	1
Overseeing More Students	1
Positive When Used Correctly	1
Reporting System in Place	1
Strengthening Tier 1 Instruction	1
Strong Admin Support	1

If not, why?

4 Staff Unsure of What MTSS Is

1

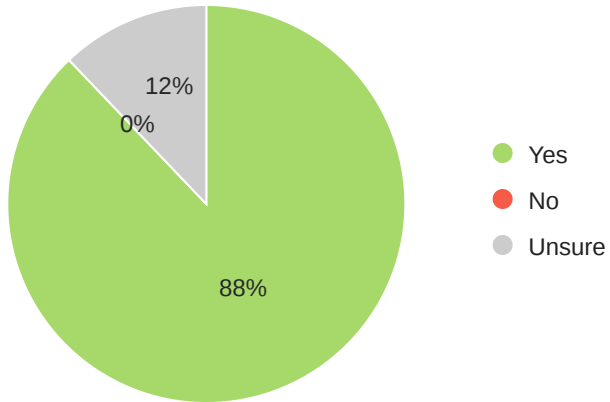
Student Achievement

Does the district utilize an adopted instructional framework / model?

Framework/Model Utilized:

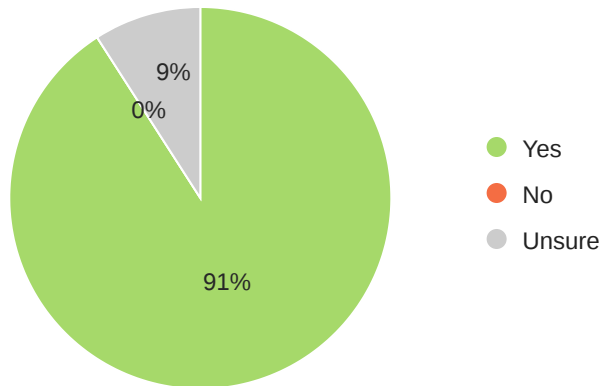
Marzano	28
MTSS	1
PBiS	1

All Responses



Is the teacher evaluation aligned to the instructional framework?

All Responses



Please answer the following questions about curriculum:

Field	Yes		No		Unsure		Total
Has the district adopted curriculum in all subject areas?	60.61%	20	15.15%	5	24.24%	8	33
Is the curriculum aligned horizontally?	48.48%	16	3.03%	1	48.48%	16	33
Is the curriculum aligned vertically?	39.39%	13	6.06%	2	54.55%	18	33
Is the curriculum aligned to state standards?	78.79%	26	0.00%	0	21.21%	7	33
Does the district provide scope and sequence?	54.55%	18	18.18%	6	27.27%	9	33

How frequently does the district review adopted curriculum?

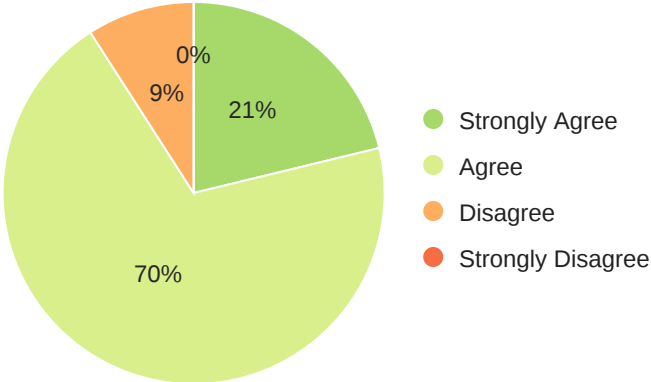
Unsure	10
5-7 Years	5
2 Years	3
5 Years	3
7 Years	2
Gotten New Curriculum Since Employment	2
2-5 Years	1
4 Years	1
According to Cycle	1
Annually	1
Based Off Textbooks	1
Develop Own Curriculum	1
Just Began Working on New Curriculum	1
Monthly	1
Weekly	1
When School Buys It	1

Please respond to the following statements about lesson plans:

Field	Yes		No		Unsure		Total
Are teachers required to develop weekly lesson plans?	96.97%	32	0.00%	0	3.03%	1	33
Are teachers required to share lesson plans with the building administrator?	96.97%	32	0.00%	0	3.03%	1	33
Are lesson plans consistent across level / subject / building?	60.61%	20	9.09%	3	30.30%	10	33
Are teacher evaluations aligned to the district expectations for lesson plans?	84.85%	28	0.00%	0	15.15%	5	33

Technology is effectively integrated to enhance student learning.

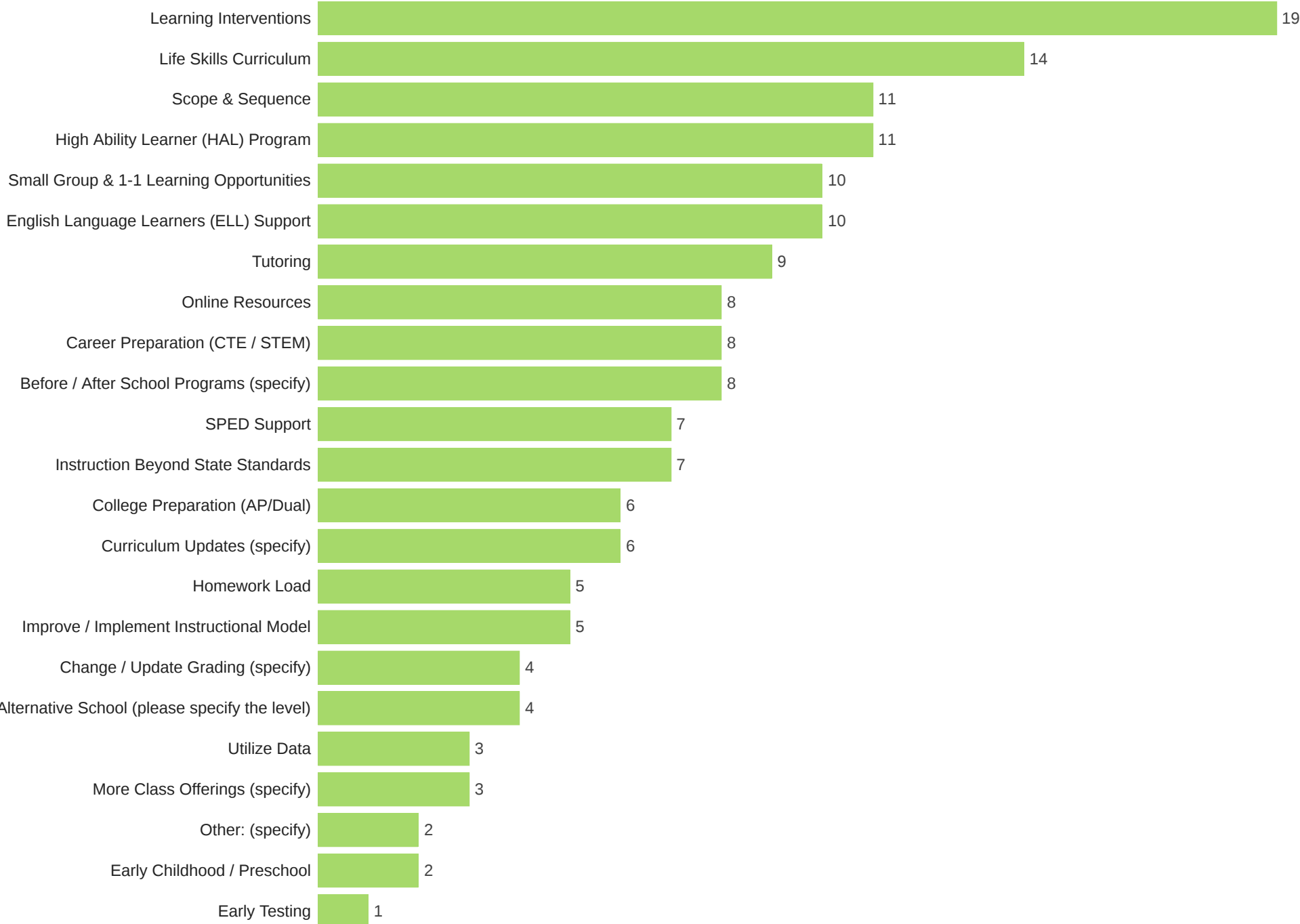
All Responses



Improvements to Technology Integration:

Chromebooks	1
Need Tech in Lesson Plans	1
Poor Internet Connectivity	1
Provide Teachers Training on Technology	1
Students Prefer Pen and Paper	1

How can/should the district improve curriculum, instruction, and student learning? (choose all that apply)



Curriculum Updates:

Curriculum for Non-Core Teachers
Meet with Admin on Curriculum Topics
More Frequent Curriculum Updates
N/A
Newer Textbooks
Updates Between Elem/Middle/High

Alternative School:

Secondary

Changes/ Updates to Grading:

Current Grade Scale is Too Easy
Grading Reviewed Before Semester
Non-Core Weighted Differently
Weighting of Tests/Homework

Other Improvements:

Secondary Math Inconsistent
Speech/Speech Class

Before/After School Programs:

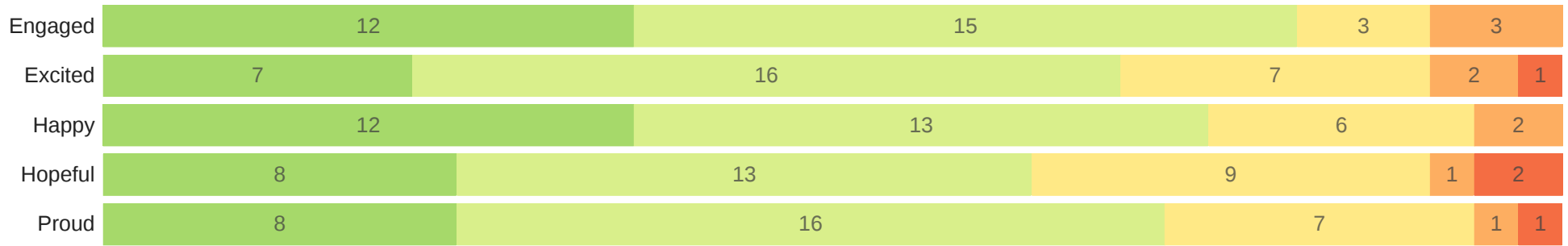
1	Academic Support	2
1	Before/After School Care	2
1	Programs for All Students	2
1	Do Not Have Any	1
1	Extended Daycare Hours	1
1	Helpful for Families	1
	Opportunities for Non-Athletes	1
4	Social Support	1

More Class Offerings:

	More Electives	2
2	Chemistry Before Physics	1
1	Math Courses	1
1	Science Courses	1

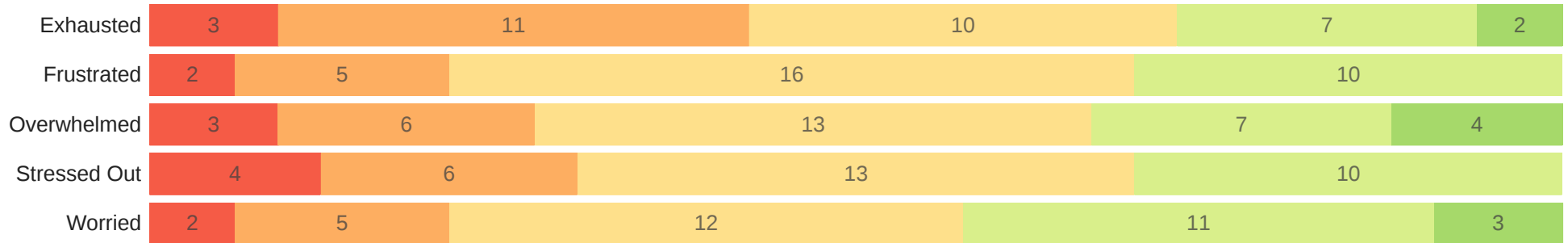
Climate and Culture

Indicate how often you generally feel _____ at work:



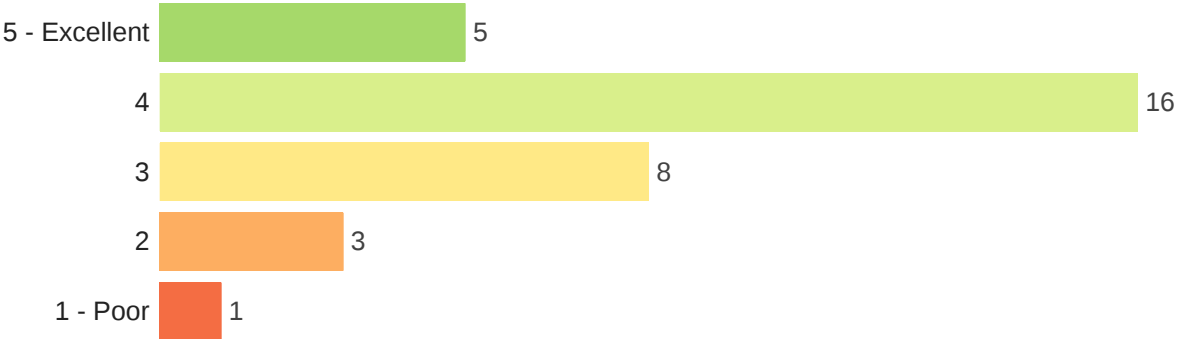
● Almost Always
 ● Frequently
 ● Sometimes
 ● Once in a While
 ● Almost Never

Indicate how often you generally feel _____ at work:



● Almost Always
 ● Frequently
 ● Sometimes
 ● Once in a While
 ● Almost Never

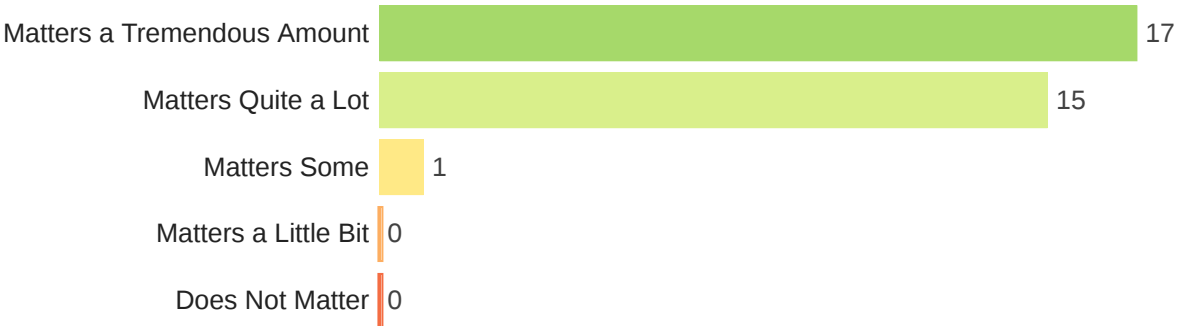
How would you rate your overall well-being on a scale of 5 (Excellent) to 1 (Poor)?



How effective do you feel at your job right now?



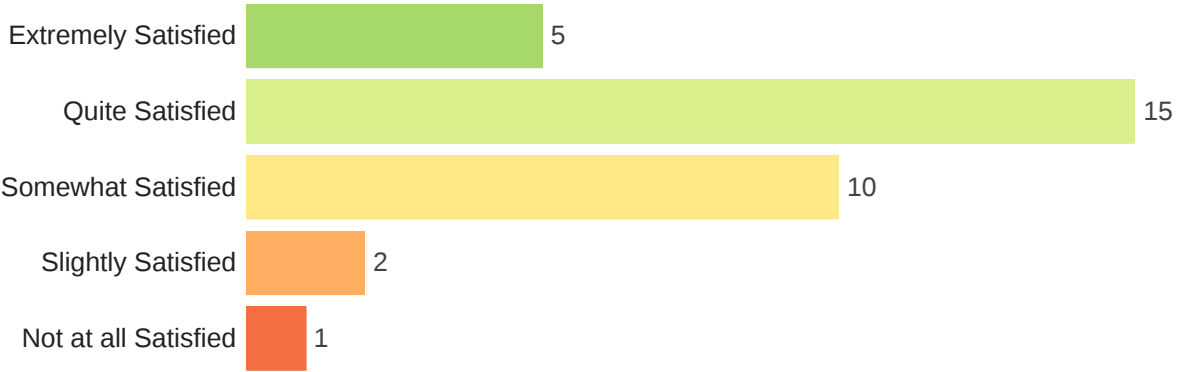
How much does work matter to you?



How meaningful for you is the work you do?

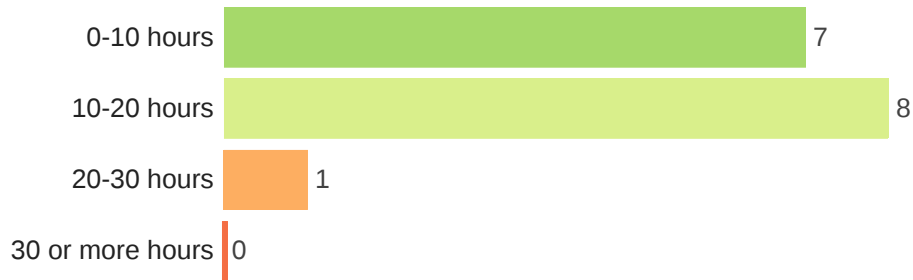


Overall, how satisfied are you with your job right now?

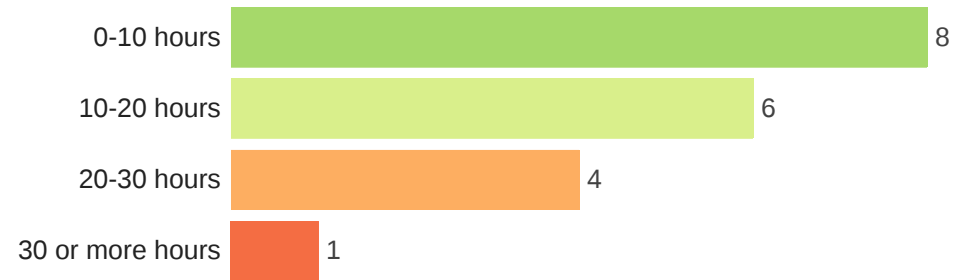


How much time per week on average do you spend on school related activities outside of school hours?

