

## **Needs Assessment 2024-2025**

A District Needs Assessment is required by No Child Left Behind, Title II-A Teacher Quality, and Title V Innovative Programs. A Needs Assessment by building is required by HB 2567: K-12 Education Appropriation, and other provisions.

[Section 1: Student Needs](#)

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## Section 1: Student Needs

How many students are attending classes in this attendance center? How many students attending this building meet the definition of at-risk? How many students have an IEP or are English Language Learners?

	Auburn Elementary	Farley Elementary	Indian Hills Elementary	Jay Shideler Elementary	Pauline Central Primary	Pauline South Intermediate	Wanamaker Elementary	Washburn Rural Middle	Washburn Rural High
Total Students ( <i>n</i> )	349	664	431	511	380	294	449	983	1886
At-Risk (%)	32.4	34.9	25.1	13.3	77.4	68.7	38.3	34.3	28.5
Special Education (%)	27.2	33.7	27.1	19.8	33.2	36.7	25.8	25.4	19.74
English Language (%)	0.29	6.24	4.26	1.37	2.1	2.36	4.38	1.12	0.94

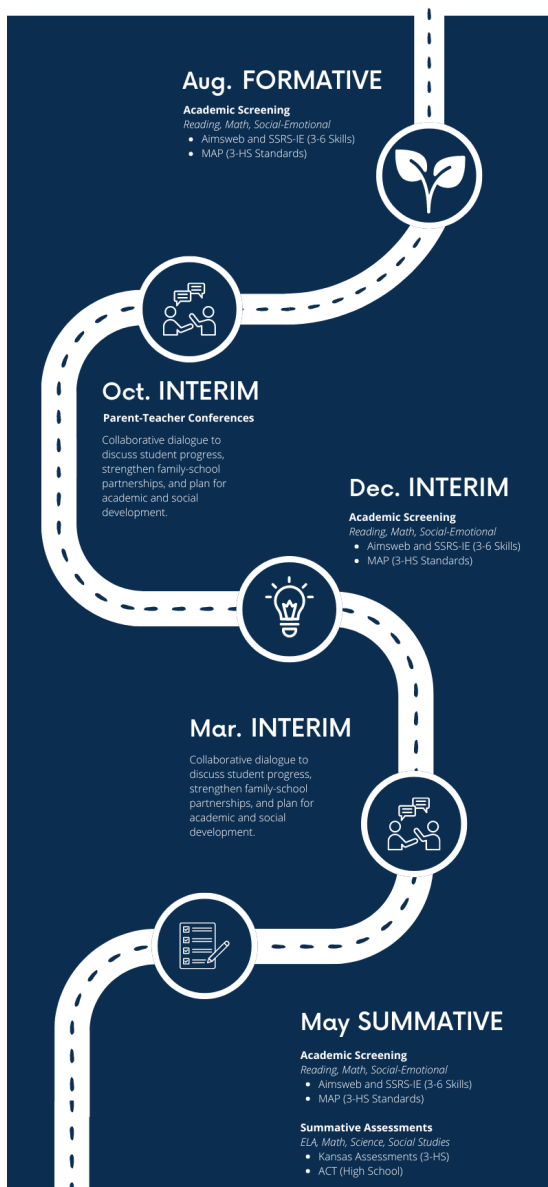
What is the student-teacher ratio?

	Auburn Elementary	Farley Elementary	Indian Hills Elementary	Jay Shideler Elementary	Pauline Central Primary	Pauline South Intermediate	Wanamaker Elementary	Washburn Rural Middle	Washburn Rural High
Teachers--All ( <i>n</i> )	24	38	26	31	30	20	28	69	118
Teachers--General Ed ( <i>n</i> )	20	33	21	27	25	15	23	57	98
Teachers--Special Ed ( <i>n</i> )	4	5	5	4	5	5	5	12	20
Student-Teacher Ratio ( <i>n</i> :1)	17	20	21	19	15	20	20	17	19

	District
Student-Teacher Ratio ( <i>Mdn, n</i> :1)	19



AUBURN-WASHBURN  
**BALANCED ASSESSMENTS**



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

At the elementary level, schools implement Comprehensive, Integrated, Three-Tiered System of Support (Ci3T) or a building Response to Intervention (RTI) plan. Ci3T and RTI planning occurs at each building level based on the needs and resources of that particular building. The plans target the academic areas of reading and math, social emotional learning, and proactive and response planning for behavioral needs.

At the secondary level, each building has a Response to Intervention (RTI) plan to assess, target, and implement interventions based on student needs and risk. The RTI approach targets reading, math, and social emotional needs.

