

# WEEPING WATER PUBLIC SCHOOLS COMMUNITY ENGAGEMENT NEEDS ANALYSIS



Prepared by:



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# Introduction and Purpose of the Needs Analysis

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The Weeping Water Public School District and the community are teaming up to strengthen district-wide efforts to improve student achievement and create an environment where every child can grow and learn. As a public elected body, one of the most vital roles of the Board of Education is to gather input and take direction from stakeholders on issues related to students, their academic achievement, and the environment in which they learn. While it is the Board's responsibility to establish a vision, as well as operational and instructional goals for the district, they should regularly engage internal and external stakeholders to ensure that goals align with the community's values and aspirations for the school district. In short, stakeholder engagement is an opportunity for the Board to gain feedback and to help envision a path to improvement and growth.

Chief among these stakeholders are the students and staff. What do the students need to be safe, nurtured, challenged, and prepared for the future? What do the teachers and staff need to do their jobs effectively? What does the community expect from the school district? To facilitate the engagement of stakeholders and determine goals derived from the district's identified needs and priorities, district leadership engaged the support of the Nebraska Association of School Boards (NASB). NASB Board Leadership staff utilized focus group discussion, online surveys, and data collection from various sources and stakeholders to produce a comprehensive view of the district, gathering many opinions, concerns, suggestions, and hopes along the way.

## ***What is the Needs Analysis?***

The Needs Analysis is a comprehensive reflection on the study of perceived and present needs and potential and unrecognized needs. As a result, the information contained in this document sets forth the identified needs which enables the district to confront and discuss the objectives and planned outcomes. It is a distinct and necessary phase of the Community Engagement process to ensure the Board and Administration model educational accountability through purposeful planning and measurable goals to support the growth of student learning district wide.

This Needs Analysis is the distillation of all the data NASB Board Leadership staff collected through the stakeholder engagement process. The compiled feedback is intended to assist in determining the current, most-pressing district needs, and what are likely to be priorities moving forward. These identified needs inform the facilitators, board of education, and district administrators to create an action plan to optimize the district's organizational effectiveness through long-term priorities and goals for improving and growing the school district.

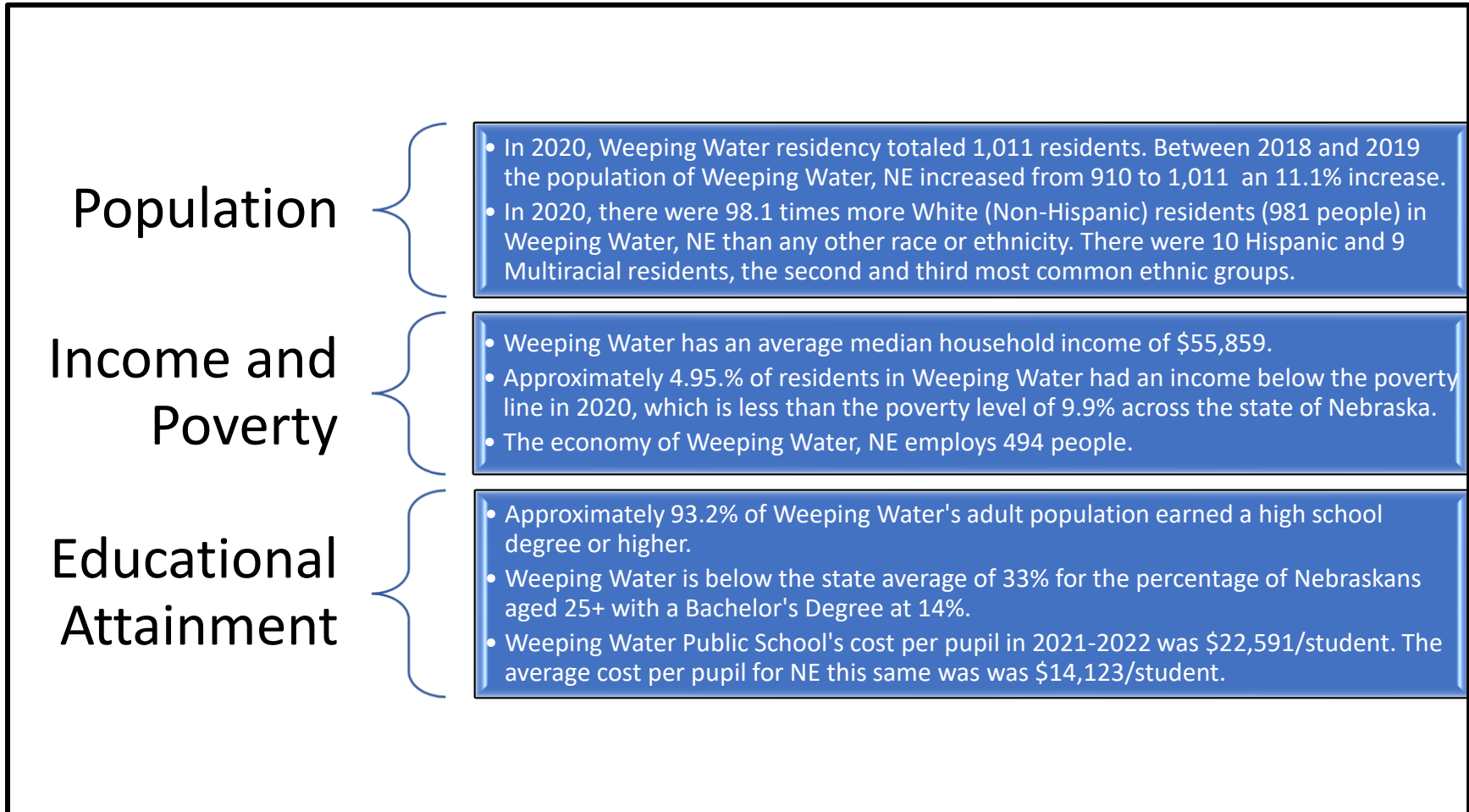
## ***Developing the Needs Analysis***

The Needs Analysis is developed based upon the data gathered to understand the environment in which the district is currently operating. The analysis ensures the development of meaningful and achievable goals to chart a course for successful delivery of curriculum, programs, and services of the Weeping Water Public School District.