Pre-K / Elementary



Jr / Sr High



Please explain how you are spending the time outside of school hours on the school related activities:

Pre-K / Elementary

Lesson Planning	8
Grading	7
Coaching/Sponsoring	5
Researching Class Ideas	5
Concessions	2
Evaluating Resources	2
Prepping for/Attending Meetings	2
Analyzing Data	1
Assessments	1
Attending Kid's Events	1
Building Relationships with Students	1
Collaborating with Staff	1
Communicating with Parents	1
Creating Activities	1
Helping at Extracurricular Activities	1
IXL	1
Professional Development	1
Reports	1
Sports/Exercise	1

Jr / Sr High

Grading	9
Lesson Planning	9
Helping at Extracurricular Activities	6
Coaching/Sponsoring	4
Cleaning/Prepping Classroom	3
Researching Class Ideas	3
Prepping for/Attending Meetings	2
Assessments	1
Buying Class Supplies	1
Collaborating with Staff	1
Communicating with Parents	1
Concessions	1
Creating Activities	1
Evaluating Resources	1
N/A	1
Organizing Materials	1
Professional Development	1
Recording Progress Monitoring	1
Reports	1
Sports/Exercise	1

Please assess the following statements about social-emotional, mental health well-being:

Field	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
The district has the appropriate staff to address the social-emotional and mental health well-being of students.	0.00% 0	28.57% 4	35.71% 5	35.71% 5	14
The district effectively equips all staff to address their social-emotional and mental health well-being.	0.00% 0	35.71% 5	50.00% 7	14.29% 2	14
The district effectively equips students to cope with their social-emotional and mental health well-being .	0.00% 0	21.43% 3	64.29% 9	14.29% 2	14
The district administration effectively addresses social-emotional and mental health well-being needs.	0.00% 0	14.29% 2	57.14% 8	28.57% 4	14

What do you need as an educator for your own social-emotional, mental health well-being?

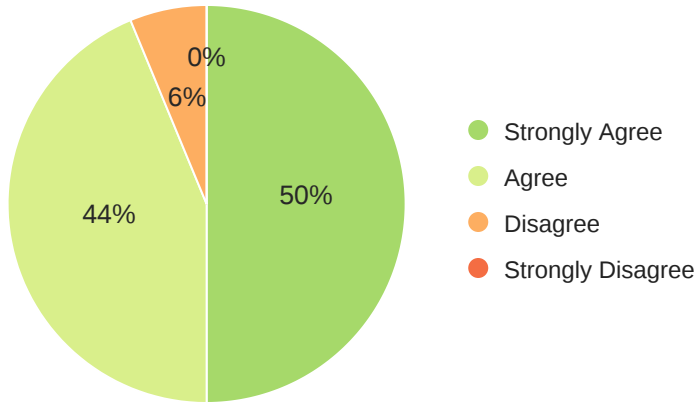
Trust from Admin	8	Less Busywork	1
4-Day Week Helps	3	Massage	1
N/A	3	Meaningful Relationships for Staff	1
Time Management	3	More Approachable Administration	1
Unsure	3	Parent Involvement	1
Classroom Support	2	Positive Relationships with Coworkers	1
Exercise	2	Reading	1
Feedback to Improve	2	Respect	1
Nothing	2	Second Counselor	1
Time	2	Social Media Breaks	1
Time Away from Work	2	Staff Needs/Wants Heard by Admin	1
Communication	1	Staff/Admin Collaboration	1
Encouragement	1	Time Dedicated to Health	1
Family Time	1	Time to Complete Tasks	1
Input into Scheduling	1	Work Limits	1
Job Security	1		

What has helped you most in managing work related stress?

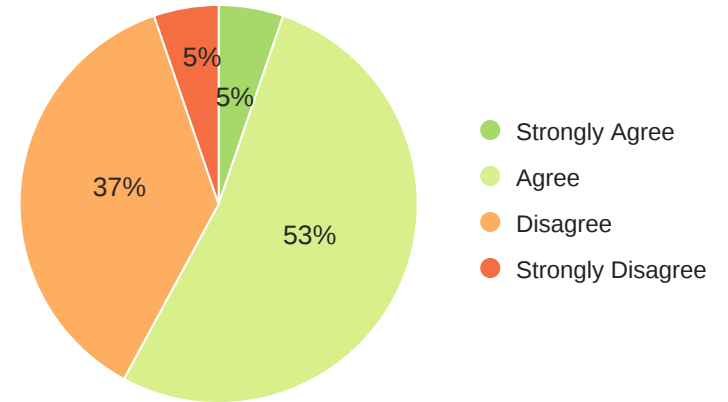
Exercise	6	Faith	1
Leaving Work at School	6	Home Life Suffers	1
Support from Coworkers	6	Ice Cream	1
Family Time	4	Parents	1
Support from Administrators	4	Reading	1
Collaboration with Other Staff	3	Removing School Email from Personal Device	1
Free Time at Home	3	Self-Care	1
Friendships	3	Setting Boundaries	1
Time Away From School	2	Sleep	1
Achieving Small Goals	1	Spouse/Partner	1
Bubble Baths	1	Unsure	1
Calendar	1	Weekend Plans	1
Conversations with Professional Connections	1	Working Outside	1
Deep Breathing	1		

Effective teaching is recognized in my school.

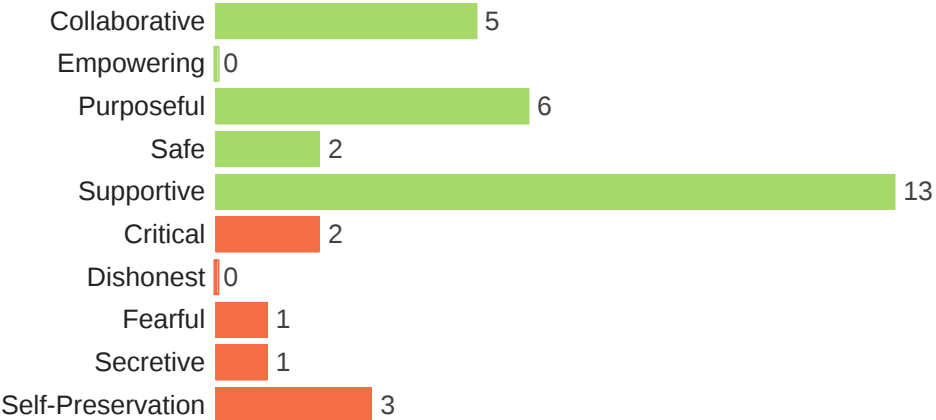
Pre-K / Elementary



Jr / Sr High

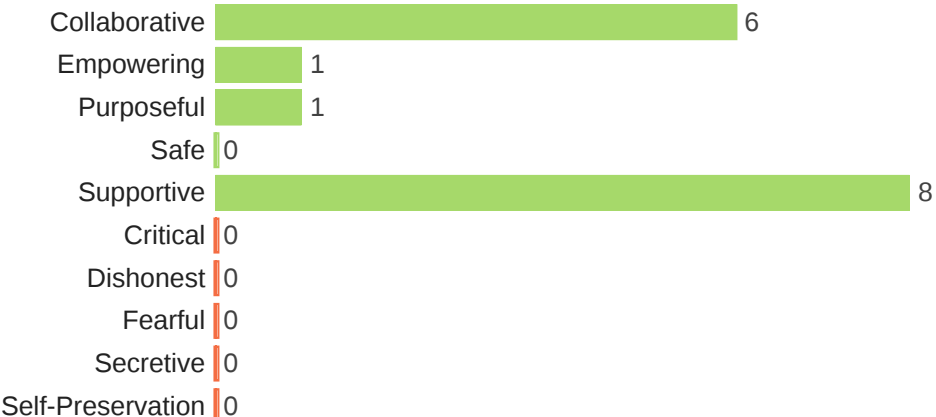


What word would you use to describe the climate in the school district?

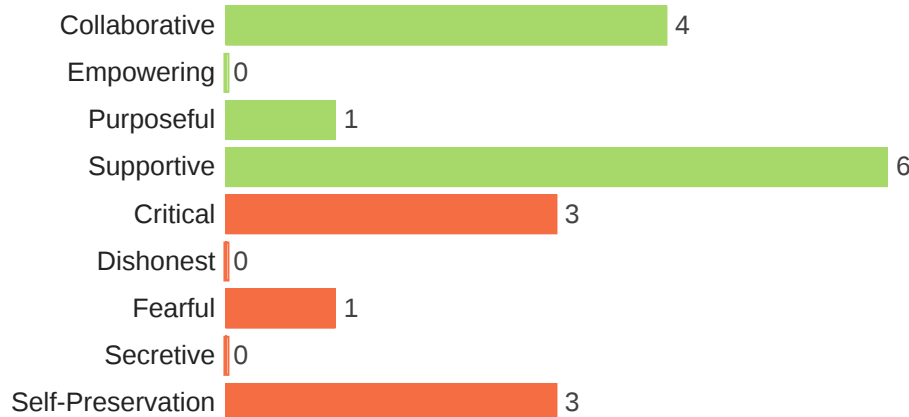


What word would you use to describe the climate in your building?

Pre-K / Elementary

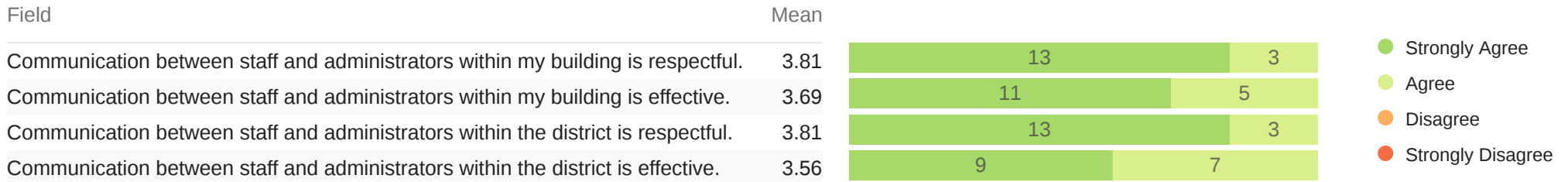


Jr / Sr High



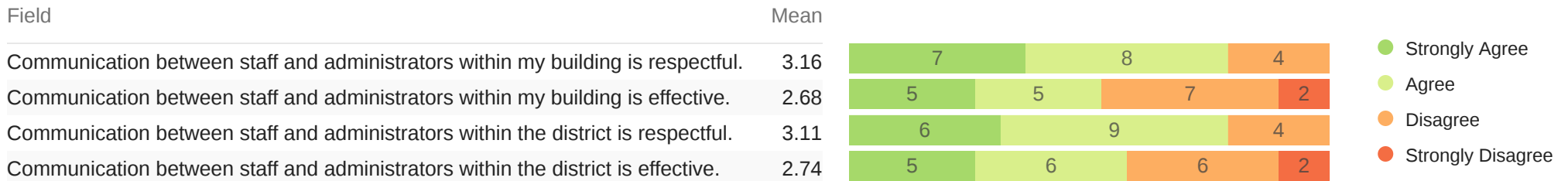
Please assess the following statements about communication between staff and administration:

Pre-K / Elementary



Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Communication between staff and administrators within my building is respectful.	81.25% 13	18.75% 3	0.00% 0	0.00% 0	16
Communication between staff and administrators within my building is effective.	68.75% 11	31.25% 5	0.00% 0	0.00% 0	16
Communication between staff and administrators within the district is respectful.	81.25% 13	18.75% 3	0.00% 0	0.00% 0	16
Communication between staff and administrators within the district is effective.	56.25% 9	43.75% 7	0.00% 0	0.00% 0	16

Jr / Sr High



Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Communication between staff and administrators within my building is respectful.	36.84% 7	42.11% 8	21.05% 4	0.00% 0	19
Communication between staff and administrators within my building is effective.	26.32% 5	26.32% 5	36.84% 7	10.53% 2	19
Communication between staff and administrators within the district is respectful.	31.58% 6	47.37% 9	21.05% 4	0.00% 0	19
Communication between staff and administrators within the district is effective.	26.32% 5	31.58% 6	31.58% 6	10.53% 2	19

Please respond to the following statements about communication between other groups in your building:

Pre-K / Elementary

All Responses	Mean	Stacked Bar Chart			Legend
Communication between certified staff members is effective.	3.44	8	7	1	● Strongly Agree (5) ● Agree (4) ● Disagree (2) ● Strongly Disagree(1)
Communication between certified staff members and classified staff members is effective.	3.56	10	5	1	
Communication between certified staff and parents is effective.	3.31	5	11		

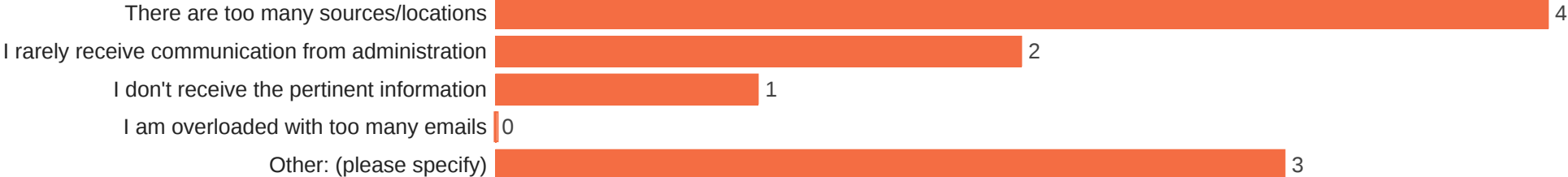
Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Communication between certified staff members is effective.	50.00% 8	43.75% 7	6.25% 1	0.00% 0	16
Communication between certified staff members and classified staff members is effective.	62.50% 10	31.25% 5	6.25% 1	0.00% 0	16
Communication between certified staff and parents is effective.	31.25% 5	68.75% 11	0.00% 0	0.00% 0	16

Jr / Sr High

All Responses	Mean	Stacked Bar Chart			Legend
Communication between certified staff members is effective.	2.84	3	10	6	● Strongly Agree (5) ● Agree (4) ● Disagree (2) ● Strongly Disagree(1)
Communication between certified staff members and classified staff members is effective.	2.89	4	9	6	
Communication between certified staff and parents is effective.	2.84	3	10	6	

Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Communication between certified staff members is effective.	15.79% 3	52.63% 10	31.58% 6	0.00% 0	19
Communication between certified staff members and classified staff members is effective.	21.05% 4	47.37% 9	31.58% 6	0.00% 0	19
Communication between certified staff and parents is effective.	15.79% 3	52.63% 10	31.58% 6	0.00% 0	19

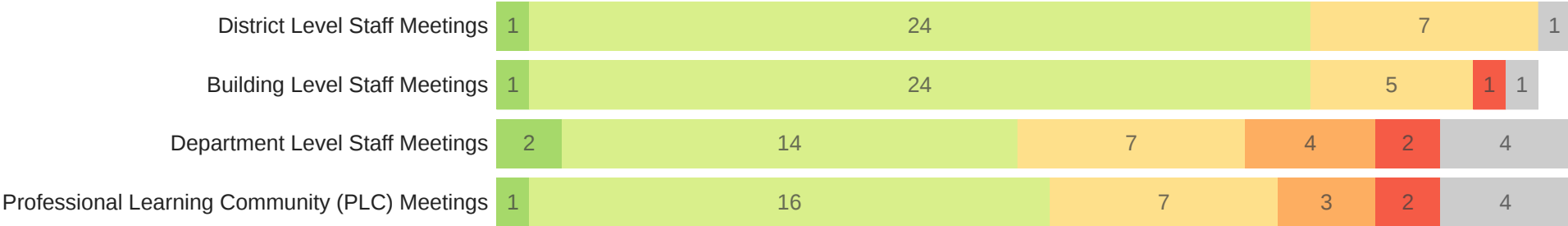
If communication is not effective, please explain:



Other Reasons Communication is not Effective:

Emails After Hours	1
Lack of Communication Between Staff	1
Late Communication	1
No Positive Feedback	1
Notice of Student Absences	1
Passive-Aggressive Communication	1

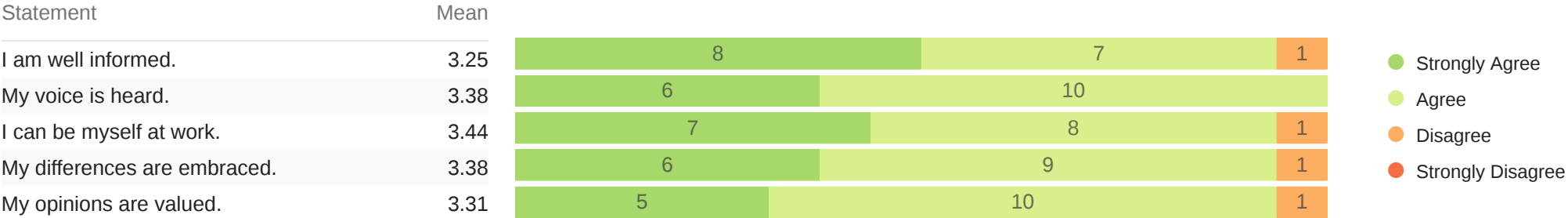
Please answer the following questions about how often you participate in staff meetings:



● Weekly ● Bi-Weekly ● Monthly ● 2-3 Times a Semester ● 2-3 Times a Year ● Never

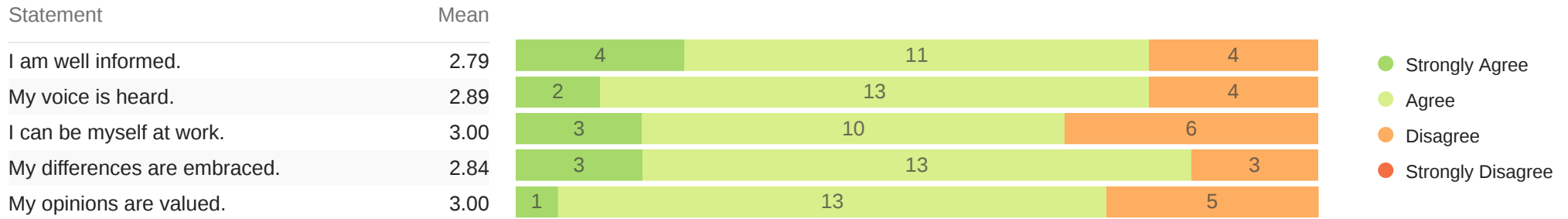
Consider the dynamic between you and your colleagues and assess the following statements:

Pre-K / Elementary



Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
I am well informed.	31.25% 5	62.50% 10	6.25% 1	0.00% 0	16
My voice is heard.	37.50% 6	62.50% 10	0.00% 0	0.00% 0	16
I can be myself at work.	50.00% 8	43.75% 7	6.25% 1	0.00% 0	16
My differences are embraced.	43.75% 7	50.00% 8	6.25% 1	0.00% 0	16
My opinions are valued.	37.50% 6	56.25% 9	6.25% 1	0.00% 0	16

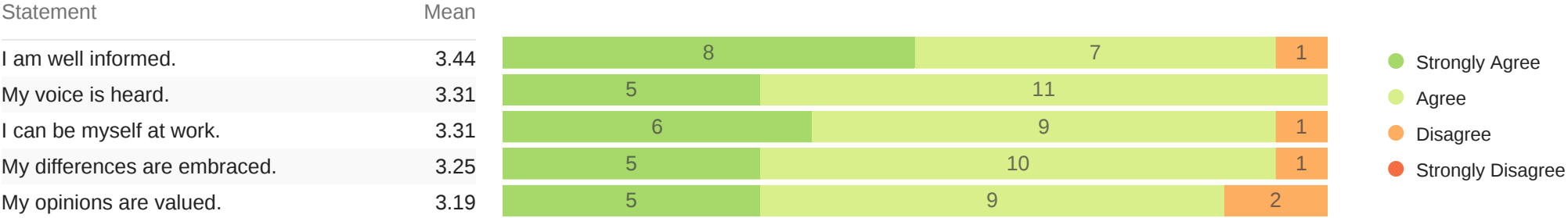
Jr / Sr High



Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
I am well informed.	5.26% 1	68.42% 13	26.32% 5	0.00% 0	19
My voice is heard.	10.53% 2	68.42% 13	21.05% 4	0.00% 0	19
I can be myself at work.	21.05% 4	57.89% 11	21.05% 4	0.00% 0	19
My differences are embraced.	15.79% 3	52.63% 10	31.58% 6	0.00% 0	19
My opinions are valued.	15.79% 3	68.42% 13	15.79% 3	0.00% 0	19

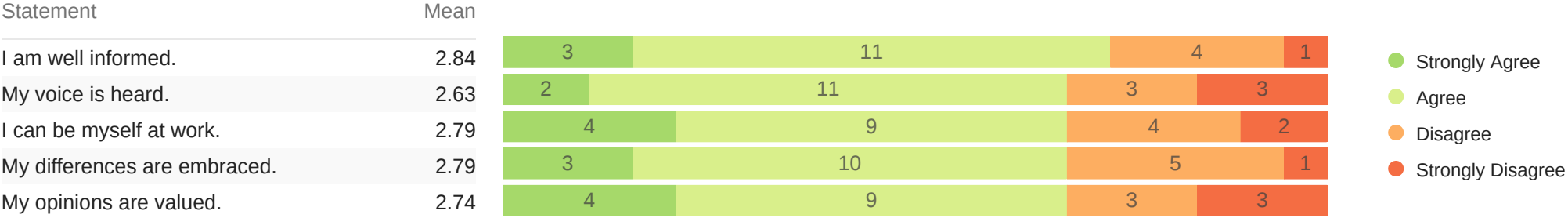
Consider the dynamic between you and administration and assess the following statements:

Pre-K / Elementary



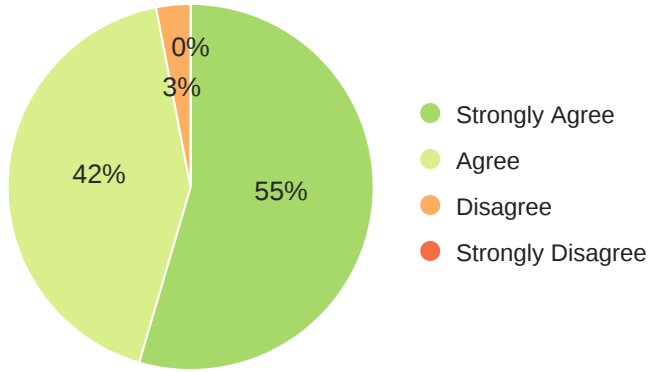
Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
I am well informed.	50.00% 8	43.75% 7	6.25% 1	0.00% 0	16
My voice is heard.	31.25% 5	68.75% 11	0.00% 0	0.00% 0	16
I can be myself at work.	37.50% 6	56.25% 9	6.25% 1	0.00% 0	16
My differences are embraced.	31.25% 5	62.50% 10	6.25% 1	0.00% 0	16
My opinions are valued.	31.25% 5	56.25% 9	12.50% 2	0.00% 0	16

Jr / Sr High

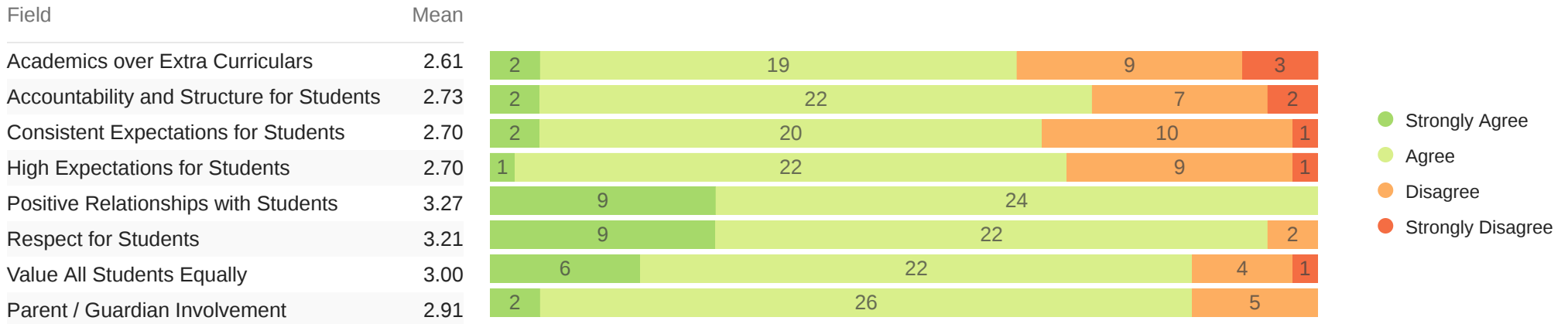


Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
I am well informed.	15.79% 3	57.89% 11	21.05% 4	5.26% 1	19
My voice is heard.	10.53% 2	57.89% 11	15.79% 3	15.79% 3	19
I can be myself at work.	21.05% 4	47.37% 9	21.05% 4	10.53% 2	19
My differences are embraced.	15.79% 3	52.63% 10	26.32% 5	5.26% 1	19
My opinions are valued.	21.05% 4	47.37% 9	15.79% 3	15.79% 3	19

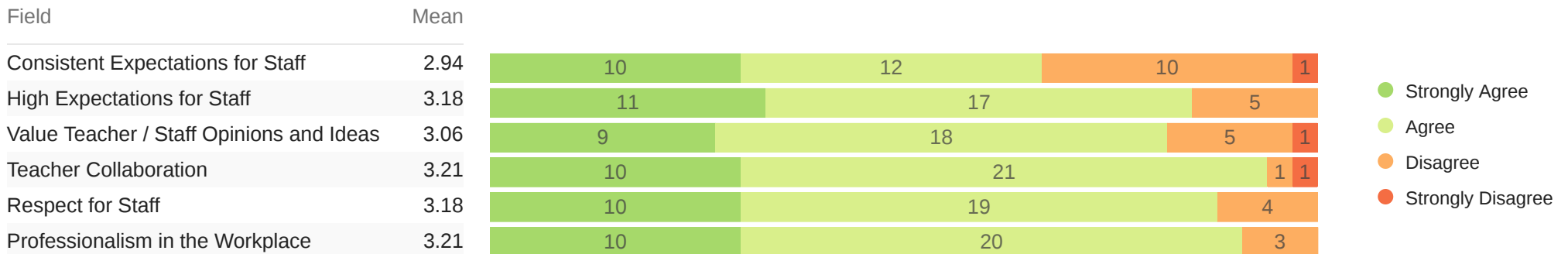
I feel safe at school.



Does the culture in the district promote the following for students:



Does the culture of the district promote the following for staff:



Does the culture of the district promote the following district-wide:

Field	Mean	Response Distribution			
Feedback & Communication	3.06	9	18	5	1
Inclusive Decision-Making	3.00	6	22	4	1
Positive School Morale	2.97	8	17	7	1
Data-Driven Decision-Making	3.24	10	21		2
Transparency on Challenges / Needs	3.06	8	20	4	1
Trust and Collaboration	3.09	10	17	5	1
Positivity	3.03	8	19	5	1
Cohesion Across Buildings / Levels	2.97	6	21	5	1
Learning-Centered Environment	3.12	7	23		3
Sense of Belonging	3.09	10	17	5	1
Effectively Address Behavior	2.79	5	18	8	2
Teamwork	3.12	11	16	5	1
Unified Vision	3.09	7	22	4	
Consistent Policy Enforcement	2.79	4	20	7	2

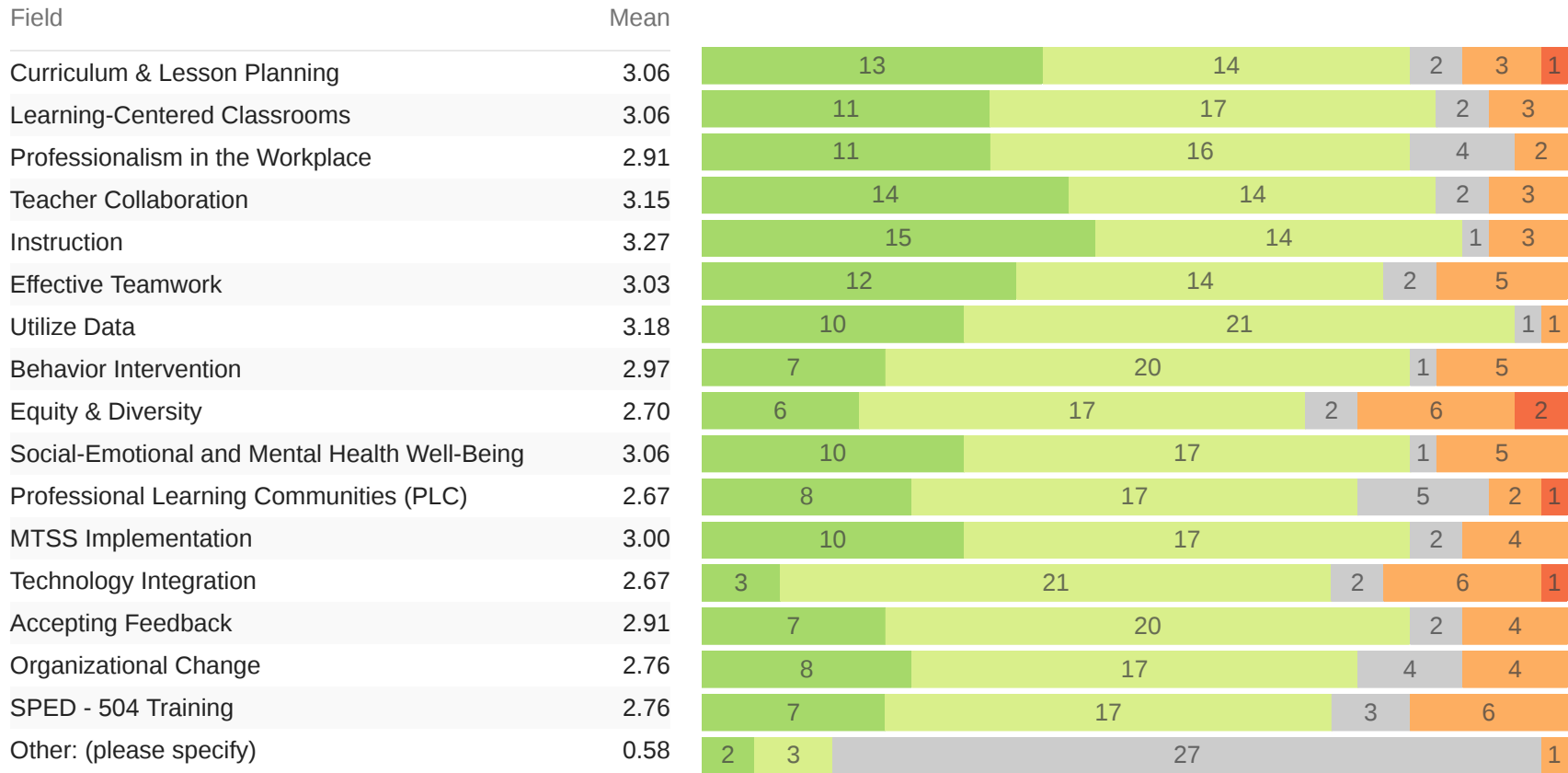
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Are there areas about the culture/climate in the district that you did not have the opportunity to address in the above questions?

No	23
Different Expectations for Secondary/Elementary	1
Different Treatment of Athletes	1
Elementary More Consistent than Secondary	1
Encouraging Student Involvement	1
More Awareness of Student's Other Classroom	1
Value Sports Over Academics	1

Personnel Effectiveness

I receive the professional development I need related to:

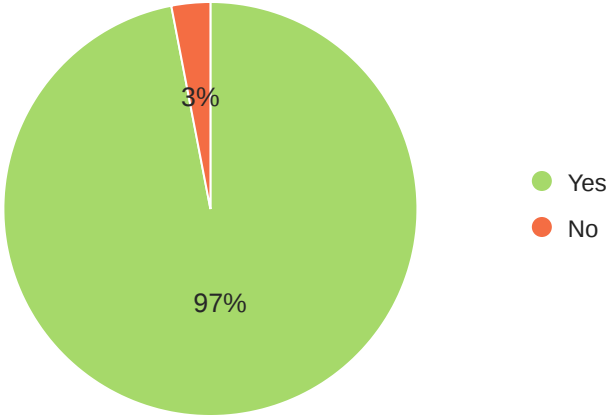


- Strongly Agree
- Agree
- Not Applicable
- Disagree
- Strongly Disagree

Other Professional Development:

N/A	12
Individual Training Opportunities	1
Mental Health	1

Do you receive a performance evaluation per district policy?