## Are there local assessments to measure reading and math growth?

There is an established Comprehensive Tier I Assessment System. These assessments are as follows:

- **Aimsweb.** This assessment supports the early identification of students who may have difficulties in reading and math. It is also used to monitor student progress and effectiveness of programs and interventions over time.
- **MAP (Measures of Academic Progress).** This assessment measures students' current academic achievement levels and growth progressions over time in reading, language usage, and math. It facilitates goal-setting and instructional decision making processes.
- **KAP (Kansas Assessment Program).** This assessment measures student knowledge in English Language Arts, mathematics, and science aligned with Kansas Content Standards. It fulfills requirements for state and federal accountability and evaluates the effectiveness of school programs.
- **ACT:** This is a standardized assessment used for undergraduate student admissions in colleges and universities. It measures high school students' readiness for college-level work across English, reading, math, and science courses.

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

At the elementary level, there are three directions in which students may receive more targeted instruction in a smaller group setting or individually. At the Tier I level, classroom teachers implement a “What I Need” time within each day. Scheduled WIN time allows for reteaching and enrichment opportunities in reading and math. At the elementary level within Tier II, students are flagged for risk by a universal screening tool, Aimsweb. These students are assessed using informal and formal diagnostic measures that support their need for intervention through our interventionists for math and reading. Individual goals are set for these students and measured through progress monitoring bi-monthly allowing the opportunity to create aim and trend lines with formal progress reports twice yearly. If students do not demonstrate the desired response to intervention, the intervention may change in frequency, duration, or instructional approach moving them into Tier III. Tier III students may also receive specialized instruction through a 504 Plan or Individualized Education Plan. These students, too, have goals sets and progress monitoring is typically bi-monthly with formal progress reports quarterly.

At the secondary level, there are various intervention responses developed. The responses may include tutoring sessions during the day or after school, elected by the student, teachers, or parents. These sessions are open to any student desiring additional support. In addition, an Advisory or Extended Opportunity is provided daily in which students may seek support from teachers in completing assignments. If a student is flagged for risk through a formative assessment/screener, MAP, they may be enrolled in math or reading lab classes that support teaching of needed concepts to be successful in core content courses. In addition, at the high school level there are opportunities titled REACH, Alternative Education, Credit Recovery through Edgenuity available to students demonstrating academic risk factors. These opportunities tend to be exhausted prior to special education.

Although academic needs were the focus of this question, it is important to note that each building has a School Based Mental Health team designed to meet the social emotional needs of students. These teams not only partner with administrators, general education and special education teachers, but also with parents and community based partners. Services from the School Based Mental Health Team range from small groups to individualized therapy, behavior intervention planning and support, and Functional Behavioral Assessments and Evaluations.

## What are your targets/goals regarding percentage of students at level 3 or 4 on the Kansas Assessment?

Auburn-Washburn’s Strategic Plan 2026 aligns with the Kansas State Board of Education’s goal for 2030 that 75% of all students, including students within all subgroups, will perform at the two highest academic performance levels of 3 or 4 on areas assessed by the Kansas Assessment Program (KAP).

What are your KAP English Language Arts assessment results for 2023-2024?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	High School
District Students Proficient in ELA (%)	39.62	40.86	42.04	48.17	34.62	21.59	33.18
State Students Proficient in ELA (%)	38.35	43.34	39.30	33.54	31.51	22.34	27.57
Difference (%)	1.27	-2.48	2.74	14.63	3.11	-0.75	5.61

What are your KAP Math assessment results for 2023-2024?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	High School
District Students Proficient in Math (%)	59.20	42.13	37.89	48.97	27.56	33.02	26.29
State Students Proficient in Math (%)	50.23	37.13	32.35	29.74	28.14	23.93	21.31
Difference (%)	8.97	5.00	5.54	19.23	-0.58	9.09	4.98

What are your ACT results for scores attained during 2023-2024?

	11th Grade	12th Grade	11 & 12 Grade	State Average
ACT Composite ( <i>M Score</i> )	22.4	21.8	22.3	19.4
Math ( <i>M Score</i> )	21.8	20.4	21.6	
Science ( <i>M Score</i> )	22.0	21.8	22.0	
English ( <i>M Score</i> )	22.0	21.3	21.9	
Reading ( <i>M Score</i> )	22.9	23.4	23.0	