To gather the needed data in the analysis, NASB facilitated conversations with diverse stakeholder groups through online surveys. 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 goals moving forward. The results are outlined in the following pages of this report.

# District Data and Background

Weeping Water Public Schools (WWPS) is a Class D-1, three-school district located in Southeast NE, in Cass County, 46 miles east of Lincoln, NE. Cass County has 26,546 residents (2021) and covers 557.3 square miles.



U.S. Census Bureau and Data USA

## Extant Data

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According to **NEB. REV. STAT. §79-2402**. School board; board of educational service unit; contract or amendment; publication; contents; contract approval; publication, the Superintendent Transparency Act requires that the board post the superintendent contract and Schedule D to the school district website.

According to **NEB. REV. STAT. §84-1413**. Meetings; minutes; roll call vote; secret ballot; when; agenda and minutes; required on website; when, beginning July 31, 2022, it is required that the board post at least six months of board meeting agendas and minutes to the school district website.

NASB recommends that the board provide public access on the school district website to the following:

The following data was obtained from the Weeping Water Public Schools' website.

- **Superintendent Transparency Act - Located on website**
- **Board Meeting Minutes - Located on website**
- **Board Meeting Agendas – Located on website**
- **Board Policy Manual - Located on website**
- **Board Members - Located on website**
- **Mission/Vision/Belief & Value Statements – Mission and Belief Statements located on website**

The following data was obtained from the Weeping Water Public Schools' Report Card from Nebraska Department of Education for the 2021-22 school year.

According to AQuESTT (Accountability for a Quality Education System, Today and Tomorrow), Weeping Water Public Schools 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.

***Nebraska Department of Education – Weeping Water Public Schools***



Many metrics are used in this classification — from graduation rates (Weeping Water Public Schools' graduation rate is 87%, which is equal to the state average), college-going rate of 83%, absenteeism rate of 15%, as well as summative academic achievements in Math, English Language Arts, and Science.

The following data was obtained from the Weeping Water Public Schools' Report Card from Nebraska Department of Education for the 2021-22 school year.

## ***Student Demographics***

### ***Student Membership***

Weeping Water's student body totals 323 students, which after a lower enrollment in 2020, has been on an upward trend. 93% of the student body identified as White.

- Weeping Water's student body is characterized with high mobility rate of 5.67% that correlates with a higher rate of poverty, compared with the state average of 4.22%. Any student who enrolls in two or more public schools during an academic year will be considered a highly mobile student. Students who are highly mobile move six or more times in the course of their K-12 education, come from a variety of backgrounds, and experience lower student achievement and lower test scores regardless of the quality of the school's instructional programs. They include the children of migrant workers, of families experiencing domestic violence, of families in unstable work and home situations that result from high poverty, and of military and immigrant families.

### ***Free/Reduced Lunch***

Weeping Water Public Schools' free/reduced lunch rate is about 40%, which is slightly lower than the state average of 41%. A child eligible for a reduced-price meal is based on family size and income. Children identified are eligible for reduced meal benefits because they, or any household members, receive benefits under Medicaid by income eligibility. Children from households with incomes at 131 percent of Federal poverty level, but no greater than 185 percent of the Federal poverty level, are eligible for reduced price meals.

## ***Teacher Demographics***

### ***Staff and Teacher Experience and Retention***

According to NDE, the 2021-2022 school year had 32 teachers serving on staff at Weeping Water; of those 32 teachers, 17 have a master's degree, or 53% of the teachers, which is lower than the state average of 58%. The average years of teaching experience is 14.5 years, which is just higher than the state average of 13.9 years.

# Data Collection Process

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## ***Stakeholder Engagement***

The data developed over the course of the stakeholder engagement process was carried out from January to February 2023. 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. The NASB Board Leadership staff facilitated a focus group discussion and administered online surveys to learn from the broader community.

The Needs Analysis outlines the district's current state based on the data collected through the stakeholder engagement process which included community members, board members, certified staff, classified staff, administrators, students, and parents. 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 district goals.

## ***A Foundation for Success***

Weeping Water Public School District 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 Community Engagement process provided the opportunity for the district to address the needs and priorities identified through stakeholders' feedback.

# Summary of Identified Needs

The significant needs identified by the district’s stakeholders are listed in the table, below; more detailed versions of the data summaries are also provided throughout this document. At each stage of the needs assessment process, the various stakeholder groups raised many strengths, points of pride, accomplishments, and positive attributes of the district. The purpose of this Needs Analysis, however, is to summarize the needs and challenges that emerged through the needs assessment process. Each of the following categories contains the number of codes that were identified in that category, a number of examples from the data, and the stakeholder groups identifying needs in each category.

No.	Identified Need	Admin	Board	Certified	Classified	Parents	Students	Community
1	<b>Climate and Culture (385)</b> – Trust from admin, 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 extra curriculars	✓	✓	✓	✓	✓	✓	✓
2	<b>High Quality Student Opportunities (290)</b> – College/career readiness, life skills, CTE/trades education, sports, before/after school programs, additional learning opportunities, more non-athletics activities, real world opportunities, more electives	✓	✓	✓	✓	✓	✓	✓
3	<b>Academic Support and Performance (273)</b> – 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	✓	✓	✓	✓	✓	✓	✓
4	<b>Personnel Effectiveness (226)</b> – Mentor/mentee meetings, more teachers/staff, formal evaluations, identify areas of improvement, planning time, professional development, feedback on lesson plans, leadership from teachers	✓		✓	✓	✓	✓	✓
5	<b>Strong and Supportive System (224)</b> – 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	✓	✓	✓	✓	✓	✓	
6	<b>Community and Family Engagement (174)</b> – Parent teacher conferences, improve community relationships, housing, close community, community feedback, improve school image, childcare, communication with parents, parent involvement, community involvement	✓	✓	✓	✓	✓	✓	✓
7	<b>Social-Emotional, Mental Health Well-Being (86)</b> – Mental health, leaving work at school, third party mental health support, SEL curriculum, self-care, teacher/staff well-being, stress management, resiliency	✓		✓	✓	✓	✓	
8	<b>District Resources (79)</b> – 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	✓		✓	✓	✓	✓	✓