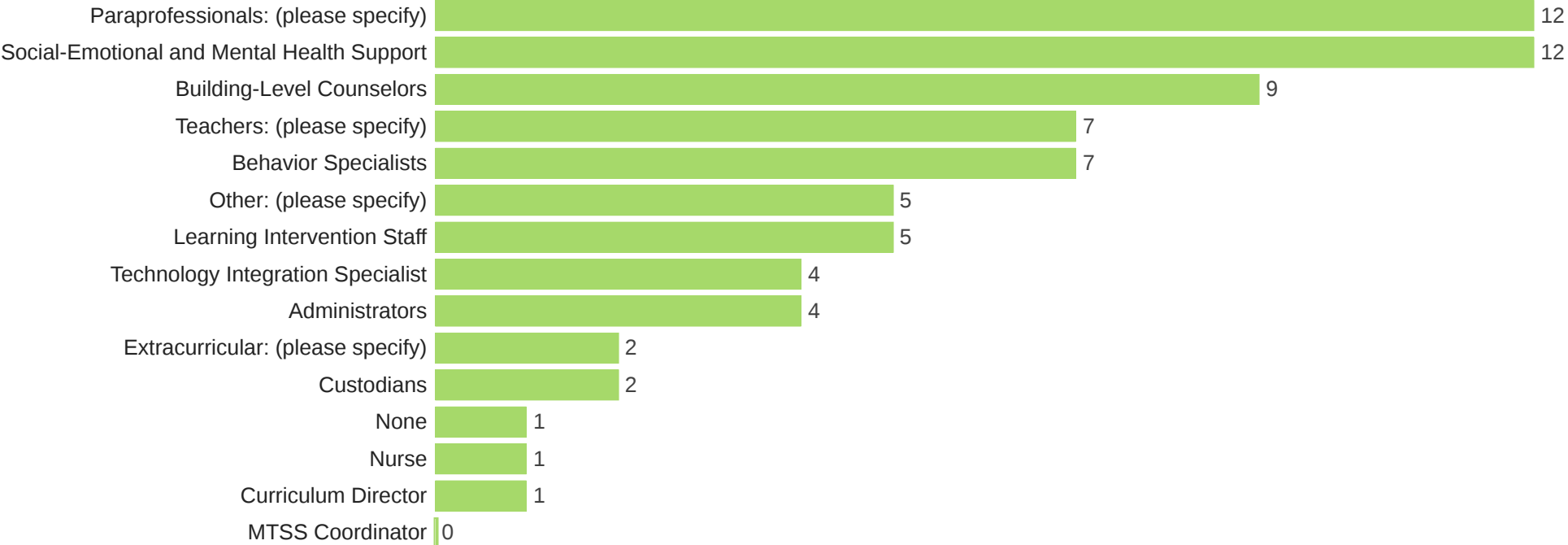
Why Not:

Hired through ESU

How Often and To What Extent:

Formal Evaluations	8
Informal Evaluations	5
Unsure	5
Every Semester	4
N/A	4
Twice a Year	3
3 years	2
1-on-1 Meeting with Admin Before and After	1
3 Professional Learning Meetings per Year	1
According to Evaluation Process	1
Every 2 years	1
1 One Training	1
Professional Development Twice/Month	1
Quarterly	1
School Policy	1

Identify the district's greatest staffing needs:



Extracurricular Needs:

- Basketball
- Coaches

Paraprofessionals Needs:

- 1 Secondary
- 1 Elementary
- More Paras
- ELL
- Pay Paras More
- SPED

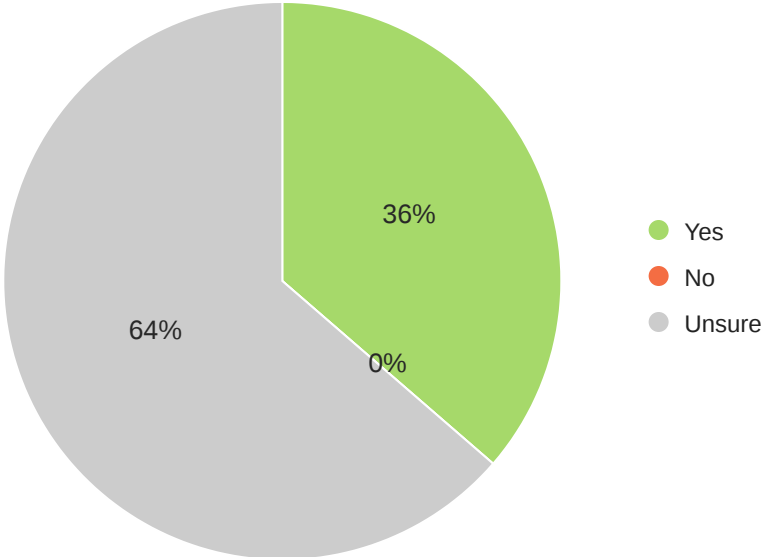
Teacher Staffing Needs:

- 3 Additional SPED Staff
- 2 Elementary Music
- 2 High School Math
- 1 More Class Offerings
- 1 Need More Classrooms
- 1 Workload for Teachers

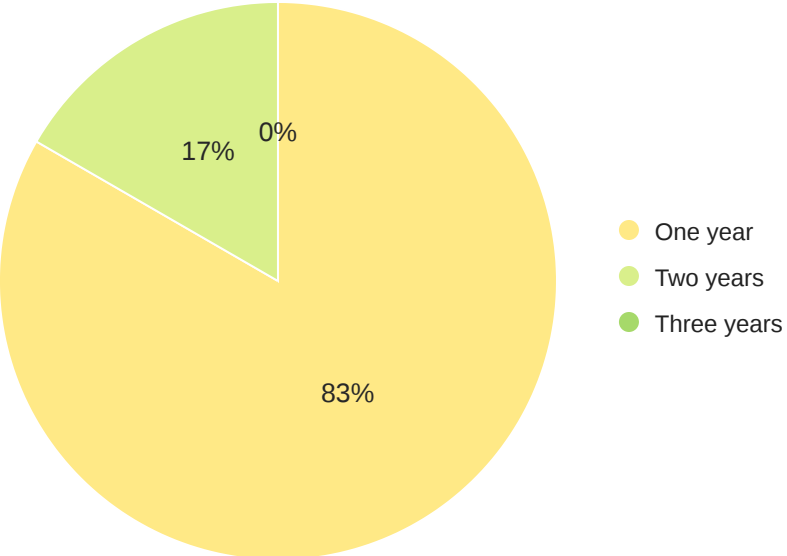
Other Needs:

- 2 Substitutes
- 1 N/A

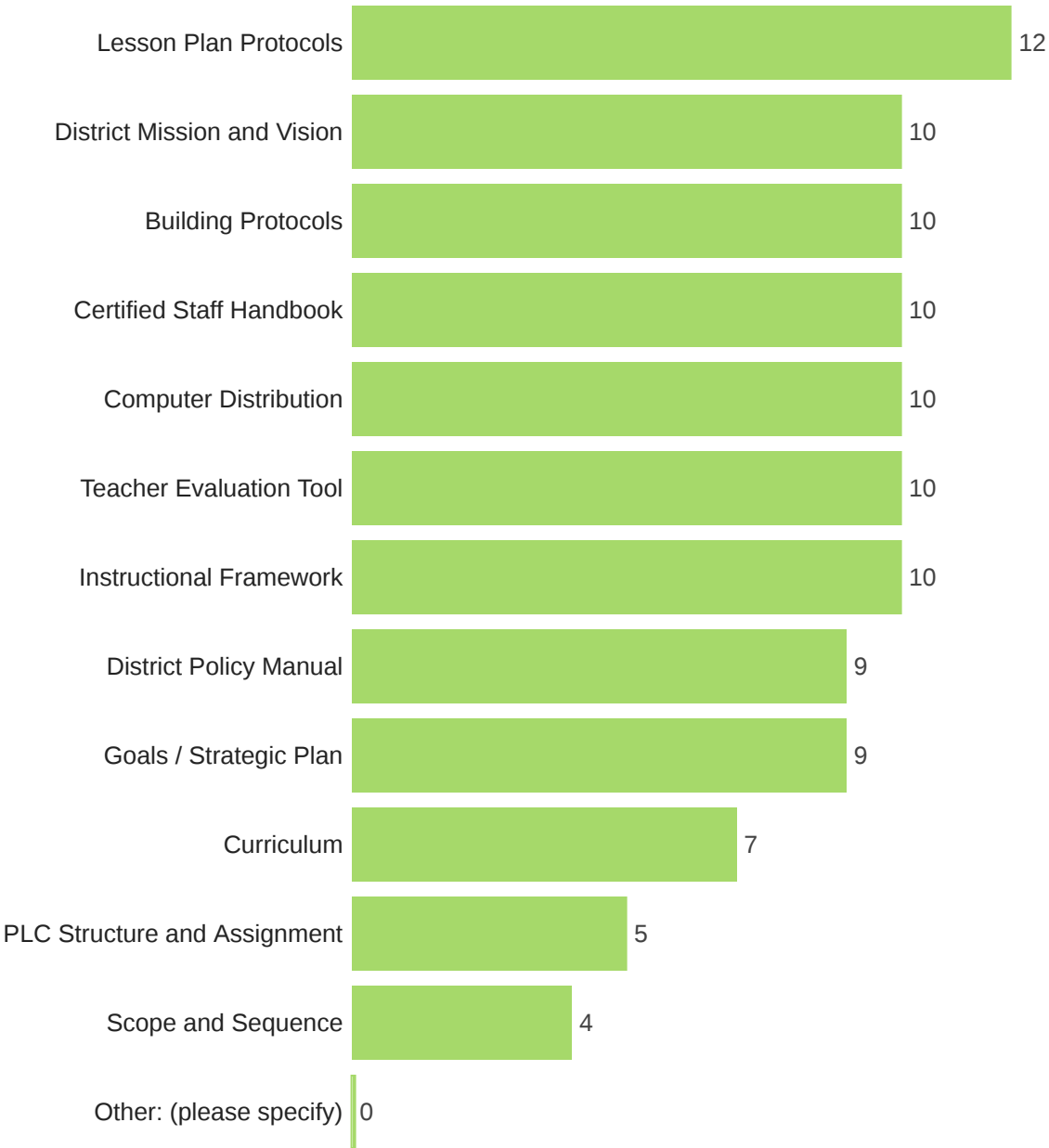
Does the district currently provide a comprehensive certified staff onboarding process?



If yes, how long is the onboarding process?



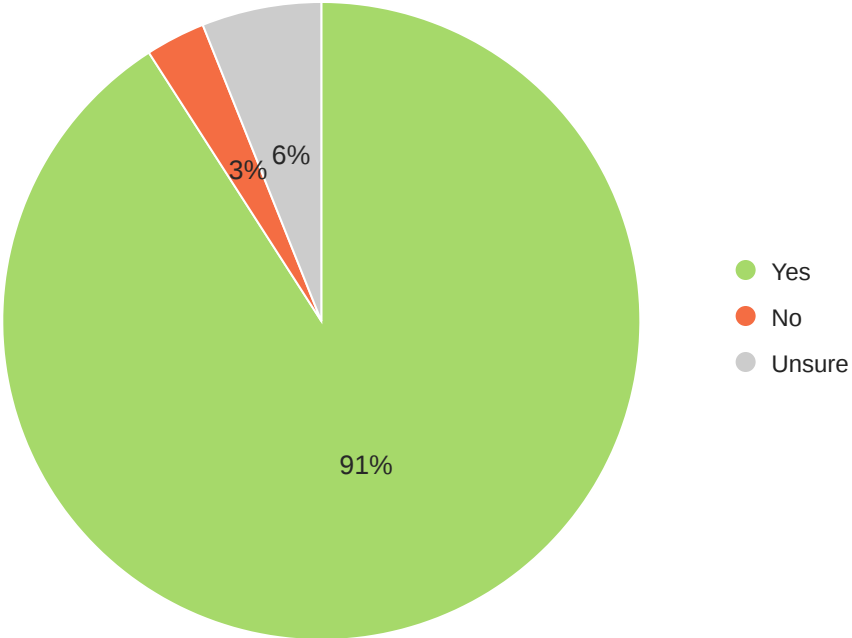
Select the components of the district onboarding process:



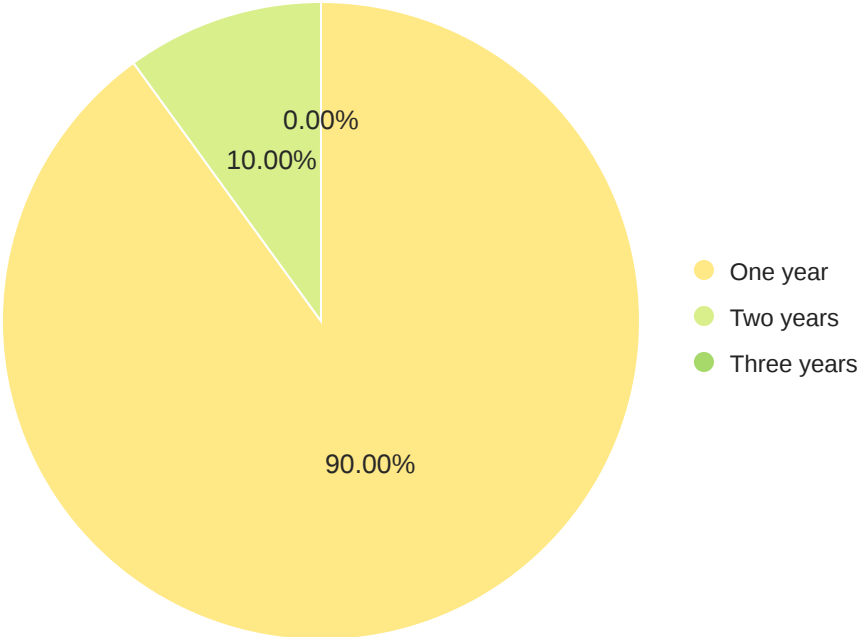
Other Components of the Onboarding Process:

No Data

Does the district currently provide a mentor program to support new certified hires?



If yes, how long is the mentor program?

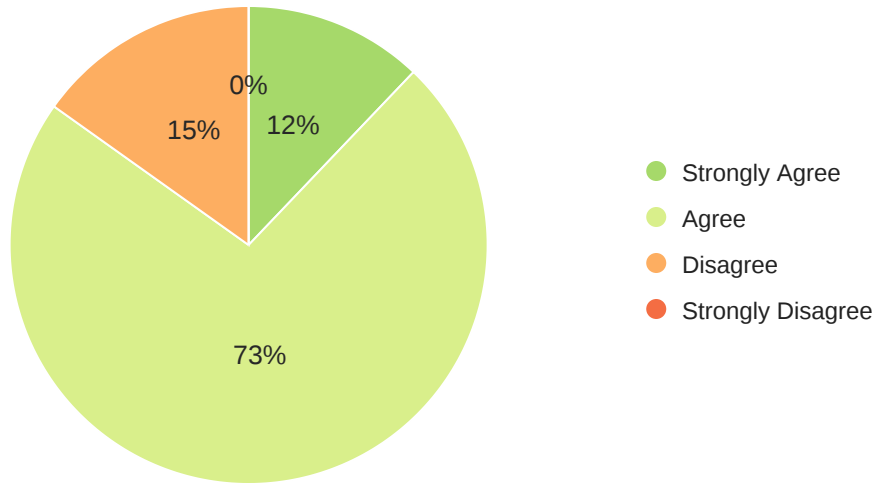


Please describe the components of the mentor program:

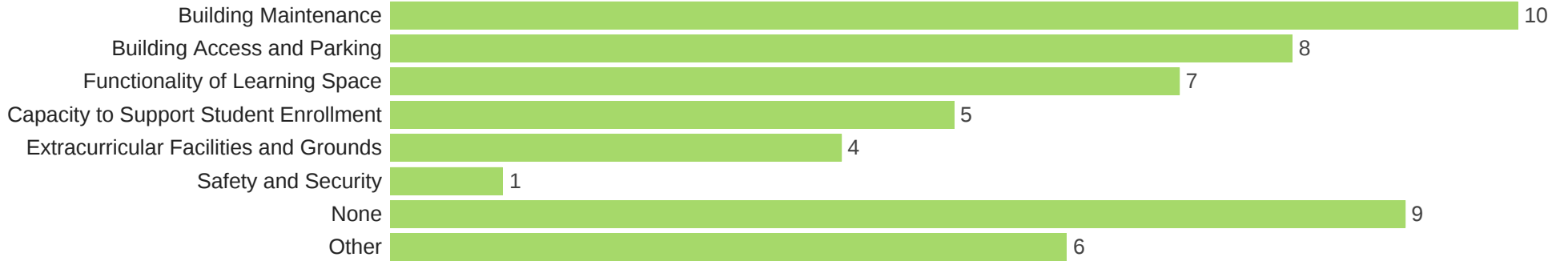
Mentor-Mentee Meetings	15
Monthly Mentor Meetings	7
In-Service Before School	6
Check-Ins	5
Unsure	5
Collaboration Opportunities	2
Clarifying Expectations	1
Mentor Checklist	1
Professional Development Opportunities	1
Quarterly New-Teacher Meetings	1
Regular Meetings	1

District Resources

The district facilities meet the students' learning needs.



Identify what you believe the most important areas the district might focus on to improve and expand learning facilities and grounds.



Other Facilities Needs:

FCS Classroom	1
N/A	1
Pave South Parking Lot	1
Smart Boards in Classrooms	1
Track/Football Stadium	1
Upgrade to Network AP's	1

Identify a district program/initiative you would add or grow:

	<u>Pre-K / Elementary</u>	<u>Jr / Sr High</u>
Before/After School Programs	3 N/A	4
N/A	3 Alternative Education	1
Childcare	2 AP/Dual Credit Courses	1
Parent Involvement	2 Before/After School Programs	1
Fine Arts	1 Computer Science Courses	1
Improve Track	1 CTE/Trades Education	1
Parent Understanding of High School Schedule	1 Extracurricular Involvement	1
Technology Instruction	1 FCS Curriculum	1
Unsure	1 Greenhouse	1
	HAL Opportunities	1
	High School Academic Support	1
	Life-Skills Curriculum	1
	Marching Band	1
	Non-Sport Opportunities	1
	Speech Team	1
	Weights Class	1
	Writing Instruction	1
	Zero Hour	1

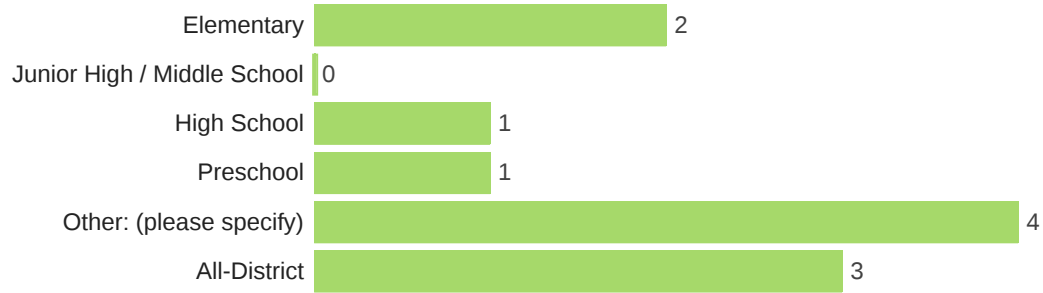
Conclusion

What is your building's highest priority for students?

	<u>Pre-K / Elementary</u>		<u>Jr / Sr High</u>	
Academic Success	8	Academic Success	3	3
Safety/Security	3	Engaging Educational Experience	3	3
Engaging Educational Experience	2	Extracurricular Eligibility	2	2
Students Feel Valued	2	Safety/Security	2	2
Support for All Students	2	Unsure	2	2
Graduation	1	District Growth/Success Visible to Community	1	1
High Expectations for Students	1	Graduation	1	1
N/A	1	Learn Something New Everyday	1	1
Positive Learning Environment	1	Lifelong Learning	1	1
Post-Graduation Success	1	N/A	1	1
Reading	1	Positive Learning Environment	1	1
Students Reaching Potential	1	Post-Graduation Success	1	1
Test Scores	1	Students Reaching Potential	1	1
		Support for All Students	1	1
		Test Scores	1	1

Appendix D - Classified Staff Engagement Data

Please indicate the building/level where you spend 50% or more of your time:



Other:

daycare

Transportation

All of the above

kitchen

What are the strengths of your district?