## Do you have disparities in student achievement among ethnic groups in KAP ELA?

	3rd Grade			4th Grade			5th Grade			6th Grade			7th Grade			8th Grade			High School		
	District	State	Diff.	District	State	Diff.	District	State	Diff.	District	State	Diff.	District	State	Diff.	District	State	Diff.	District	State	Diff.
At-Risk Proficient in ELA (%)	19.56	24.74	-5.18	26.62	29.42	-2.80	29.40	25.46	3.94	31.13	20.24	10.89	22.40	18.95	3.45	9.92	12.07	-2.15	23.26	16.36	6.90
Students w/ Disabilities Prof. in ELA (%)	23.75	18.25	5.50	19.99	19.38	0.61	24.20	15.92	8.28	20.44	10.78	9.66	19.12	9.33	9.79	16.66	6.32	10.34	22.78	6.51	16.27
English Learners Proficient in ELA (%)	0.00	8.01	-8.01	0.00	9.12	-9.12	25.00	5.87	19.13	0.00	3.04	-3.04	0.00	1.79	-1.79	0.00	0.66	-0.66	0.00	0.82	-0.82
African American Proficient in ELA (%)	29.16	20.18	8.98	20.68	25.15	-4.47	29.16	20.64	8.52	29.16	15.91	13.25	4.76	16.08	-11.32	12.00	8.28	3.72	11.11	11.05	0.06
Hispanic Proficient in ELA (%)	15.15	22.57	-7.42	36.57	27.03	9.54	31.03	24.04	6.99	39.99	19.36	20.63	32.13	18.18	13.95	19.34	11.82	7.52	24.31	15.36	8.95
White Proficient in ELA (%)	30.93	29.18	1.75	33.55	38.08	-4.53	28.83	29.13	-0.30	39.93	31.69	8.24	27.98	29.06	-1.08	20.06	22.96	-2.90	26.72	27.02	-0.30
Asian Proficient in ELA (%)	49.99	48.51	1.48	56.25	54.22	2.03	68.41	53.07	15.34	84.60	47.50	37.10	54.53	48.88	5.65	50.00	37.20	12.80	66.66	45.21	21.45
Am. Indian/Alak. Native Prof. in ELA (%)	0.00	29.11	-29.11	0.00	35.89	-35.89	50.00	30.33	19.67	50.00	20.55	29.45	**	18.66	**	0.00	14.76	-14.76	0.00	18.81	-18.81
Multi-Racial Proficient in ELA (%)	29.02	34.35	-5.33	36.53	40.79	-4.26	24.31	35.92	-11.61	53.48	31.75	21.73	26.08	30.60	-4.52	11.11	20.07	-8.96	26.46	25.62	0.84

\*\* No students reported in this group by KSDE.

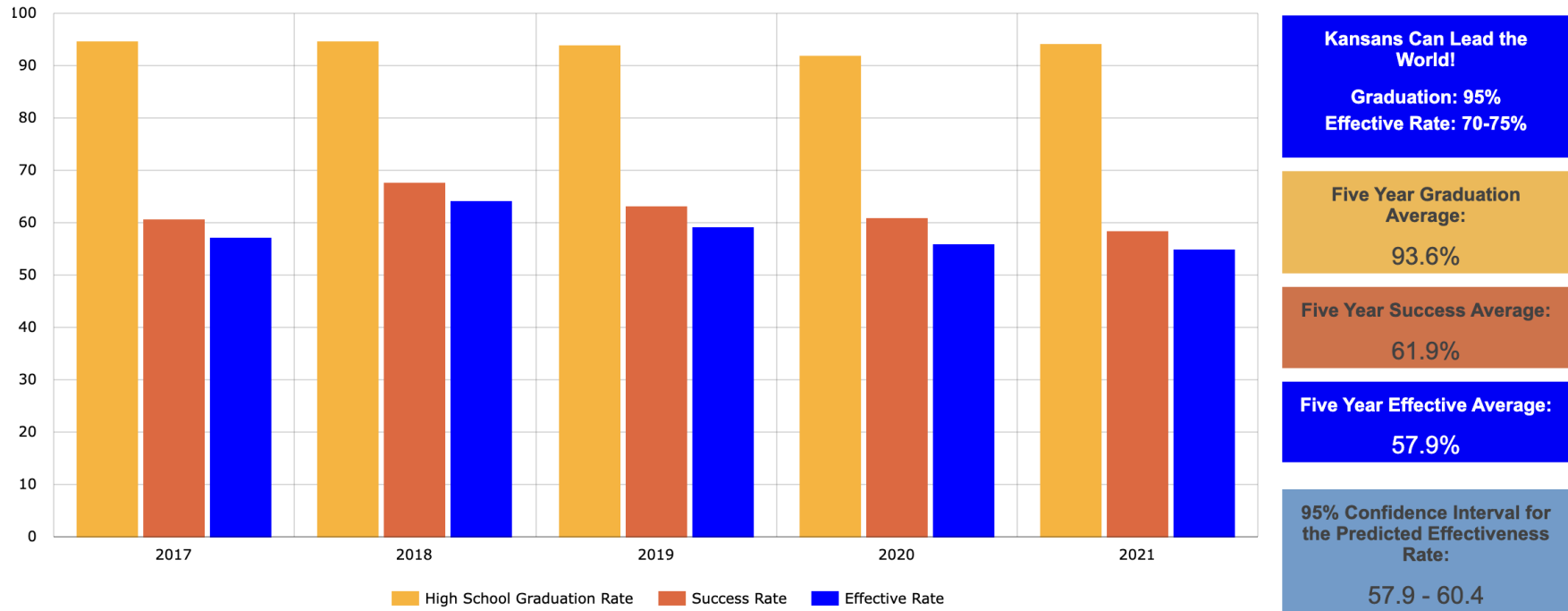
## Do you have disparities in student achievement among ethnic groups in KAP Math?