# Administration Identified Needs

Administrators of Weeping Water Public Schools were given the opportunity to provide their feedback to NASB in January 2023 via an online survey. All administrators participated and in the completed analyses, the following top themes emerged:

- **Curriculum**
  - CTE/STEM Education
  - After School Programs
    - Need Staffing and Logistics
  - Learning Interventions
  - Improve/Implement Instructional Model
  - Small Group and 1-1 Learning Opportunities
  
- **Climate/Culture**
  - Parent/Guardian Involvement
  - District Culture for Students
  
- **Staff**
  - Extracurricular Coaches/Sponsors
  - Teachers
  - Speech Pathologist
  - Tech Integration Specialist
  - Paraprofessionals
  - Learning Intervention Staff
  - Building Level Counselors
  - District Onboarding Process
  
- **High-Quality Education Opportunities**
  - Secondary MTSS implementation
  - SEL Implementation
  
- **Resources**
  - Housing
  - Size
  - Location
  - Childcare
  - Reputation
  - Facilities
    - Building Maintenance
  
- **Highest Priority for Students**
  - Post-Graduation Success
  - Empowering Students
  - Skills and abilities to enter the workforce
  - Equal Opportunity for All Students
  - High Quality Instructional Materials
  - Resiliency

## Student-Centered Learning Environment

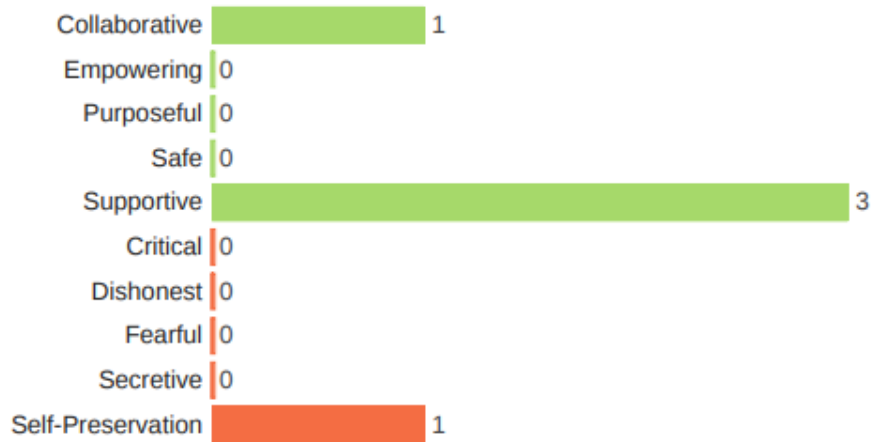
Social-Emotional, Mental Health, Well-Being Statements	Percentage of Respondents answering “strongly agree” or “agree:”
The district <b>has</b> the appropriate staff to address the social-emotional and mental health well-being of <b>students</b> .	80%
The district <b>effectively equips all staff</b> to address <b>their</b> social-emotional and mental health well-being.	60%
The district <b>effectively equips students</b> to cope with <b>their</b> social-emotional and mental health well-being.	80%
The district administration <b>effectively addresses</b> social-emotional and mental health well-being needs.	100%

## Communication

- Administrators
  - I am well informed: **100%** strongly agree/agree
  - My voice is heard: **100%** strongly agree/agree
  
- Staff-Administrators
  - Communication within **district** is **respectful**: **100%** strongly agree/agree
  - Communication within **district** is **effective**: **100%** strongly agree/agree
  - Communication within **building** is **respectful**: **100%** strongly agree/agree
  - Communication within **building** is **effective**: **100%** strongly agree/agree
  - I am well informed: **100%** strongly agree/agree
  - My voice is heard: **100%** strongly agree/agree

## Climate and Culture

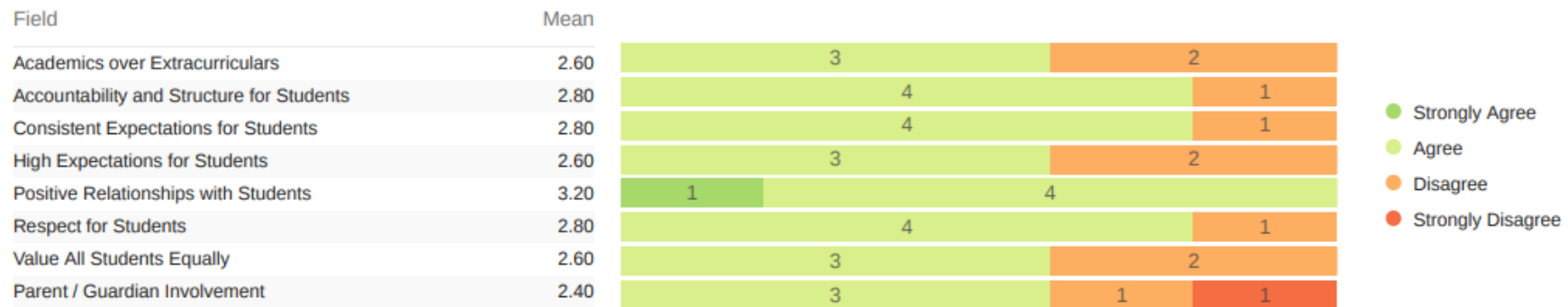
What word would you use to describe the climate in the school district?