Cleanliness	2
Good Community	2
Positive School Environment	2
Student-First Mentality	2
Support from Administration	2
Teachers/Staff	2
Communication	1
Community Involvement	1
Facilities	1
N/A	1
Overall Well-Being	1
Positive Relationships with Students	1
Safety and Security	1
Strong Administration	1

Diversity, Equity, and Inclusion

What is your district doing to address diversity, equity, and inclusion with students and staff?

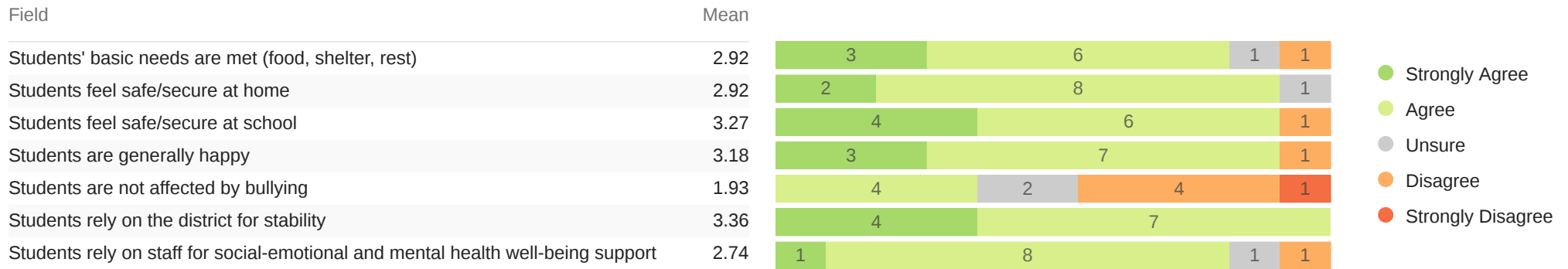
All Are Given Equal Opportunities	4
Unsure	2
1-on-1 Work	1
Addressed Lightly, Not Improving	1
Great Leadership	1
Guidance Program	1
Inclusion	1
Reward System for Fair Treatment	1
Staff Trainings	1

What are you doing to address diversity, equity, and inclusion?

Care for Every Student	4
Treat All Equally	4
N/A	2
Gather Feedback on Lunch Menu	1

Student-Centered Learning Environment

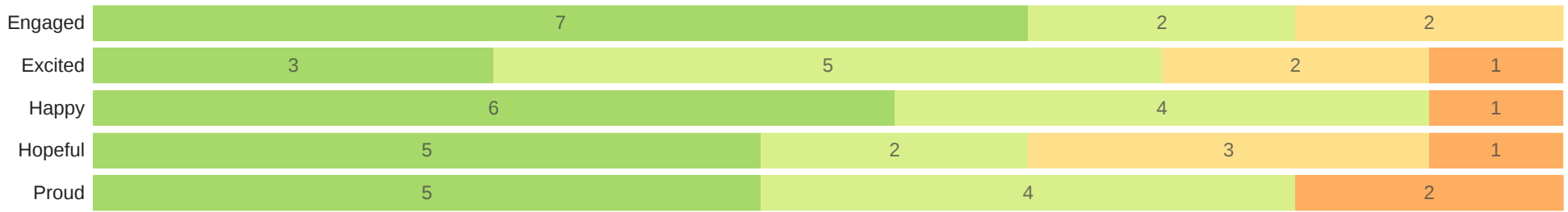
Please respond to the following statements about students in your district / building:



Field	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	Total
Students' basic needs are met (food, shelter, rest)	27.27% 3	54.55% 6	9.09% 1	9.09% 1	0.00% 0	11
Students feel safe/secure at home	18.18% 2	72.73% 8	9.09% 1	0.00% 0	0.00% 0	11
Students feel safe/secure at school	36.36% 4	54.55% 6	0.00% 0	9.09% 1	0.00% 0	11
Students are generally happy	27.27% 3	63.64% 7	0.00% 0	9.09% 1	0.00% 0	11
Students are not affected by bullying	0.00% 0	36.36% 4	18.18% 2	36.36% 4	9.09% 1	11
Students rely on the district for stability	36.36% 4	63.64% 7	0.00% 0	0.00% 0	0.00% 0	11
Students rely on staff for social-emotional and mental health well-being support	9.09% 1	72.73% 8	9.09% 1	9.09% 1	0.00% 0	11

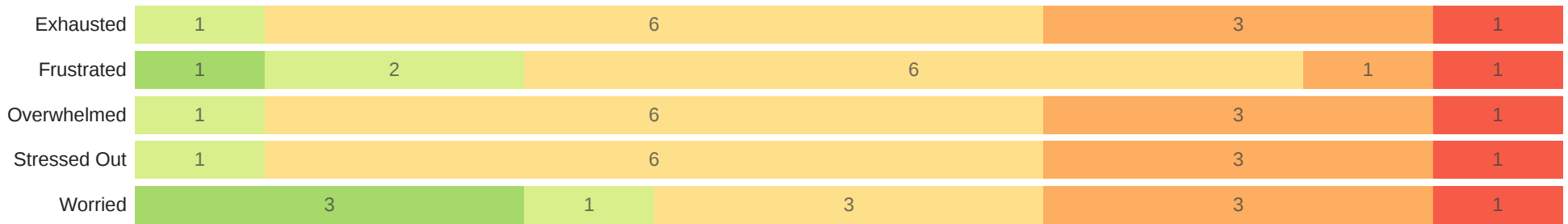
Climate and Culture

Indicate how often you feel _____ at work:



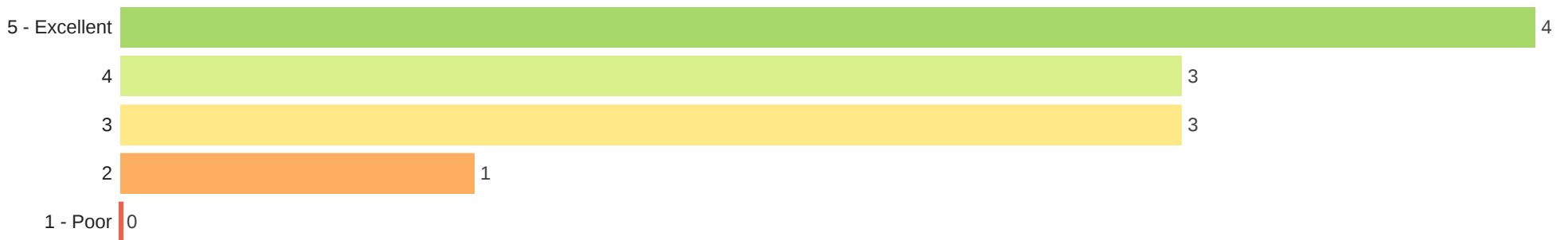
● Almost Always ● Frequently ● Sometimes ● Once in a While ● Almost Never

Indicate how often you feel _____ at work:

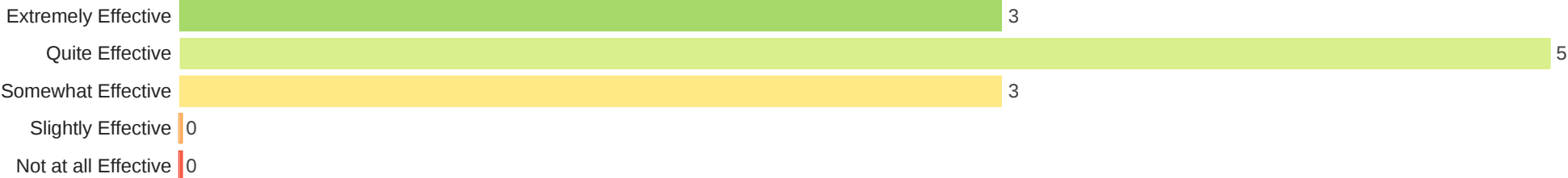


● Almost Never ● Once in a While ● Sometimes ● Frequently ● Almost Always

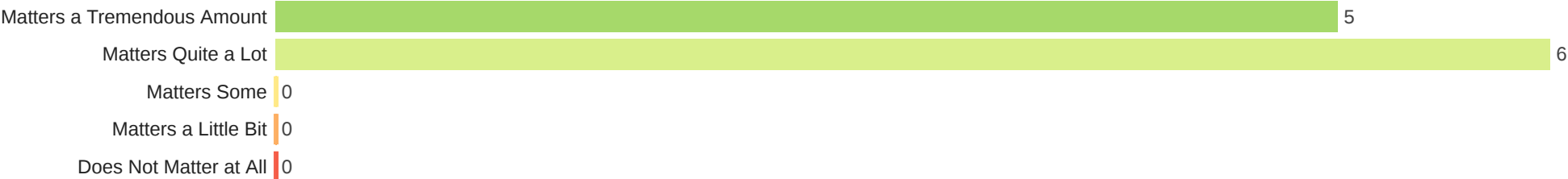
How would you rate your overall well-being on a scale of 5 (Excellent) to 1 (Poor)?



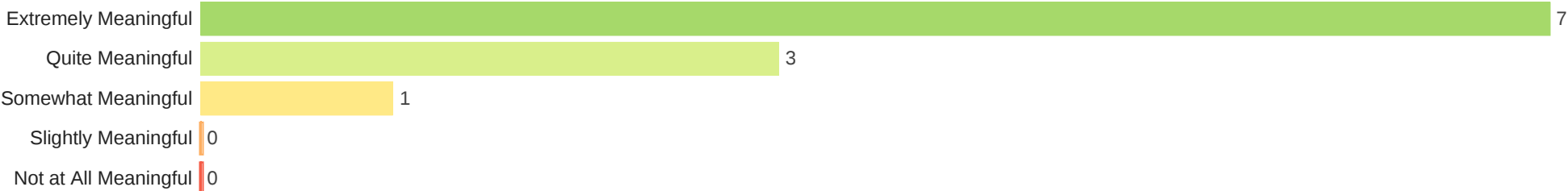
How effective do you feel at your job right now?



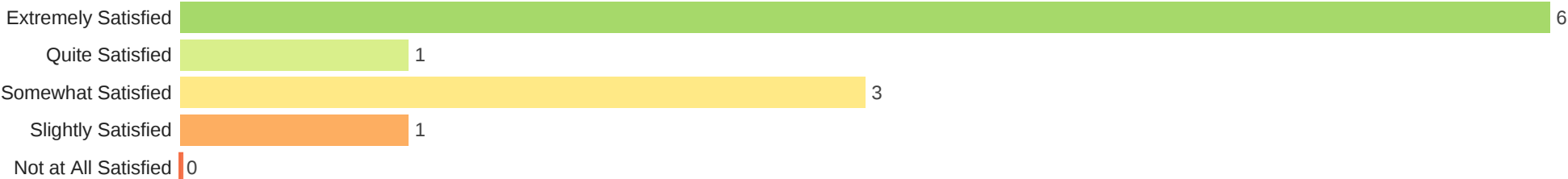
How much does your work matter to you?



How meaningful for you is the work that you do?

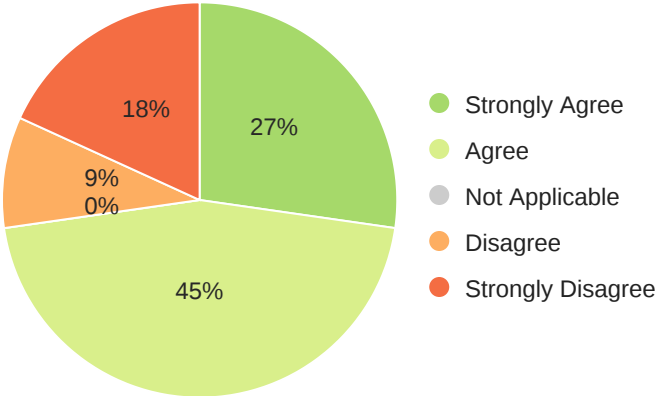


Overall, how satisfied are you with your job right now?



Effective teaching is recognized in my school.

All Responses



Please assess the following statements:

Field	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	Total
The district has the appropriate staff to address the social-emotional and mental health well-being of students.	27.27%	363.64%	7 0.00%	0 9.09%	1 0.00%	0 11
The district effectively equips all staff to address their social-emotional and mental health well-being.	27.27%	363.64%	7 9.09%	1 0.00%	0 0.00%	0 11
The district effectively equips students to cope with their social-emotional and mental health well-being .	27.27%	354.55%	6 0.00%	0 18.18%	2 0.00%	0 11
The district administration effectively addresses social-emotional and mental health well-being needs.	27.27%	363.64%	7 0.00%	0 9.09%	1 0.00%	0 11

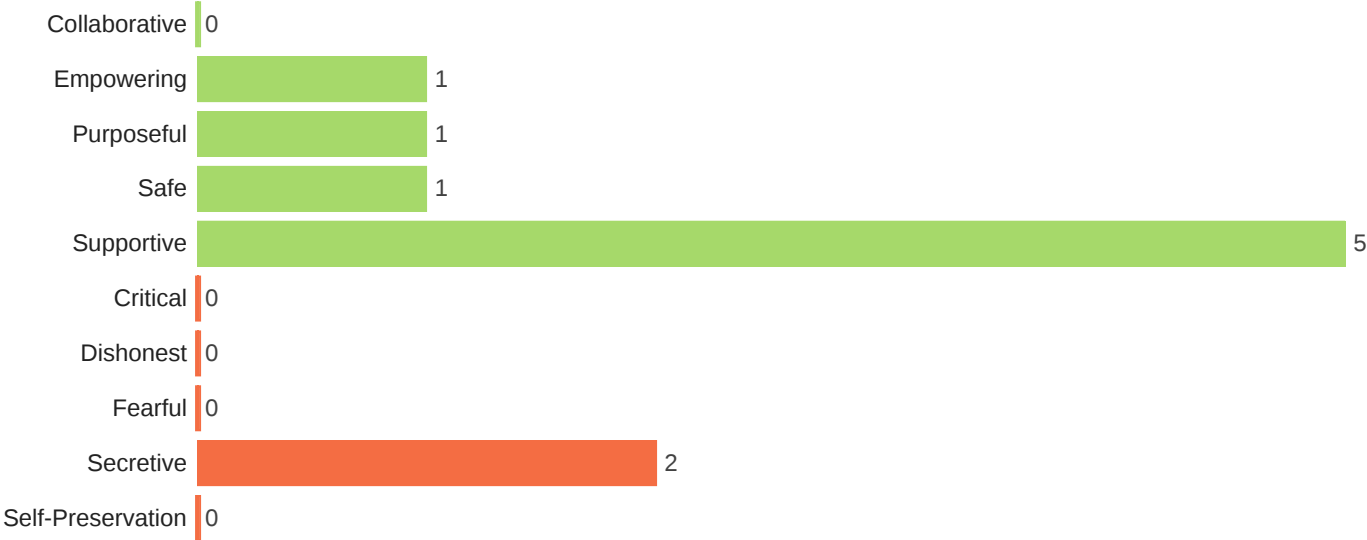
What has helped you most in managing work-related stress?

Administration Support	3
Relationships with Coworkers	3
Hobbies	2
Avoiding Drama	1
Deep Breathing	1
Extra Day Off With Children	1
Friends	1
Leave Work at School	1
Prayer	1
Set Boundaries	1
Spouse/Partner	1
Time Management	1

What do you need as an educator for your own social-emotional, mental health well-being?

Encouragement	1
Feedback for Improvement	1
Find Meaning in Work	1
Four-Day Week	1
Friends	1
Have Enough Staff	1
More Cohesive Staff	1
Not Taking Things Personally	1
Reading	1
Setting Boundaries	1
Support from Administration	1
Team Mentality	1

What word would you use to describe the climate in your school district?