	3rd Grade			4th Grade			5th Grade			6th Grade			7th Grade			8th Grade			High School		
	District	State	Diff.	District	State	Diff.	District	State	Diff.	District	State	Diff.	District	State	Diff.	District	State	Diff.	District	State	Diff.
At-Risk Proficient in Math (%)	36.95	34.54	2.41	21.89	22.29	-0.40	21.84	18.01	3.83	28.14	15.87	12.27	15.30	14.61	0.69	14.37	11.90	2.47	15.64	10.27	5.37
Students w/ Disabilities Prof in Math (%)	24.04	25.65	-1.61	21.04	16.12	4.92	20.20	12.77	7.43	22.72	8.99	13.73	17.53	7.55	9.98	22.91	6.68	16.23	22.07	5.42	16.65
English Learners Proficient in Math (%)	57.14	18.36	38.78	9.09	9.77	-0.68	0.00	5.89	-5.89	0.00	3.61	-3.61	0.00	2.27	-2.27	0.00	2.45	-2.45	0.00	2.13	-2.13
African American Proficient in Math (%)	33.33	25.15	8.18	13.79	16.53	-2.74	8.68	12.08	-3.40	16.66	11.01	5.65	0.00	8.85	-8.85	28.00	9.21	18.79	7.68	7.29	0.39
Hispanic Proficient in Math (%)	25.00	23.20	1.80	28.57	16.13	12.44	3.44	12.43	-8.99	22.85	11.61	11.24	14.28	12.43	1.85	11.11	8.77	2.34	10.81	7.02	3.79
White Proficient in Math (%)	63.65	59.68	3.97	46.30	45.27	1.03	41.23	39.59	1.64	50.76	36.69	14.07	30.43	34.63	-4.20	38.21	29.44	8.77	27.31	26.45	0.86
Asian Proficient in Math (%)	83.32	65.14	18.18	62.50	54.10	8.40	68.41	52.92	15.49	85.70	49.79	35.91	52.16	51.60	0.56	45.45	47.04	-1.59	88.88	45.85	43.03
Am. Indian/Alak. Native Prof. in Math (%)	50.00	38.01	11.99	0.00	27.23	-27.23	25.00	24.35	0.65	50.00	20.55	29.45	**	19.54	**	0.00	15.60	-15.60	33.33	10.81	22.52
Multi-Racial Proficient in Math (%)	51.60	44.31	7.29	30.76	31.97	-1.21	21.61	26.64	-5.03	53.47	24.68	28.79	19.56	24.52	-4.96	19.43	20.21	-0.78	27.27	17.32	9.95

\*\* No students reported in this group by KSDE.

## What are Auburn-Washburn's post-secondary effectiveness and high school graduation rates?

Washburn Rural High School had a graduation rate of 95% for the 2024-2024 school year, which has been steadily increasing since the pandemic. The success and effectiveness rates are the most recent ones provided by KSDE, and, based on local data, we expect these to begin increasing as they did prior to the pandemic. Effectiveness rates are based on lagging data, and more recent data with improvements in graduation and success rates are projected to show increases in this area.



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

Data is reviewed not only at a building, grade, and classroom level but also as a student level. Because our assessments are nationally normed and comparable to Kansas Assessment performance, we utilize these data points to inform and adjust instruction to meet the needs of our students and to ensure they have access to opportunities for reteaching, intervention, and enrichment.

Based on Auburn-Washburn's Kansas Assessment scores, District Curriculum Committees (DCC) have engaged in re-prioritizing and aligning standards to all resources for grades K-5 and to ELA for grades 7-12. In partnership between schools and the Learning Services division, teachers are re-engaging with standards-aligned unit design to enhance instruction for increases in assessment performance across all grade levels. Last year was the first year of secondary ELA implementation, and elementary ELA is identifying high-quality instructional materials during the current school year.

For the 2024-2025 school year, the district is embarking on a multi-year professional learning plan focused on high-quality implementation of Professional Learning Communities. This year's professional learning focuses on what we want all students to know, understand, and be able to do. It also supports special educators and related service providers to enhance specially-designed instruction to meet the specific needs of learners.