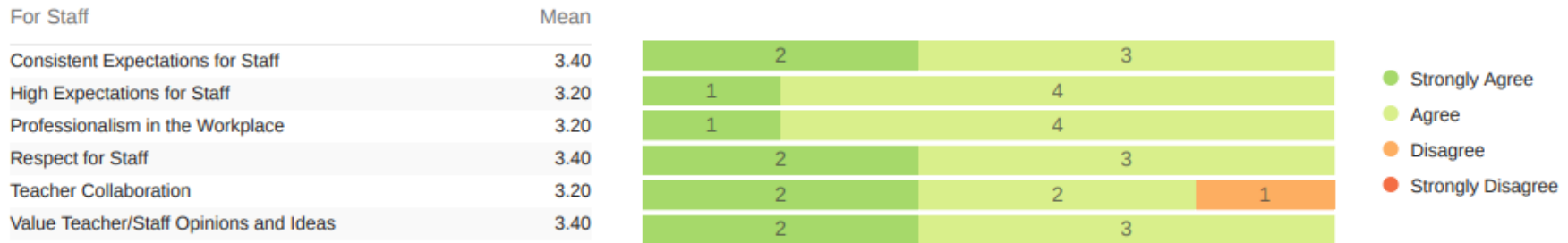
What word would you use to describe the climate in your building / level?



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



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

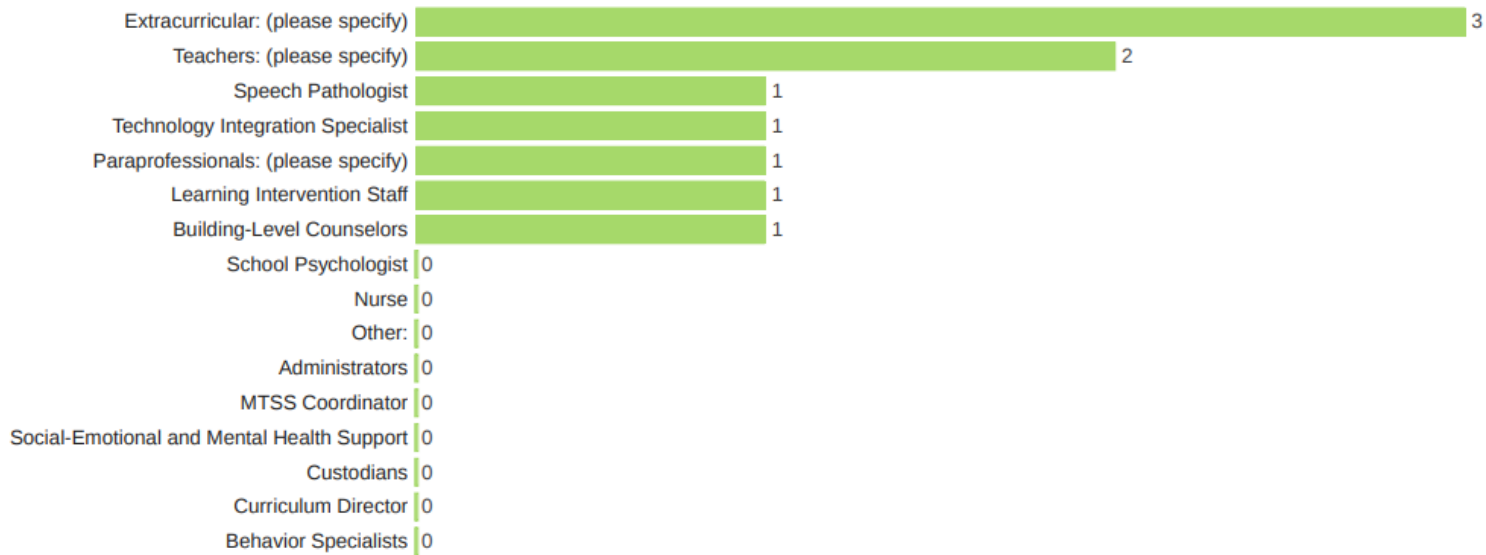


### Does the culture in the district promote these items district-wide:



## Personnel Effectiveness

### Identify the district's greatest staffing needs:



Extracurricular Needs:	Paraprofessional Needs:	Teacher Staffing Needs:	Other Staffing Needs:
Coaches	3 Interventions	1 All Areas	1 No Data
Sponsors	1 Supervision	1 Math Teachers	1

## Facilities and Grounds

- **100%** answered strongly agree/agree that the students' needs are met by the learning facility.
- The top two facilities and ground improvements identified by administrators were:
  - Building Maintenance
  - Functionality of Learning Spaces

## 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	Opportunities for Continued Education	1
	Portable WiFi for Students	1
	Professional Development	1
	Staff Effectively Planning and Pacing	1

# Board of Education Identified Needs

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Board members of the Weeping Water Public Schools were given the opportunity to provide their feedback to NASB in January 2023 via an online survey. All board members completed the survey and in the completed analyses, the following top themes emerged:

## Strengths of District

- Strong Administration
- Do What is Best for Students and Staff
- Small Class Sizes
- Communication
- Continuous Growth
- Forward Thinking
- Student Involvement Opportunities
- Supportive

## Most important outcome from Community Engagement

- Community Feedback
- Community Improvement Needs
- School Improvement Needs
- Community Understanding
- Future Planning

## Greatest Student Need

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

## Facilities and Grounds

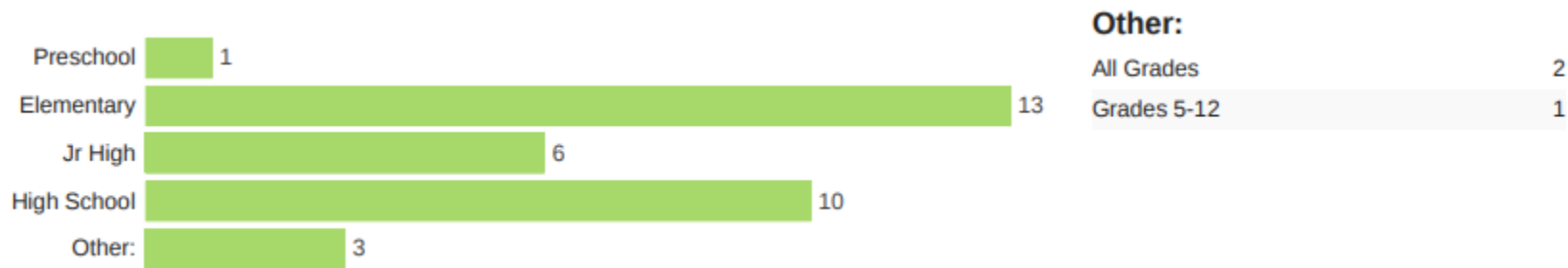
- Building Maintenance
- Functionality of Learning Spaces
- Safety and Security
- Extracurricular Facilities and Grounds