Please assess the following statements about communication:

Field	Mean	Stacked Bar Chart			Legend
Communication among staff and administrators within my building is respectful.	3.20	3	6	1	● Strongly Agree ● Agree ● Disagree ● Strongly Disagree
Communication among staff and administrators within my building is effective.	3.10	3	5	2	
Communication among staff and administrators within the district is respectful.	3.10	2	7	1	
Communication among staff and administrators within the district is effective.	3.10	2	7	1	

All Responses	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Communication among staff and administrators within my building is respectful.	30.00% 3	60.00% 6	10.00% 1	0.00% 0	10
Communication among staff and administrators within my building is effective.	30.00% 3	50.00% 5	20.00% 2	0.00% 0	10
Communication among staff and administrators within the district is respectful.	20.00% 2	70.00% 7	10.00% 1	0.00% 0	10
Communication among staff and administrators within the district is effective.	20.00% 2	70.00% 7	10.00% 1	0.00% 0	10

Please assess the following statements about communication:

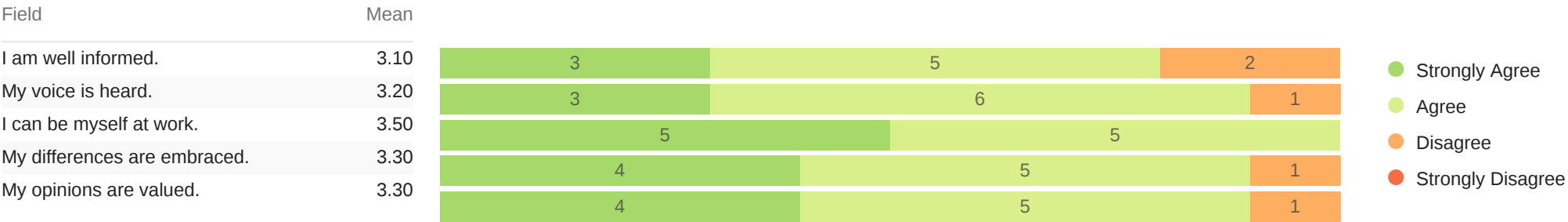
Field	Mean	Stacked Bar Chart			Legend
Communication between classified staff members is effective.	3.10	2	7	1	● Strongly Agree ● Agree ● Disagree ● Strongly Disagree
Communication between certified staff members and classified staff members is effective.	3.00	1	8	1	

Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Communication between classified staff members is effective.	20.00% 2	70.00% 7	10.00% 1	0.00% 0	10
Communication between certified staff members and classified staff members is effective.	10.00% 1	80.00% 8	10.00% 1	0.00% 0	10

Please explain why the communication is not respectful/effective:

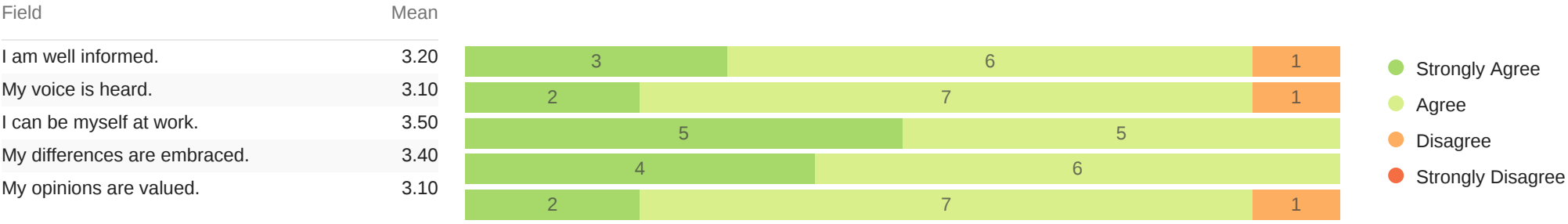


Consider the dynamic between you and your colleagues and assess the following statements:



Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
I am well informed.	30.00% 3	50.00% 5	20.00% 2	0.00% 0	10
My voice is heard.	30.00% 3	60.00% 6	10.00% 1	0.00% 0	10
I can be myself at work.	50.00% 5	50.00% 5	0.00% 0	0.00% 0	10
My differences are embraced.	40.00% 4	50.00% 5	10.00% 1	0.00% 0	10
My opinions are valued.	40.00% 4	50.00% 5	10.00% 1	0.00% 0	10

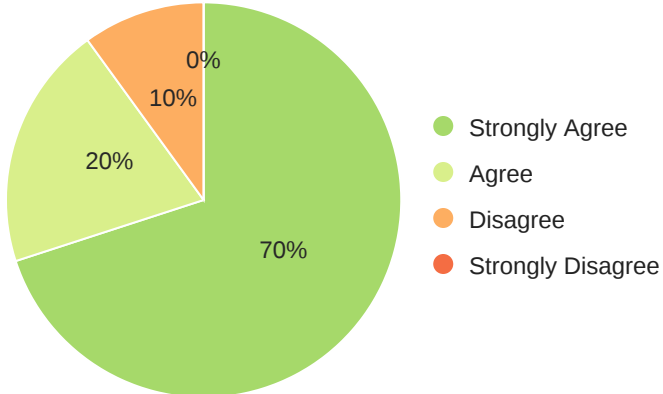
Consider the dynamic between you and administration and assess the following statements:



Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
I am well informed.	30.00% 3	60.00% 6	10.00% 1	0.00% 0	10
My voice is heard.	20.00% 2	70.00% 7	10.00% 1	0.00% 0	10
I can be myself at work.	50.00% 5	50.00% 5	0.00% 0	0.00% 0	10
My differences are embraced.	40.00% 4	60.00% 6	0.00% 0	0.00% 0	10
My opinions are valued.	20.00% 2	70.00% 7	10.00% 1	0.00% 0	10

I feel safe at school.

All Responses



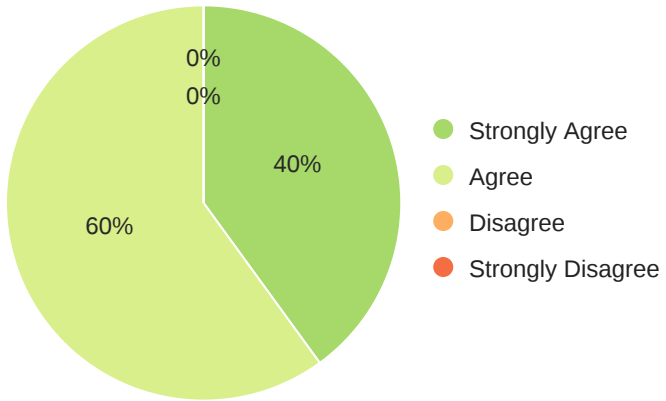
Are there areas about the culture/climate in the district that you did not have the opportunity to address in the above questions?

Better Communication Between Coworkers	1
Bullying	1
Included in Meetings	1
Lack of Respect Between Students and Staff	1
More Direct Communication	1
Poor School Culture	1
Resistance to Change	1

Personnel Effectiveness

I receive the professional development I need to be successful in my role.

All Responses



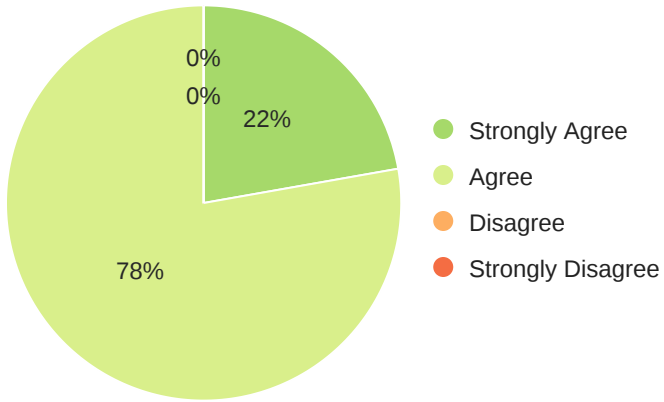
What can be done to enhance the effectiveness of staff?

Better Communication	2
N/A	2
Already Given Opportunities	1
Continuous Learning	1
Encouragement	1
Good Teamwork	1
Inclusion	1
Training for Classified Staff	1
Unsure	1

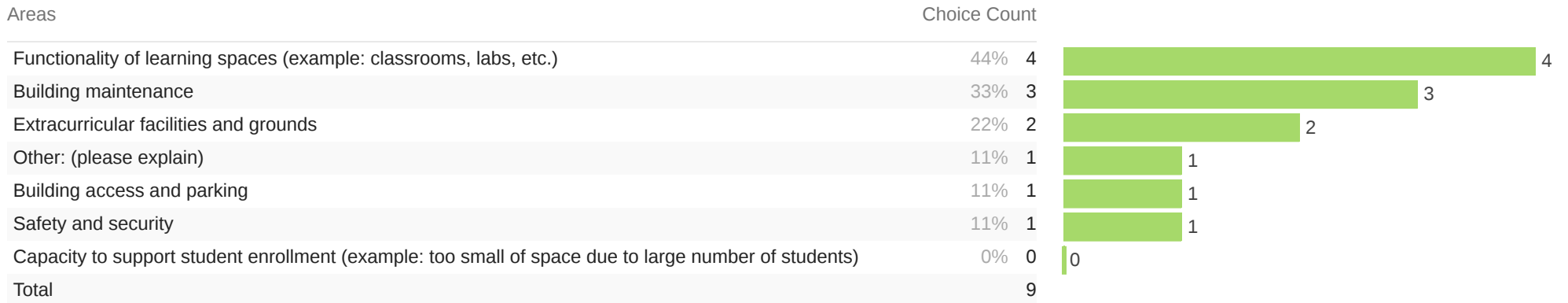
District Resources

The district facilities meet the students' learning needs.

All Responses



Identify what you believe are the most important areas the district might focus on to improve and expand learning facilities and grounds.



Other:

We need to sign on the building

Identify a program / initiative you would add or grow.

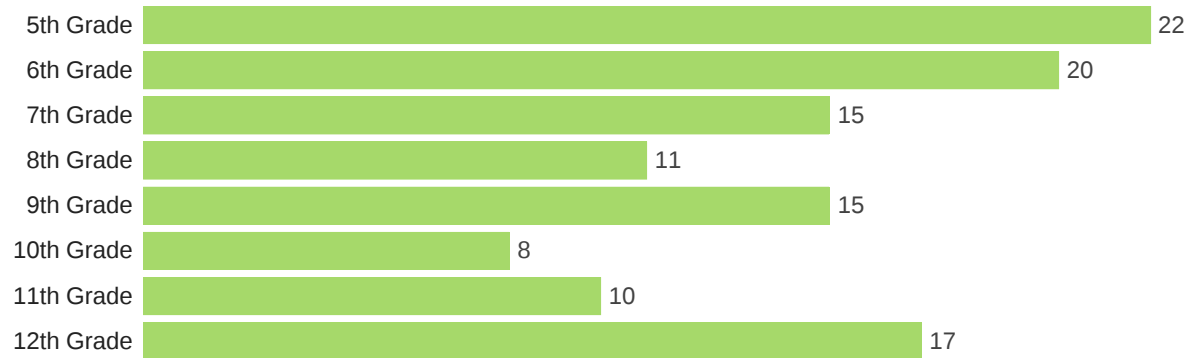
N/A	3
Unsure	2
Better Coaches	1
Facilities Improvements	1
Foreign Language Classes	1
Greenhouse	1
Grow Produce for School Kitchen	1
Sports Program	1

What is your building's highest priority for students?

Safety and Security	3
Evaluating Individual Needs	2
Learning	2
Sports	2
Community Engagement/Involvement	1
Eliminating Mobile Device Distraction	1
Generators	1
Meeting Basic Needs	1
Positive Behavior	1
Positive Relationships for Students	1
Student-First Mentality	1
Support for All Students	1

Appendix E - Student Engagement Data

I am in _____ grade:

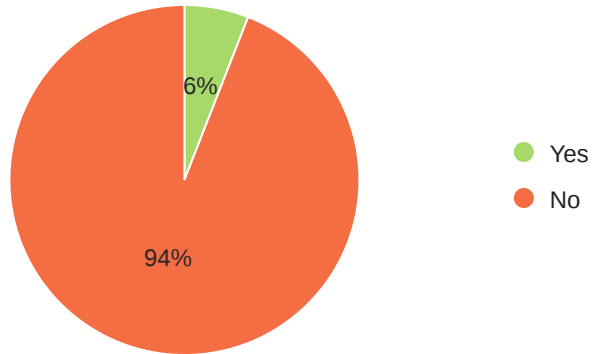


What do you like about your school?

Pre-K/Elementary		Jr./Sr. High	
Teachers	11	Teachers	29
Friends	5	Friends	20
Fun Environment	2	Athletics	12
Gym/PE	2	Providing Opportunities to Students	9
Math	2	Small School	8
Providing Opportunities to Students	2	Nothing	7
Schedule/Times	2	Schedule/Times	6
Food Service/Lunch	1	Food Service/Lunch	5
Library/Library Selection	1	Band	4
Nothing	1	Course Offerings	4
Opportunity to Learn	1	N/A	4
Other Students	1	Gym/PE	2
Positive Relationships for Students	1	Positive Relationships for Students	2
Safety and Security	1	School Colors	2
School Facilities	1	Art	1
Staff	1	Coaches	1
Student Collaboration	1		
		Flexibility	1
		Foods Class	1
		Fun Environment	1
		Individualized Academic Support	1
		Learning System	1
		Library/Library Selection	1
		Location	1
		Nice	1
		No School Uniform	1
		Quiet	1
		School Facilities	1
		School Spirit	1
		Small Class Sizes	1
		Support for Students	1
		Welcoming	1
		Writing	1

Diversity, Equity, and Inclusion

Are you a student in an under represented minority group?



How do your teachers include you as a member of this group?

Student Collaboration	2
Be Kind to Others	1
Good	1
Including Students	1

How does your school include you as a member of this group?

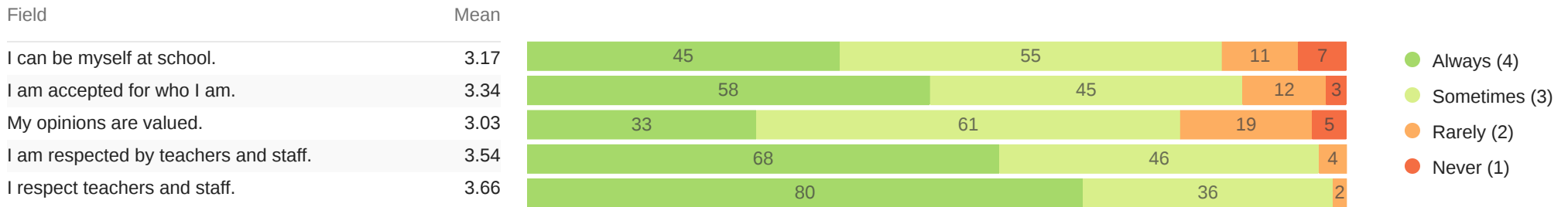
Activities	1
Good	1
Let Students Be Themselves	1
Providing School Supplies	1
Treat Everyone Equal	1

As a member of an under-represented minority group, what challenges do you face at school?

Bullying	3
None	1
Other Students	1
Paying Attention	1

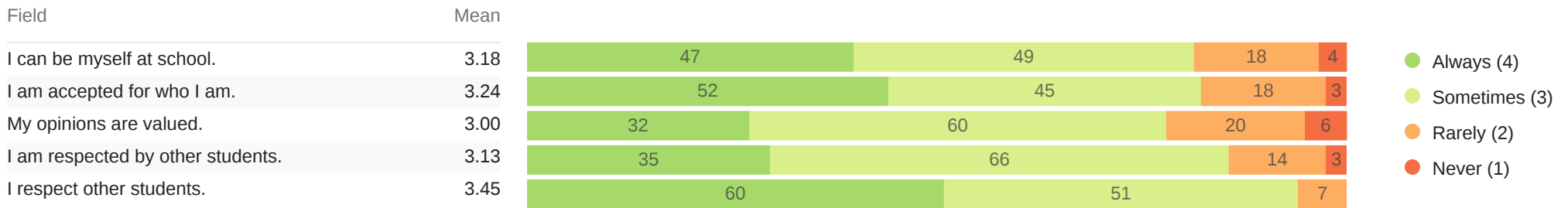
Climate and Culture

Think about your relationship with teachers and staff and respond to the following statements:



Field	Always	Sometimes	Rarely	Never	Total
I can be myself at school.	38% 45	47% 55	9% 11	6% 7	118
I am accepted for who I am.	49% 58	38% 45	10% 12	3% 3	118
My opinions are valued.	28% 33	52% 61	16% 19	4% 5	118
I am respected by teachers and staff.	58% 68	39% 46	3% 4	0% 0	118
I respect teachers and staff.	68% 80	31% 36	2% 2	0% 0	118

Think about your relationship with other students and respond to the following statements:



Field	Always	Sometimes	Rarely	Never	Total
I can be myself at school.	40% 47	42% 49	15% 18	3% 4	118
I am accepted for who I am.	44% 52	38% 45	15% 18	3% 3	118
My opinions are valued.	27% 32	51% 60	17% 20	5% 6	118
I am respected by other students.	30% 35	56% 66	12% 14	3% 3	118
I respect other students.	51% 60	43% 51	6% 7	0% 0	118

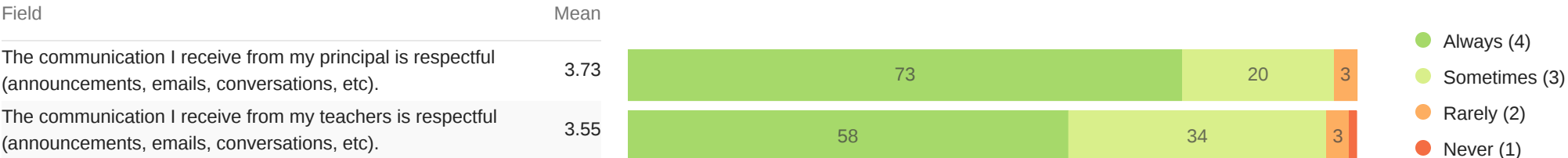
Please respond to the following statements about communication:

Pre-K/Elementary



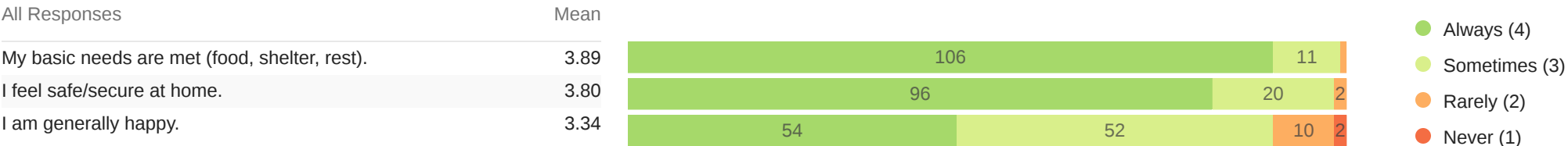
Field	Always	Sometimes	Rarely	Never	Total
The communication I receive from my principal is respectful (announcements, emails, conversations, etc).	95% 21	5% 1	0% 0	0% 0	22
The communication I receive from my teachers is respectful (announcements, emails, conversations, etc).	91% 20	9% 2	0% 0	0% 0	22

Jr./Sr. High



Field	Always	Sometimes	Rarely	Never	Total
The communication I receive from my principal is respectful (announcements, emails, conversations, etc).	76% 73	21% 20	3% 3	0% 0	96
The communication I receive from my teachers is respectful (announcements, emails, conversations, etc).	60% 58	35% 34	3% 3	1% 1	96

Please respond to the following statements:



Field	Always	Sometimes	Rarely	Never	Total
My basic needs are met (food, shelter, rest).	90% 106	9% 11	1% 1	0% 0	118
I feel safe/secure at home.	81% 96	17% 20	2% 2	0% 0	118
I am generally happy.	46% 54	44% 52	8% 10	2% 2	118

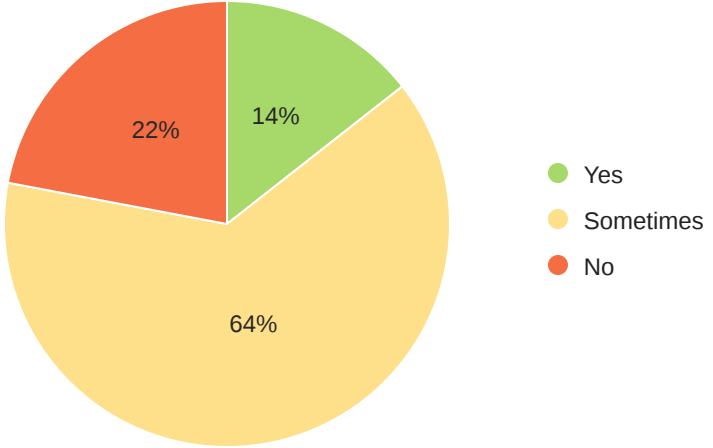
Is there someone at your school you can talk to if you have a problem? (Select all that apply)

Field	Percentage of Responses	Choice Count
Teacher	68%	80
Another Student	64%	75
Counselor	49%	58
Coach	42%	50
Administrator	34%	40
Secretary, Food Service Staff, Custodian, Technology Staff, Nurse	29%	34
Resource Officer	15%	18
None	8%	9
Other	8%	9

Other:

- A speech teacher
- Trainer
- There is a school therapist i can talk to. (every wednesday.)
- Mom and Dad
- no one

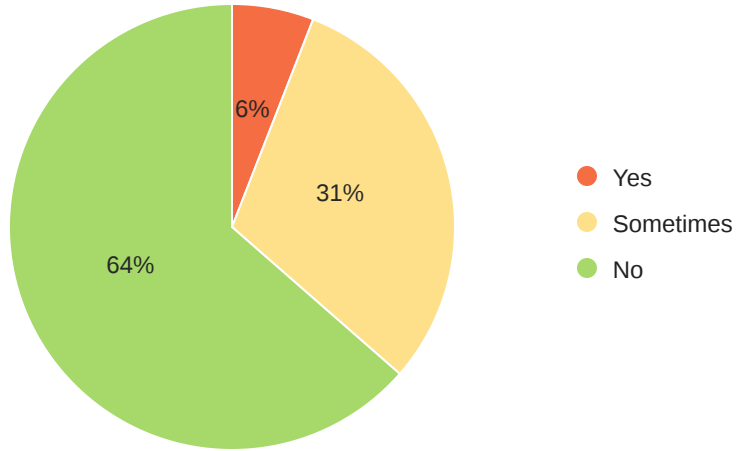
Do you look forward to coming to school?



Please explain why you do not look forward to coming to school:

General Dislike	6	Homework	1
Draining/Exhausting	3	Information Not Used in Life	1
Students are Tired	3	Irrelevant Classes	1
Boring	2	No Phones	1
Disengaged Senior Student	2	Not Interested in Available	1
Other Students	2	Classes	1
Stress	2	Parents Will Not Let Student	1
Teachers	2	Skip	1
Anxiety	1	School is Difficult	1
Bad School Environment	1	Staff Disrespect of Students	1
Communication with Staff	1	Strict Rules	1
Getting Judged	1	Tests	1
		Would Rather Be Home	1

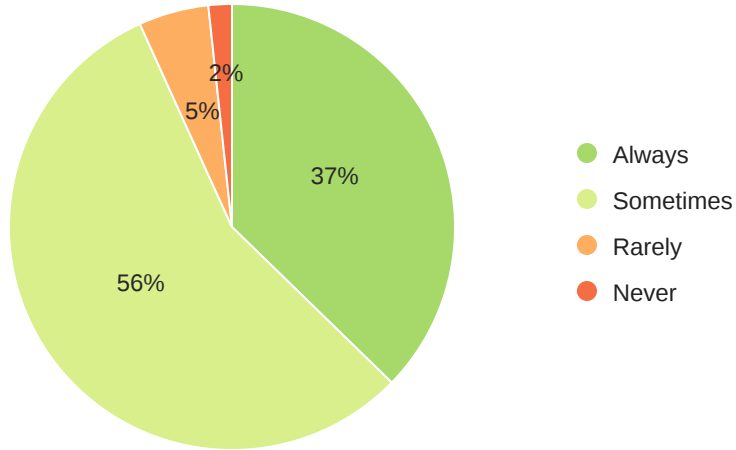
Do you experience bullying?



In what ways do you experience bullying at school?

Teasing	10	Verbal Bullying	2
Rude Comments	9	Being Corrected	1
N/A	7	Bullied for Following Rules	1
Name Calling	6	Communication	1
Physical Bullying	3	Cutting in Line	1
Rumors/Gossip	3	Family	1
Appearance	2	Hair Pulling	1
Bullied for Weight	2	Judgement	1
Exclusion	2	Only By Friends	1
General Bullying	2	Physical Threats	1
Interests	2	Speech	1
Opinions	2	Stealing	1

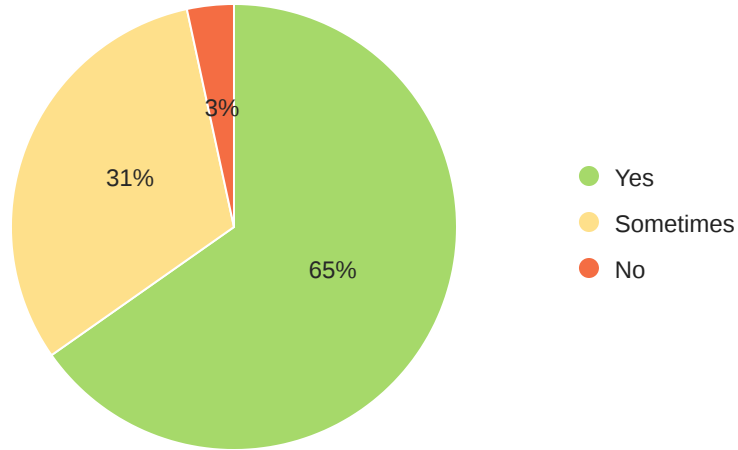
How often do you feel safe at school?



Why don't you feel safe at school?

Bullied by Classmates	2
Building Full of Strangers	1
Disliked by Others	1
Does Not Feel Safe Anywhere	1
Other Student Hurt Feelings	1
Other Students' Appearances	1
School is Too Strict	1
Teachers Cannot Protect Students	1

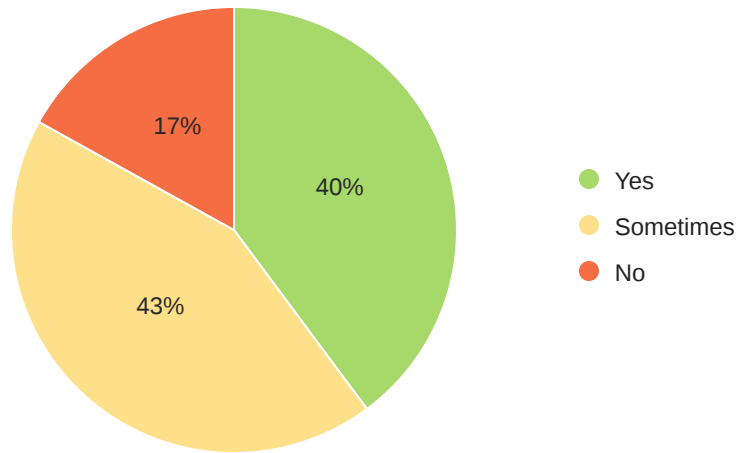
Is technology used well to help you learn?



Please explain how technology is not used well to help you learn:

Better When Teacher Explains	1
Boring	1
Does Not Benefit	1
Students Prefer Hands-On Learning	1
Technology Makes School Harder	1

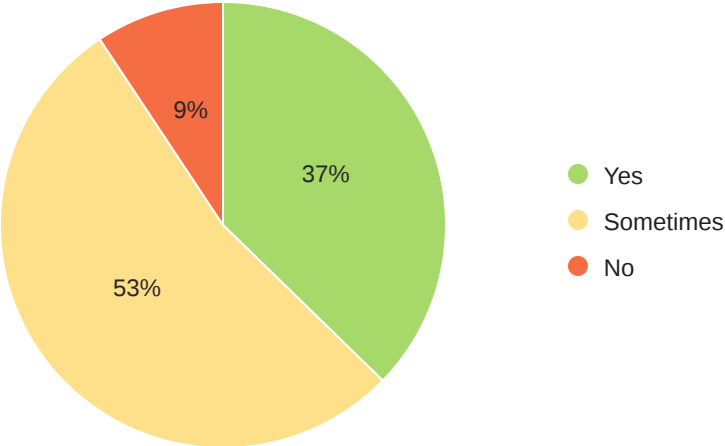
Do you feel school is preparing you for your future goals or plans?



Please explain how school is not preparing you for your future goals or plans:

Schoolwork Is Not Relevant for Desired Career	6
Need to Learn Life Skills	4
N/A	2
Academic Rigor is not Preparing Students	1
Disengaged Senior Student	1
Need to Learn How to Apply to College/Jobs	1
No Cosmetology Options	1
No Reinforcement of Soft Skills/Values	1
Not Receiving Needed Academic Support	1
School Does Not Prepare for Military	1
School is Not Important	1
School Takes Away Imagination/Dreams	1
Senior Class Is Not Prepared for Graduation	1
Unsure of Post-Graduation Plans	1

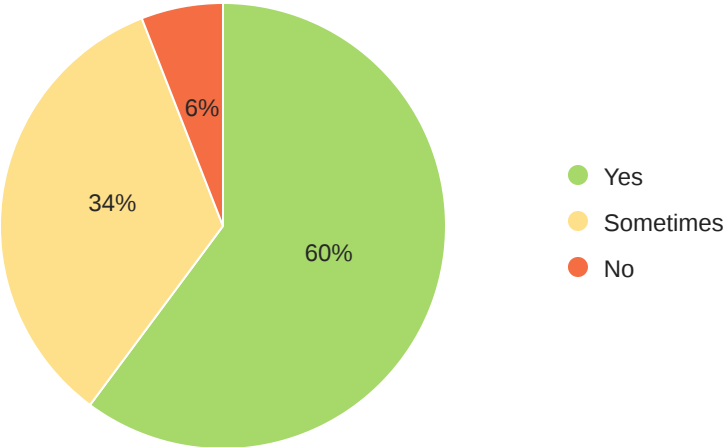
Do you feel your classwork / homework challenges you?



Please explain how your classwork is not challenging you:

Difficulty Varies by Student	2
Previously Covered Material	2
Answer is Given to Students Easily	1
Classes Do Not Require Effort	1
Classwork is Easy	1
Easy if Student Tries	1
Easy When Classwork is Understood	1
Large, Easy Assignments	1
Only Challenging When Teacher Does Not Explain	1
Smart Students	1

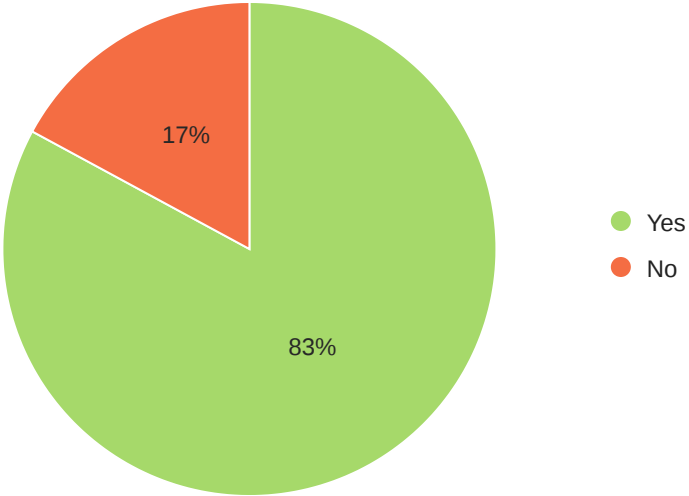
Do you receive the help you need for classwork / homework?



Please explain how you are not receiving the help you need with your classwork / homework:

Teacher Does Not Teach	2
Teachers Not Helping Students After Absences	1

Do your extracurricular activities make school better? (7th-12th grades only)



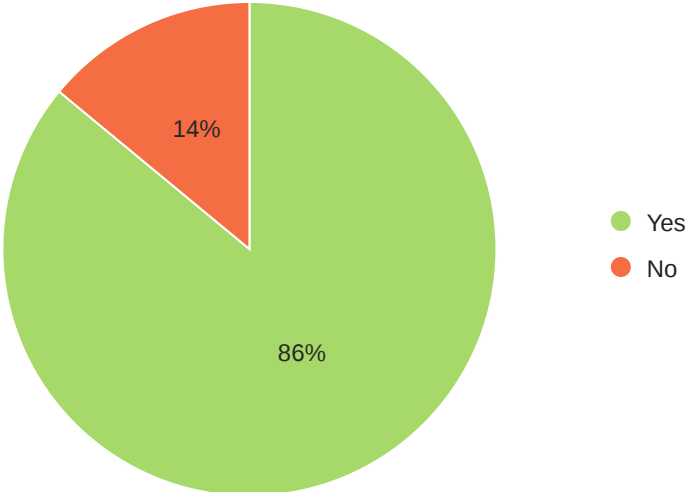
How do extracurricular activities not make school better?

Stress of Activites Makes School Harder	4
Too Much Time Away From School	2
Not Fun	1
Poor Coaching	1
Rude People	1
Sports Are Too Demanding	1
Value Athletics Over Education	1

How do extracurricular activities make school better?

Fun	14
Friendships	11
Something to Look Forward to	10
Additional Learning Opportunities	5
Outlet from Schoolwork	5
Sports	5
Student Involvement	5
Increase Academic Performance	4
Student Health	3
General Improvement	2
Get Out of Classes	2
Teamwork Skills	2
Athletics Can Take Away From School Time	1
Band	1
Character Building	1
Community Service	1
Creative Outlet	1
Develop Social Skills	1
Distract from Problems at School	1
Games	1
Learn About Post-Graduation Life	1
Motivation to Be at School	1
Networking Skills	1
Opportunity to Be Myself	1
Provides Support Network	1
Quizbowl	1
Something Other Than Schoolwork	1
Something to Talk About	1

Do you have enough access to coursework outside of core classes (STEM, CTE, Dual Credit, Advanced Placement, Trade/Industrial, Agriculture, etc)? (9th-12th grades only)



Please explain why you answered no to having enough access to coursework outside your core classes:

Limited Class Options	2
Classes Are Not For Some Students	1
Could Not Repeat Classes	1
Need Sports Media/Broadcasting	1
Too Many Main Classes	1

If you could change something about school, what would it be?

Pre-K/Elementary

Add Recess	3	Less Homework	1
Nothing	3	Library Every Day	1
Outdoor Basketball Court	3	More Art	1
Shorter School Day	2	More Band	1
Specials Class Time	2	More History Books	1
Easier Classwork	1	More Social Time	1
Extra Homework	1	Nap/Rest Time	1
Gum Permissions	1	New Buses	1
Gym Floor	1	Start Time	1
Improving Facilities	1	Teachers Look for Bullies More	1
Larger School Size	1		

Jr./Sr. High

No Phone Policy	16	Class Locations	1
No Yondr Pouch	11	Coaches	1
Shorter School Day	8	Communication Skills	1
Food Service/Lunch	7	Computer/Technology Classes	1
Teachers	7	Do More as a School Community	1
Admin Sees Student Perspectives	3	E-Sports Program	1
Dodgeball	3	Fewer Core Classes	1
Instructional Methods	3	Finanical Decision Making	1
More Extracurriculars	3	Funding for Activities that Are Not Sports	1
More/Better Pep Rallies	3	Gym Equipment	1
Hands-On Learning	2	Higher Academic Rigor	1
Increase Student Pride	2	Language Course Offerings	1
Kinder Interpersonal Relationships	2	Less Busy Work	1
More Course Offerings	2	Less Computer Work	1
More Gym Class	2	Less Judgement at School	1
Nothing	2	Lunch Options for Students with Allergies	1
School Schedule	2	Lunch Time	1
Better Prep for Post-Graduation	1	More Academic Support	1
Better Toilet Paper	1	More Art	1
Change Tribes Every Year	1	More Field Trips	1

More Funding	1
More Projects, Less Busy Work	1
More Time in Welding Class	1
No Assemblies	1
No Heavy Textbooks	1
No More Bullying	1
No Tribe Time	1
Off-Campus Lunch	1
Old Gym Walls	1
People	1
Quieter Students	1
Remove Favoritism	1
Rewards for Academic Performance	1
School Culture	1
School Rules	1
Snacks Available	1
STEM Classes	1
Student Involvement	1
Superintendent	1
Tables	1
Teacher Evaluation	1
Teacher Understanding of Student Workload	1
Teacher/Staff Respect for Students	1
Teachers Trusting Students	1
Teamwork Skills	1
Treatment of Students with Disabilities	1

Appendix F - Parent Engagement Data



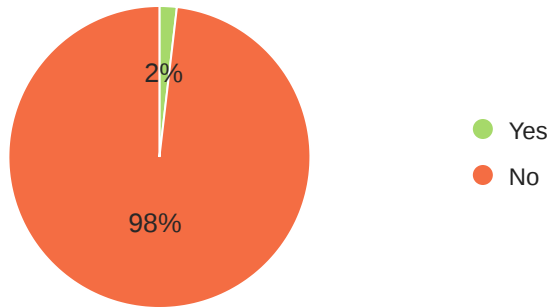
What are the strengths of the school district?