## 437 VISION OF CONTINUITY

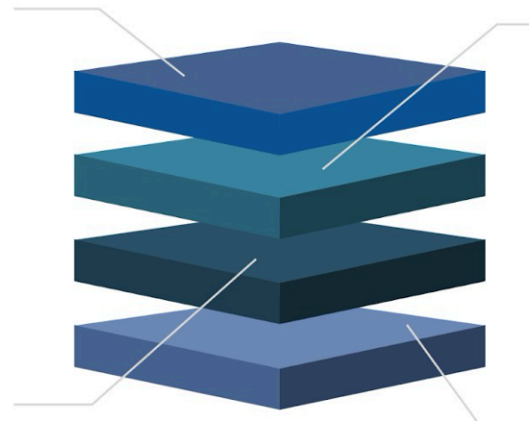


### STRATEGIC PLAN (KESA) GOALS

Strategic Plan Goals are developed every 5 years based on district wide trends in data to support the vision for Portrait of a Learner. District data analysis, utilizing the comprehensive assessment system and stakeholder feedback, is conducted using the 5 PLC questions and 4 Cross-cutting Values.

### PLC GOALS

PLC goals are developed based on formative data from the comprehensive assessment system and ongoing common assessments. The PLC goals are designed to support the building improvement plan and achieve the Portrait of a Learner.



### SCHOOL IMPROVEMENT GOALS

School Improvement Goals are developed to support the Strategic Plan and uphold the continuity for Portrait of a Learner. School Improvement Goals are set yearly utilizing comprehensive assessment system to answer the 5 PLC questions and address the 4 Cross-cutting Values.

### STUDENT GOALS

Student goals need to support the Portrait of a Learner, ensuring that every child, every day has the access to progress. Individual student successes are the foundation for PLC, School Improvement, and Strategic Plan goals.



## Section 2: Staff Needs

Are all of your licensed teachers highly qualified and properly assigned

	Auburn	Farley	Indian Hills	Jay Shideler	Pauline Central	Pauline South	Wanamaker	WRMS	WRHS
Highly-Qualified Teachers (%)	97	100	100	96	97	93	94	98	98

How many teachers are needed to meet the goals of the attendance centers?

When comparing Auburn-Washburn certified teacher ratios to national and state norms, our district has an adequate number of teachers to meet the goal of each attendance center.

What staff development is necessary for teachers to support student achievement and meet the goals of the attendance centers?

- Application of Research by Larry Ainsworth, Priority Standards
- Assessment Literacy (Skill-Based vs Standards-Based) Platforms: Mastery Connect, MAP, Aimsweb, KAP
- Professional Learning Communities
- Comprehensive, Integrated, Three-Tiered Model of Prevention
- LETRS, Science of Reading
- Classroom Instruction that Works
- Collaborative Problem Solving, Tier I, II, III
- Managing Challenging Behavior
- Trauma-Informed Care

## How many qualified teachers are needed to meet the needs of students from an AYP viewpoint?

The Auburn-Washburn Board of Education provides the following guidelines for elementary (K-6) class size caps:

- Kindergarten: 20
- Grade 1-3: 22
- Grade 4-6: 25

At the secondary level, staffing is determined by teaming (at the middle school level) and enrollment demand (at the high school level). Class sizes at the secondary level are comparable to peer schools while offering advanced courses not always found in a high school setting.

## How much planning time do teachers currently have and how much is needed to meet their teaching schedule?

According to the Auburn-Washburn Negotiated Agreement, each full-time employee who is certified or licensed by KSDE will be provided a minimum of forty (40) minutes of duty-free time each day for instructional planning, continuous and uninterrupted if possible. In the event an employee is required by administrative request to forfeit 30 minutes or more of a planning period for coverage or substitution purposes, the employee shall be compensated. Master schedules are designed to maximize opportunities for grade-level, PLC, and team collaboration.

How many paraeducators (support staff) are currently employed and how many are needed at the attendance centers?

	Auburn	Farley	Indian Hills	Jay Shideler	Pauline Central	Pauline South	Wanamaker	WRMS	WRHS
Total Paraeducators ( <i>n</i> )	21	20	21	20	20	14	18	16	31
Para-Resource Student Ratio ( <i>n</i> :1)	16	13	14	18	14	19	15	15	24
Para-Life Skills/Autism Student Ratio ( <i>n</i> :1)	9	6	8	8	**	**	5	4	13
Para-Behavior Program Student Ratio ( <i>n</i> :1)	**	8	6	**	8	4	9	15	14
Staffing Meets National Recommendations	Partially	Partially	Partially	Partially	No	Partially	Partially	Partially	Partially

\*\* No students present in this subgroup.