## Areas of Growth/Focus for the Board

- Standard III: Community Engagement
- Standard I: Mission, Vision, Goals
- Standard IV: Accountability and Student Achievement
- Standard V: Advocacy
- Standard IX: Professional Development

# Certified Staff Identified Needs

As a key component of the Community Engagement process, certificated staff members were given the opportunity to provide their feedback in January 2023. NASB received a total of 33 completed online survey responses, reflecting 97% of Weeping Water Public Schools Certified Staff.



## Strengths

- Strong Administration
- Positive Relationships
- Small Community
- Teachers/Staff
- 4-Day School Week
- Care for Student

## Curriculum

- Secondary MTSS Implementation
- Learning Interventions
- Life Skills Curriculum
- Scope and Sequence
- High Ability Learners (HAL) Program
- Small Group and 1-1 Learning Opportunities

## Staffing

- Paraprofessionals
- Social-Emotional and Mental Health Support
- Building Level Counselors
- Teachers
- Behavior Specialists

## High-Quality Educational Opportunities

- Learning Interventions
- Life Skills curriculum
- Scope and Sequence
- High Ability Learners (HAL)
- Small Group and 1-1 Learning Opportunities
- English Language Learners (ELL) Support
- Tutoring

## Student Centered Learning Environment

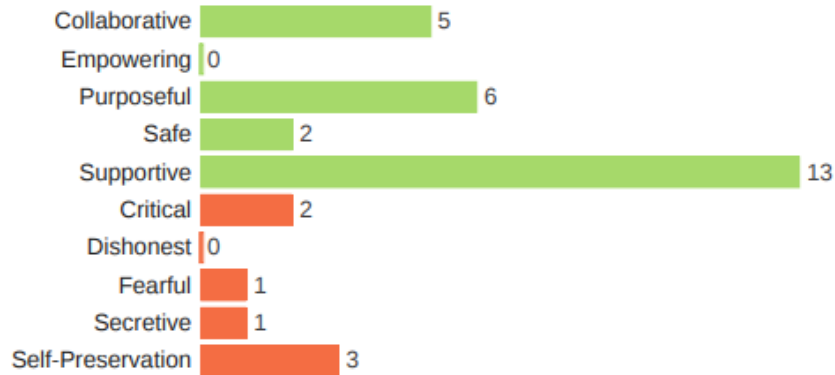
Student Well Being Statements	Percentage of <b>PreK/Elementary</b> respondents answering “ <i>strongly agree</i> ” or “ <i>agree</i> .”	Percentage of <b>Jr./Sr. High</b> respondents answering “ <i>strongly agree</i> ” or “ <i>agree</i> .”
Students’ basic needs are met (food, shelter, rest).	87.5%	79.0%
Students feel safe/secure at home.	87.5%	52.6%
Students feel safe/secure at school.	93.8%	84.2%
Students are generally happy.	97.3%	73.7%
Students are not affected by bullying.	18.8%	10.5%
Students rely on the district for stability.	87.5%	84.2%
Students rely on staff for social-emotional mental health well-being support.	93.8%	94.7%

Social-Emotional, Mental Health, Well-Being Statements	Percentage of Respondents answering “ <i>strongly agree</i> ” or “ <i>agree</i> .”
The district <b>has the appropriate staff</b> to address the social-emotional and mental health well-being of <b>students</b> .	71.4%
The district <b>effectively equips all staff</b> to address <b>their</b> social-emotional and mental health well-being.	64.3%
The district <b>effectively equips students</b> to cope with <b>their</b> social-emotional and mental health well-being.	78.6%
The district administration <b>effectively addresses</b> social-emotional and mental health well-being needs.	85.7%

## Climate and Culture

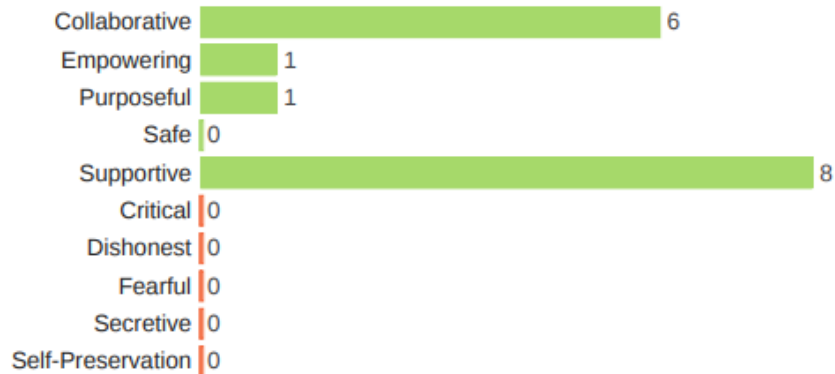
- 97% of certified staff said they feel safe at school