Teachers/Staff	12	Community-Minded	1
Great Administrators	11	Downtown	1
School Facilities	11	Easy Enrollment Process	1
Small Class Sizes	11	Engagement During Shorter School Week	1
Staff Care for Students	10	Essential Businesses	1
N/A	6	FFA Program	1
Positive School Environment	6	Food Service/Lunch	1
Close Community	5	Four-Day School Week	1
Athletic Facilities	3	Great Family District	1
Communication	3	Low Teacher Turnover	1
On-Site Daycare	3	Middle School Academic Support	1
Safety and Security	3	Music Program	1
Support for Students	3	Paraprofessionals	1
Coaches	2	Preschool	1
Community Support	2	Scholarship Opportunities	1
Dual Credit/College Prep Courses	2	School Hosting Sports Events	1
High-Quality Education	2	Sports	1
Opportunities for Students	2	Sufficient Staffing	1
Student Involvement	2	Test Scores	1
Board-Community Engagement	1	Town Appeal	1
Community Exercise Facilities	1	Youth Sports Options	1

Diversity, Equity, and Inclusion

Are you a parent / guardian in an under-represented minority group?

All Responses



How is the district engaging you and your student as a member of this group?

Staff Support for Under-Represented Students 1

How is your child's classroom engaging you and your student as a member of this group?

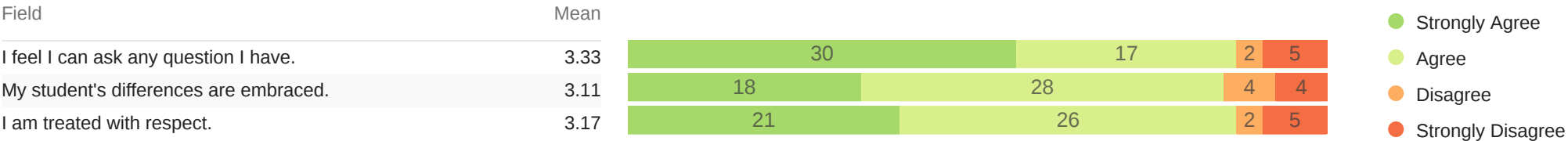
Not Engaging 1

What are the barriers you feel exist for you and your student?

Lack of Understanding of Experience 1

Consider your experiences with district staff and assess the following statements:

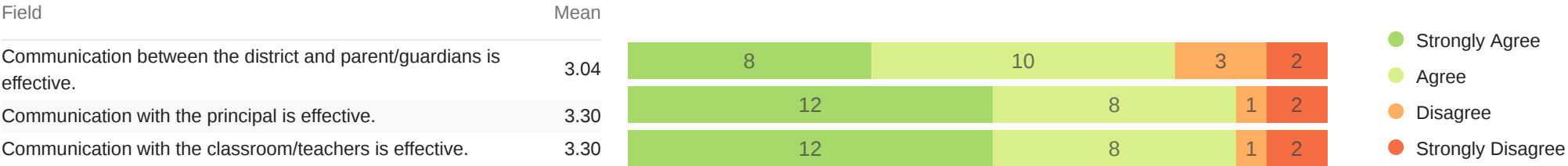
All Responses



Field	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
I feel I can ask any question I have.	56%	30	31%	17	4%	2	9%	5	54
My student's differences are embraced.	33%	18	52%	28	7%	4	7%	4	54
I am treated with respect.	39%	21	48%	26	4%	2	9%	5	54

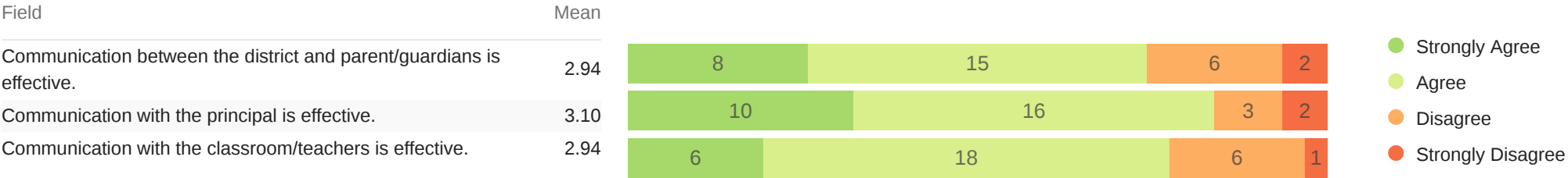
Please respond to the following statements about communication:

Pre-K / Elementary



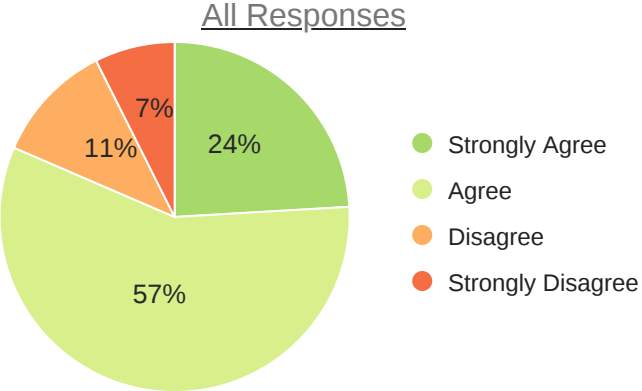
Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Communication between the district and parent/guardians is effective.	35% 8	43% 10	13% 3	9% 2	23
Communication between your child's principal and parent/guardians is effective.	52% 12	35% 8	4% 1	9% 2	23
Communication between your child's classroom and parent/guardians is effective.	52% 12	35% 8	4% 1	9% 2	23

Jr/Sr High



Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Communication between the district and parent/guardians is effective.	26% 8	48% 15	19% 6	6% 2	31
Communication between your child's principal and parent/guardians is effective.	32% 10	52% 16	10% 3	6% 2	31
Communication between your child's classroom and parent/guardians is effective.	19% 6	58% 18	19% 6	3% 1	31

The district provides adequate resources to support the social-emotional, mental health well-being of each student.

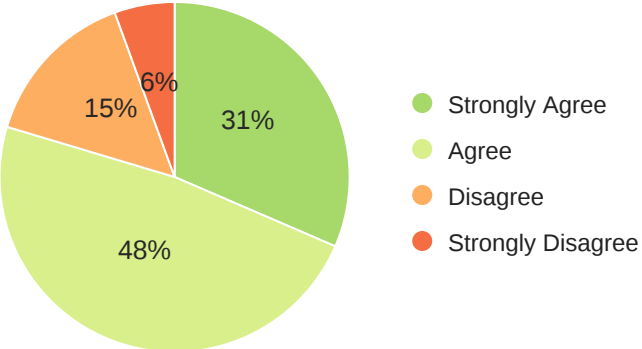


Please explain how the district is not providing adequate resources to support the social-emotional, mental health well-being of each student.

Third Party Mental Health Support	3
Additional Counselor	1
Bullying Matters Not Resolved	1
Conflicts of Interest	1
Consultation of Outside Sources	1
Eliminate Favortism	1
Limited Resources for Struggling Students	1
More 1-on-1 With Teacher	1
More Mental Health Advocates	1
N/A	1
Student Information Confidentiality	1
Student Mental health Not Taken Seriously	1
Teachers Disrespecting Students	1
Unaware of Resources Provided	1

The district is meeting my educational expectations for my student.

All Responses



Please explain how the district is not meeting your educational expectations for your student:

Better Classroom Instruction	2
More Support for High Achievers	2
Need More Advanced Courses	2
Attempting to Opt Out	1
Fired Beneficial Teachers	1
Longer Days Make School Harder	1
Math Achievement	1
N/A	1
Science Achievement	1

Identify the opportunities that the district provides for parent/guardians/families to engage in their students education:

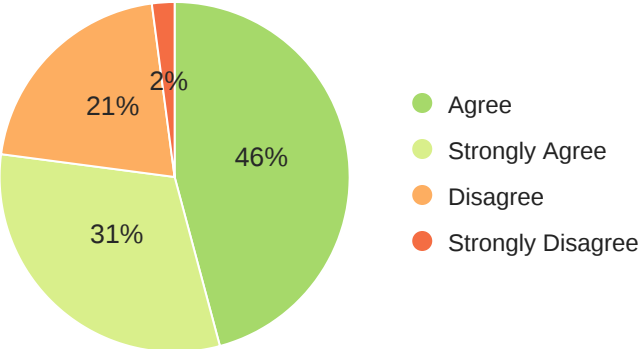
Parent Teacher Conferences	14	Carnivals	1
Email	7	Communication Apps	1
Power School	4	Discuss with Student	1
Teachers Answer Questions	4	Do Not Have School-Aged Children	1
Weekly News Letter	4	Field Trips	1
Holiday Parties	3	Google Classroom	1
N/A	3	Great Middle School Program	1
Parent Are Always Welcome	3	Identifying Risks to Student's Education	1
Extracurricular Activities	2	IEP Meetings	1
Good Communication	2	Movie Nights	1
Helping With Homework	2	Open House Nights	1
Meetings	2	Parents Are Informed	1
None	2	Phone Calls	1
Open Communication	2	Reading Nights	1
School Pick-Up	2	School Website	1
Unaware of Opportunities	2	Show and Share PR Conferences	1
Appear Open	1	Small Reading Groups	1
Attending Events	1	Social Media	1
Backpack Notes	1	Speech	1

Identify what you believe would improve and grow the learning experience of your student:

More 1-on-1 Instruction	4	Good Daycare	1
Better Classroom Instruction	3	Information about Extracurricular Activities	1
Better Communication	3	Keep Engaging	1
Learning Interventions	3	Leadership Skill Building	1
Admin/Staff Accountability	2	Life Skills Classes	1
CTE/Trades Education	2	More Advanced Courses	1
Field Trips	2	More Teaching	1
Maintain Small Class Sizes	2	Need Shorter Days in Kindergarten	1
More Hands on Learning	2	No Yondr Pouches	1
More Non-Athletics Activities	2	None	1
Paraprofessional Support	2	Social Skills Lessons	1
Real-World Opportunities	2	Student Accountability	1
Academic Rigor	1	Student Goal Setting	1
Better Teachers	1	Study Supports	1
Career Exploration	1	Supporting High Achieving Students	1
Communication Technology Usage	1	Teacher-Student Communication	1
Differentiated Instruction	1	Teacher/Staff Well-Being	1
Educational Clubs	1	Weekly/Monthly Newsletter	1
Five-Day School Week	1		

The district is meeting my extracurricular expectations for my student.

All Responses

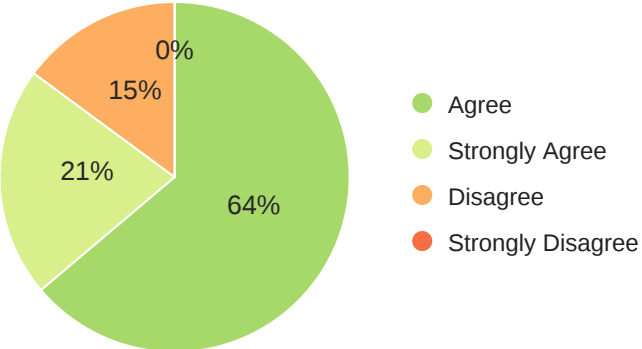


Please explain how the district is not meeting your extracurricular expectations for your student:

Field	Choice Count
More Non-Athletics Activites	4
Better Boys Basketball	1
Better Communication about Extracurricular Events	1
Better Extracurricular Personnel	1
Four-Day Week Hard for Working Parents	1
N/A	1
Need Before and After School Programs	1
Need Daycare	1
Need Information Sooner	1
Provide More Experiences	1
Speech/Debate Program	1
Students Missing Coursework for Extracurriculars	1

Technology is effectively integrated to enhance student learning.

All Responses



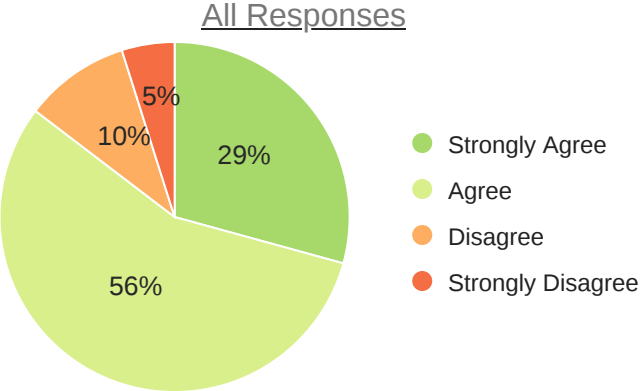
Please explain how technology integration can be improved:

Limit Student Web Access	1
More Technology Classes	1
New Ideas on Technology Usage	1
No Yondr Pouches	1
Overreliance on Technology	1
Professional Skills	1
Shop Class	1

Identify the knowledge and skills a student should possess as a graduate of this school district.

Life Skills	6	How to Find Living Arrangements	1
College/Career Readiness	5	How to Get a Job	1
Effective Communication Skills	5	How to Have Fun Without Substances	1
Critical Thinking	3	Prioritization	1
Independence	3	Public Speaking	1
Personal Finance	3	Resiliency	1
Problem Solving	3	Responsibility	1
Advocate for Educational Needs	2	Responsible Cell Phone Usage	1
Appreciation for Learning	2	Seeks Out Necessary Resources	1
CTE/Trades Education	2	Self-Confidence	1
Cultural Education	2	Stress Management	1
Accountability	1	Study Skills	1
Community Service	1	Teamwork Skills	1
Compete with Big School Graduates	1	Time Management	1
Curriculum Expectations	1	Understanding Consequences	1
High School Diploma	1	Value Small School Education	1
Hometown Pride	1	Work Ethic	1
How to Ask Questions	1		

Students' needs are met by the learning facility.



Identify what you believe are the most important areas that the district might focus on to improve and expand learning facilities.



Other:

Field	Choice Count
N/A	4
Football/Track Facility Seating	3
Monday Childcare	2
More Qualified Staff	2
Sports Complex	2
Before and After School Programs	1
Daycare	1
Diversity, Equity, and Inclusion Focus	1
Football Field Maintenance	1
Online Streaming	1
Safety and Security	1

What is the highest priority student need in the district?

Mental Health	8
High Quality Teachers/Staff	7
Real World Opportunities	3
Daycare	2
Learning Loss	2
Life Skills	2
Negative Influence of Social Media	2
Social Skills	2
Student Involvement	2
Academic Support	1
Before/After School Programs	1
Bullying Prevention	1
Childcare	1
College/Career Readiness	1
Food Security for Students	1
Good Learning Environment	1
Growth	1
Less Federal Testing	1
Lunch/Food	1
Motivation	1
Peer-to-Peer Engagement	1
Personal Finance	1
Positive School Culture	1
Pride	1
Respect	1
Responsibility	1
Safe Place to Speak About Issues	1
Safety and Security	1
Sense of Belonging	1
Student Leadership	1
Technology Use	1
Understanding Teachers Expectations	1



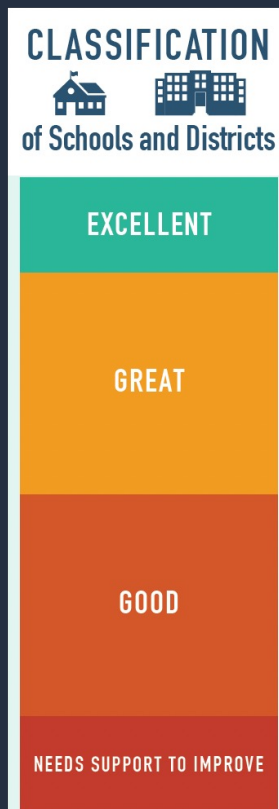
2022/23
Weeping
Water Annual
Report

AQuESTT Results

Background

- No Child Left Behind
- Variations of this since it was passed into legislation 20+ years ago
- Mandate accountability for each state to comply with which funnels down to the individual school district

AQuESTT – Nebraska Accountability



10% - Excellent

40% - Great

40% - Good

10% - Needs Support

Weeping Water's 22/23 Ratings

EXCELLENT

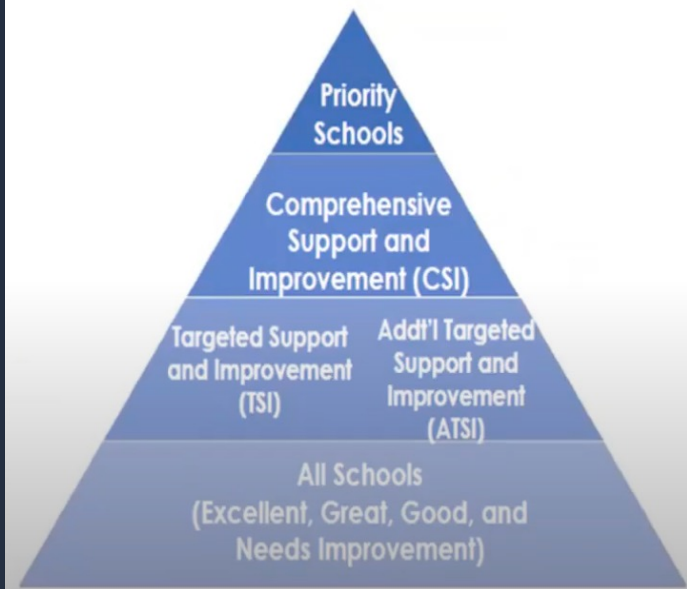
- Weeping Water Middle School

GREAT

- Weeping Water Public Schools
- Weeping Water High School
- Weeping Water Elementary

CSI/TSI/ATSI- Federal Accountability

Tiered system of school support



Weeping Water Middle School has been on the ATSI list for the since 2018 due to a subcategory of students being below benchmark. In 2021, that subgroup was free and reduced lunch.

We are no longer designated a on any federal list (CSI/TSI/ATSI) based on our latest test results.