As the labor market allows, Auburn-Washburn seeks to maintain paraeducator staffing ratios aligned with national special education caseload recommendations as follows:

- Resource: 9:1
- Life Skills/Autism: 4:1
- Behavior Program: 4:1

Because of the increased needs of students requiring additional support, we have reallocated social work resources to supporting students with special needs.

# Do teachers and students have sufficient access to a variety of technology?

## 1. Teacher Technology Plan includes the following:

- Smartboard
- Laptop
- Chromebook
- Accessible Document Camera
- Software:
  - Infinite Campus Student Information System
  - Mastery Connect
  - Google Education
  - Canvas
  - Classlink Single Sign-On
  - Digital Instructional Resources
  - Digital Assessment Resources
    - Aimsweb Plus
    - Really Great Reading Curriculum Based Assessments
    - Eureka Math2 Curriculum Based Assessments
    - MAP
    - Performance Matters
    - Standard Education Data Dashboard

## 2. Student Technology Plan includes the following:

- 1 to 1 iPad for Preschool
- 1 to 1 Chromebook fo K-12
- Stylus
- Lego STEAM Class with an Assistive Technology Aid
- MacBook Stations for secondary Design Courses
- 3-D Printer

## Is staff properly trained to incorporate technology into the classroom?

- A district wide Technology Instructional Facilitator provides new staff onboarding professional development, is accessible for inservice opportunities, and guides the impact of building assigned Assistive Technology Aides.
- Topics for inservice as related specifically to technology are highlighted during the Annual April MiniConference
- Technology Tickets can be submitted by sta to support technology barriers, device concerns, and professional development needs at an individual level.
- Staff and administrators have provided feedback that when a device is replaced (e.g. laptop, smart board, etc.) that they would benefit from specific training on the newly presented technology.

## Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?

Yes, each building has a Registered Nurse (RN), Librarian, School Counselor, in addition to a School Social Worker, and School Psychologist.

## Are principals & other key staff trained to provide instructional leadership to teachers?

- District Strategic Planning Process
- McRel Balanced Leadership Training
- Classroom Instruction that Works
- Professional Learning Communities
- Jim Knight Instructional Coaching
- Comprehensive, Integrated, Three-Tiered Model of Prevention
- LETRS, Science of Reading
- McRel Evaluation
- Collaborative Problem Solving

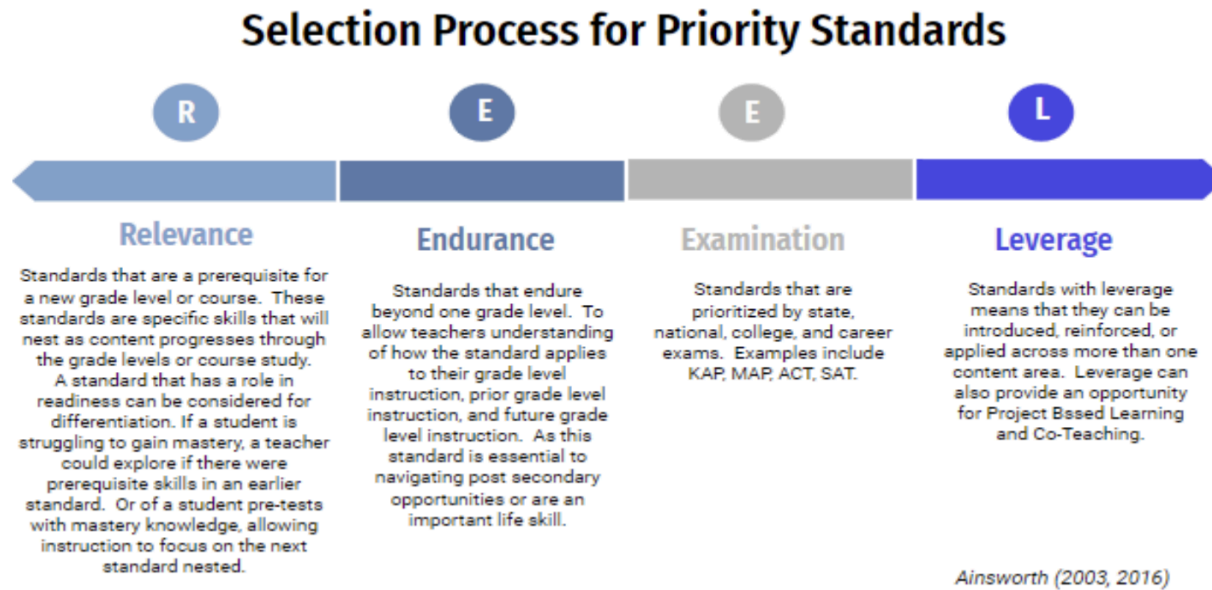
## Are Title II-A funds used to address the identified needs?