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

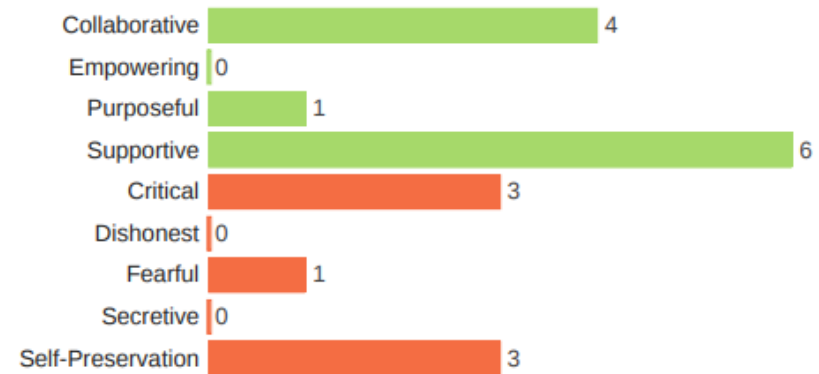


### What word would you use to describe the climate in your building?

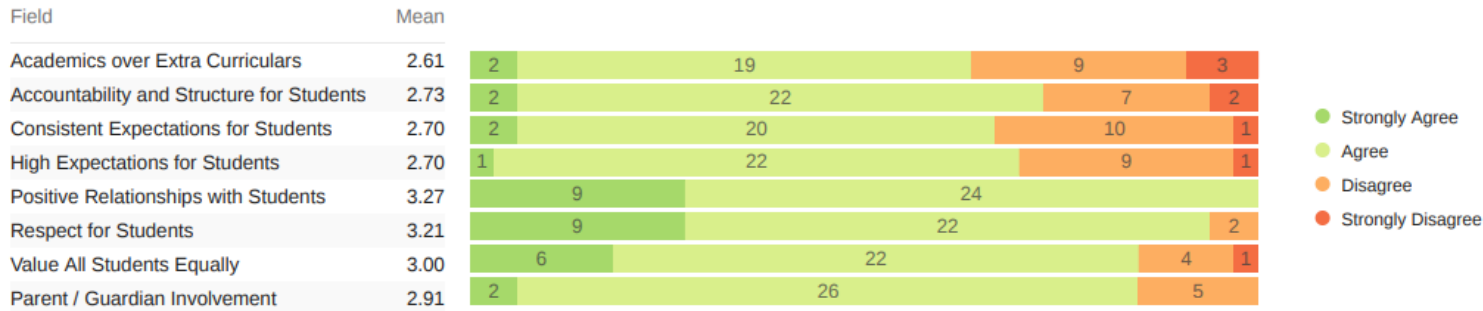
#### Pre-K / Elementary



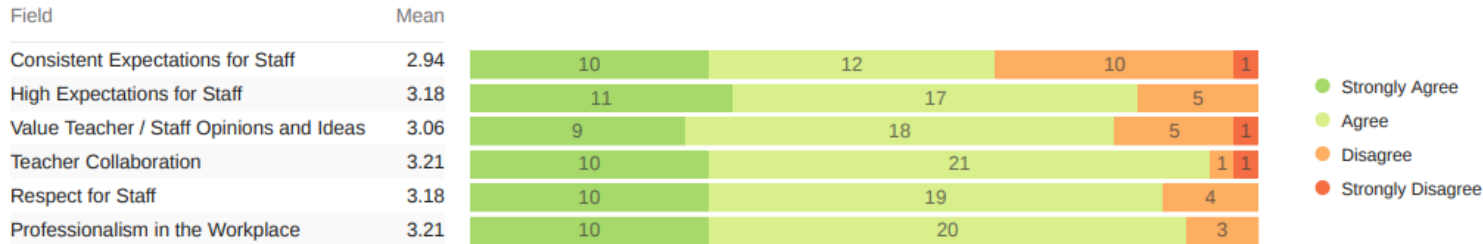
#### Jr / Sr High



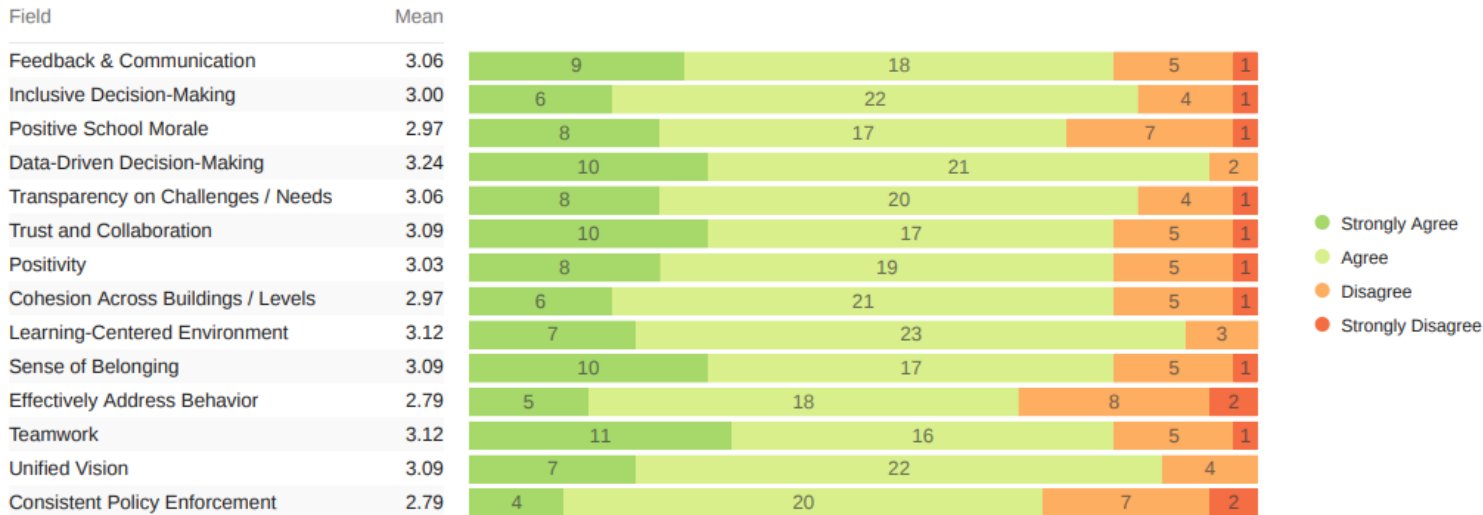
**Does the culture in the district promote the following for students:**



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



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



## Communication

- District
  - Communication within district is respectful: **87.9%** strongly agree/agree
  - Communication within district is effective: **75.7%** strongly agree/agree
- Building PreK/Elem
  - Communication within building is respectful: **100%** strongly agree/agree
  - Communication within building is effective: **100%** strongly agree/agree
  - I am well informed: **93.8%** strongly agree/agree
  - My voice is heard: **100%** strongly agree/agree
- Building Jr./Sr. High School
  - Communication within building is respectful: **78.9%** strongly agree/agree
  - Communication within building is effective: **52.6%** strongly agree/agree
  - I am well informed: **73.7%** strongly agree/agree
  - My voice is heard: **78.9%** strongly agree/agree
- Staff
  - Communication between certified staff is effective: **81.8%** strongly agree/agree
  - Communication between certified staff and classified staff is effective: **81.8%** strongly agree/agree
  - Communication between certified staff and parents is effective: **81.8%** strongly agree/agree

## Facilities and Grounds

- **85%** answered strongly agree/agree that the students' needs are met by the learning facility.
- The top two facilities and ground improvements identified by certified staff were:
  - Building Maintenance
  - Building Access and Parking

## Diversity, Equity, and Inclusion

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

ELL	9
Hispanic Students	6
Low SES	5
SPED Students	5
African-American Students	4
N/A	4
All Students	2
High Achievers	2
HAL Students	1
Low Performers	1
Mixed Students	1
Native Hawaiian Students	1
Non-Atheletes	1
Race	1
Students with Behaviors	1
Students with Medical Issues	1
Students with Mental Health Issues	1
Unsure	1

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

Email	8
N/A	6
Conferences	4
Strong Communication	4
Text/Phone Call	4
Do Not Engage Anyone Differently	3
Back Pack Program	2
Communication with Parents	2
Do Not Have Under-Represented Groups	2
Free/Reduced Lunches	2
Have Not Engaged	2
Provide External Opportunities for Involvement	2
Class Streams	1
Community Involvement	1
Creating Positive Relationships	1
In-Person Engagement	1
Online Interpreter	1
Positive Notes Home	1

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

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

Staff Collaborations	4	Multicultural Aspects in Lessons	6
ELL Services	3	Treat All Students Equally	6
Staff Professional Developments	3	Discussions	5
Encouraged to Teach Multicultural Aspects	2	Offer Educational Supports	3
Ensure Help is Available	2	Reading Curriculum	3
Holidays	2	Accommodations	2
N/A	2	Expose Students to New Ideas	2
Special School Events	2	Individualized Service/Instruction	2
Strong Communication	2	Celebrate All Students Successes	1
Trainings/Professional Development	2	Demonstrations in Class	1
Unsure	2	Differentiated Instruction	1
Celebrating All Student's Successes	1	Ensure Classroom is a Safe Space	1
Classroom/Testing Accomodations	1	Ensure Under-Represented Voices are Heard	1
Different Sports Teams	1	External Involvement Opportunities	1
Differentiated Instruction	1	Holiday Celebrations	1
Everyone Treated the Same	1	Inclusive Library collection	1
HAL Program	1	Involve All Students in Class	1
Inclusive Curriculum	1	Kindness Campaign	1
Meetings During Engagement Days	1	N/A	1
MTSS	1	Offer Work in Native Language	1
Multiple Perspectives in Learning Material	1	Open Communication	1
Online Training	1	Perform Music from Different Cultures	1
Programs	1	Posters	1
Promote Inclusion in Activities	1	Professional Development	1
Quiz Bowl	1	Small Group Instruction	1
SCIP Meeting	1	Social Studies Curriculum	1
SPED Students in Regular Classrooms	1	Staff Collaboration	1
Student IEP's	1	Teaching Social Skills	1
Under-Represented Groups Need More Attention	1	Variety of Instructional Strategies	1
Using Desired Pronouns	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	7
3	Educate on Diversity and Inclusion	3
3	Unsure	3
3	Academic Support for Students	2
3	More Detailed Instruction	2
2	Provide Cultural Opportunities to Students	2
2	Provide Resources for Students	2
2	Address Dangers of Social Media	1
2	Build Relationships	1
1	Check-Ins with Students	1
1	Clear Goals	1
1	Continue Educating Students	1
1	Do Not Need To Address Diversity	1
1	Empathy for All	1
1	Encourage Others	1
1	Group Based on Test Scores	1
1	Improve Parent Communication	1
1	Keep Classroom Safe for All Students	1
1	More Parent Involvement Opportunities	1
1	No Phones in School	1
1	Offer More Electives	1
1	Reach out to Admin	1
1	Remind Students of Differing Perspectives	1
	Set Example for Others	1
	Validate Differing Opinions	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

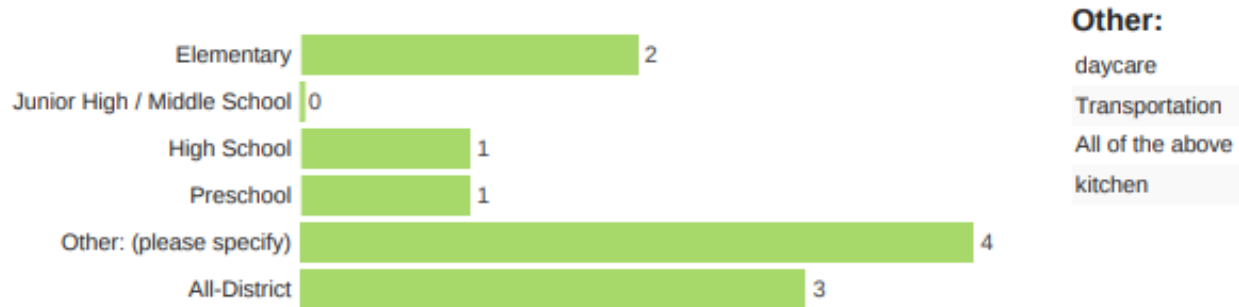
**What is your building's highest priority for students?**