Yes, Title II-A funds are utilized to support professional development needs of educators to support students. Funding is utilized to provide support for our district's multi-year Professional Learning Community efforts. This fund also supports extended contracts for our Instructional Facilitators to develop and provide professional development, specifically LETRS, at the district and building level.

## Section 3: Curriculum Needs

### Is the curriculum aligned with state standards?

Yes, the state standards are referenced and prioritized through District Curriculum Committees. These standards are used by teachers to design standards-aligned units and select high-quality instructional materials for instruction.



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

- Extended School Year is provided for eligible special education students from Pre-K through age 21. This opportunity is for 4 weeks, 4 days, 4 hours per day with transportation provided.
- Summer Credit Recovery for students identified as credit deficient in their pursuit of graduation. This opportunity is for 4 weeks, 4 days, 4 hours a day during the month of June and transportation is provided.
- At the secondary level, after school tutoring labs are available on Tuesdays and Thursdays with transportation provided.

- Kindergarten Boot Camp is provided in the month of July for any incoming Kindergarten student, by attendance area. The camp lasts 3 days in July, for 2 hours each session.
- Coding and Outdoor Education summer programs.
- Elementary schools offer a variety of after school club options.
- Each secondary school offers a variety of club opportunities, including student-led clubs.
- At the secondary level, there are clubs that promote inclusiveness of students with disabilities (e.g. Make a Difference Club, Circle of Friends, Unified Sports).
- Student Councils

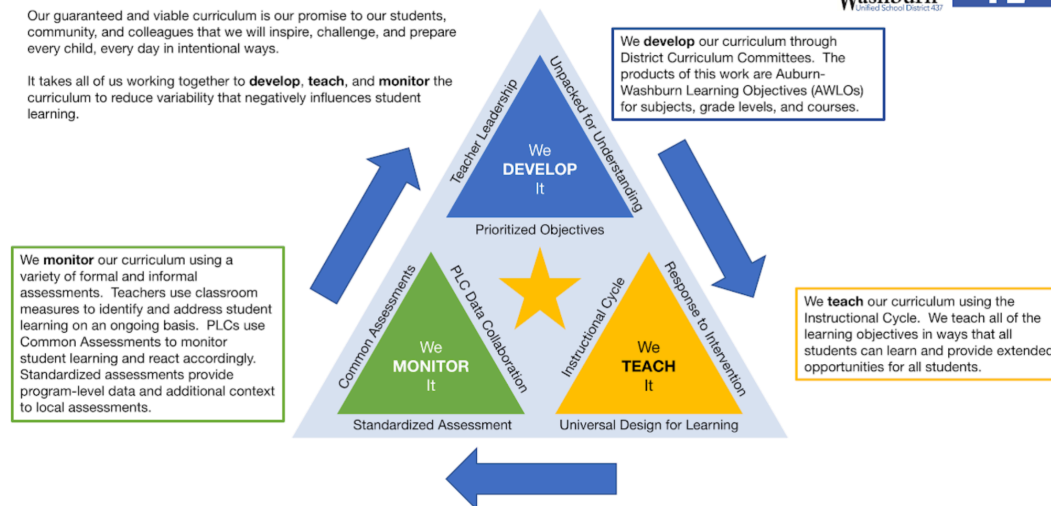
## Are there appropriate and adequate instructional materials?

Instructional materials are reviewed on a cycle utilizing a District Curriculum Committee per content area. Research-based rubrics are utilized for this purpose. Instructional materials are also reviewed yearly for areas of need and currently instructional materials are viewed as appropriate and adequate. In addition, the instructional resources for literacy for Tier I, II, and III are aligned to the research based practices of Structured Literacy.

### GUARANTEED AND VIABLE CURRICULUM

Our guaranteed and viable curriculum is our promise to our students, community, and colleagues that we will inspire, challenge, and prepare every child, every day in intentional ways.

It takes all of us working together to **develop**, **teach**, and **monitor** the curriculum to reduce variability that negatively influences student learning.



## What technology is needed to support the curriculum?

Currently, the technology is adequate to support the curriculum and overall integration of technology. Elementary students have access to tablets and Chromebooks within the school building. Secondary students are checked out Chromebooks for school and school-related home use. The only area of growth expressed at this time is a desire for wireless connectivity to the smart board in the classroom to allow for increased teacher movement, beyond what a bluetooth keyboard and mouse can provide.

## Is current technology appropriate?

Technology provisioned to the staff, students, and utilized within instruction is viewed as appropriate.

## Section 4: Facility Needs

### Is there adequate space for learning?

The Auburn-Washburn community recently passed a bond referendum specifically driven to add and better utilize space within each building in the district. Construction was initiated in 2022-2023 for the expansion of CTE, Early Childhood, and the additional middle school. This work continues and design work has now expanded to other elementary schools. The WRHS Innovation Center is scheduled to open in the Fall of 2024, and Washburn Rural North Middle School will begin holding classes in the Fall of 2025.

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

The district is currently partnering with two design firms (MultiStudio and HTK Architects) to redesign existing spaces and design new spaces to support the expansion through the Bond Referendum. By capitalizing on addressing needs as we engage with the bond construction process, we realize efficiencies of scale while providing innovative and high-quality learning environments.



## Section 5: Parental Needs

What parental involvement opportunities do you currently offer?

Each building in the district is required to have a Site Council per board policy. The site council is made up of parent and community stakeholders. In addition, each school has a designated PTO that is also composed of parents. The district as a whole, as a Foundation Council that is made up of parents and community members to support activities, fundraisers, parent involvement nights and to promote community within Auburn-Washburn. Additional opportunities for parents to engage in the school environment include:

- Parent Information Nights at the beginning of each year per building
- Parent/Teacher Conferences, two per year
- Title Information Nights for our Title I Buildings, these opportunities promote literacy, mathematics, and social emotional learning skills
- Volunteer opportunities
- Parents as Teachers for our community
- Extracurricular activity involvement and spectatorship
- Sponsor for field trips
- Each building offers various opportunities for family engagement such as sponsorship for extracurricular opportunities

How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?

Auburn-Washburn has been focusing on chronic absenteeism during the academic year through students and parent engagement efforts in high-need areas. District data has shown an increase in absenteeism since the pandemic and increased access digitally to instruction. Our district has highly engaged and active parents who participate in Site Councils and Parent-Teacher Organizations. Attendance at parent-teacher conferences has been steady with increases in parent participation through student-led and team-led conferences at the secondary level.

Are parent training programs (teaching parents how to give students help with homework, teaching parents how to use technology that students will be required to use, etc.) necessary?

Each school has a website within the district website. In addition, buildings over a variety of social media platforms. The district's Student Information System, Infinite Campus, supports communication to parents through Parent Portal. In addition, most teachers utilize a learning management system, such as SeeSaw, Google Classroom, or Canvas that also promotes parental involvement. At the building level, each administrator also provides a regular newsletter or email to parents on a weekly or monthly basis.

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

Each school has a website within the district website. In addition, buildings over a variety of social media platforms. The district's Student Information System, Infinite Campus, supports communication to parents through Parent Portal. In addition, all teachers utilized a learning management system, such as SeeSaw, Google Classroom or Canvas that also promotes parental involvement. At the building level, each administrator also provides a regular newsletter or email to parents on a weekly or monthly basis. Staff may also engage with parents if their student is exhibiting needs for accommodations, interventions, or specialized instruction through General Education Interventions, 504 Plans, or Individualized Education Plans. It is always desired to increase communication with parents and our community. The Community in Schools program is currently being explored to enhance this communication specific to Pauline Central Primary School and Pauline South Intermediate School.

## Section 6: Ongoing Needs Analysis

How are building needs identified, communicated, and supported by the district for this plan and on an ongoing basis?

All schools have School Improvement Leadership Teams or Building Guiding Coalitions. These groups collaborate monthly to identify staff needs and data-informed student needs and develop plans to address them.

District administrators engage with both School Improvement Leadership Teams or Building Guiding Coalitions on a regular basis. In addition, Elementary and Secondary curriculum directors, and other district leaders as needed, engage with Principal and Instructional Facilitator Teams through Learning Partnership Meetings scheduled monthly. Career and Technical Education also has an ongoing CTE Leadership Team collaboration that engages specifically with CTE-related needs.

Building-level instructional facilitators provide direct service and support to individual teachers, Professional Learning Communities, and grade-level/content area teams. This group of professionals meets monthly with Learning Service administrators to provide data-informed feedback on building-level efforts and design instructional responses based on that feedback.

Buildings engage with data to inform instructional decision making. In this area, a data dashboard has been developed that brings together a variety of data sources into one visual source for exploration and analysis. All principals have received training on this tool and more training will be provided as the dashboard becomes enhanced.

Facility and technology meetings are identified through monthly Operations and Technology and Learning Services (TEALS) collaborative meetings that bring together departmental administrators into collaborative teams. Leaders of these departments are engaging with building stakeholders on an ongoing basis to surface needs and make plans to address them. Many of these needs are planned for and addressed through the cycle-development/replacement and Capital Outlay processes, both of which involve Board of Education members.

For the 2024-25 school year, the district will initiate a District Guiding Coalition to support change efforts in teaching and learning across the district. This group will provide an additional feedback loop while being trained in supporting the Professional Learning Community process.