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

# Classified Staff Identified Needs

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Classified staff were given the opportunity to provide their feedback in January 2023 through an online survey. NASB received a total of 11 completed online survey responses representing 38% of classified staff members



## Strengths

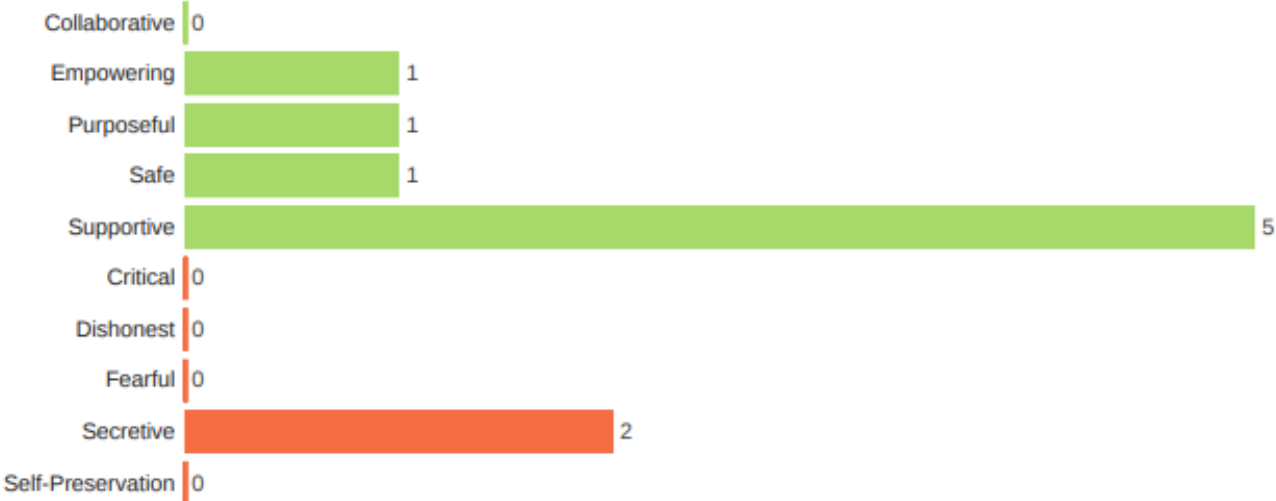
- Cleanliness
- Good Community
- Positive School Environment
- Student-First Mentality
- Support from Administration
- Teachers/Staff

## Student Centered Learning Environment

<u>Student Well Being Statements</u>	Percentage of <b>PreK/Elementary</b> respondents answering “ <i>strongly agree</i> ” or “ <i>agree</i> .”
Students’ basic needs are met (food, shelter, rest).	82.8%
Students feel safe/secure at home.	90.9%
Students feel safe/secure at school.	90.9%
Students are generally happy.	90.9%
Students are not affected by bullying.	36.4%
Students rely on the district for stability.	100%
Students rely on staff for social-emotional mental health well-being support.	90.9%

Social-Emotional, Mental Health, Well-Being Statements	Percentage of respondents answering “ <i>strongly agree</i> ” or “ <i>agree</i> .”
The district <b>has</b> the appropriate staff to address the social-emotional and mental health well-being of <b>students</b> .	90.9%
The district <u>effectively equips</u> <b>all staff</b> to address <b>their</b> social-emotional and mental health well-being.	90.9%
The district <u>effectively equips</u> <b>students</b> to cope with <b>their</b> social-emotional and mental health well-being.	81.8%
The district administration <u>effectively addresses</u> social-emotional and mental health well-being needs.	90.9%

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



## Communication

- Building communication is respectful
  - District-wide: **90%** strongly agree/agree
- Building communication is effective
  - District-wide: **90%** strongly agree/agree
- District communication is respectful
  - District-wide: **90** strongly agree/agree
- District communication is effective
  - District-wide: **90%** strongly agree/agree
- I am well informed
  - District-wide: **80%** strongly agree/agree
- My voice is heard
  - District-wide: **90%** strongly agree/agree
- **90%** of classified staff said they felt safe at school.

## Personnel Effectiveness

- District-wide, **100%** of respondents strongly agree/somewhat agree that professional development they receive meets their needs.
- When asked “What can be done to enhance the effectiveness of staff?” the top responses from classified staff were:
  - Better Communication
  - Already Given Opportunities
  - Continuous Learning
  - Training for Classified staff

## Facilities

- **100%** of classified staff answered strongly agree/agree that the students’ needs are met by the learning facility.
- The top two facilities and ground improvements identified by certified staff were:
  - Functionality of Learning Spaces
  - Building Maintenance

**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

## 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

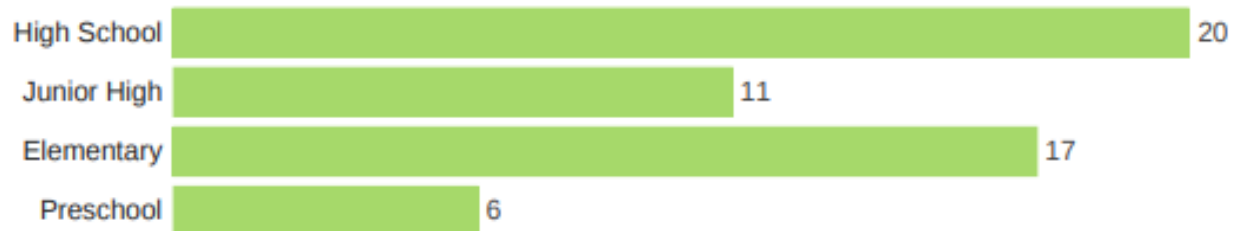
### What are you doing to address diversity, equity, and inclusion?

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

# Parent Identified Needs

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Parents/guardians were given the opportunity to provide their feedback in January 2023, via an online survey. NASB received a total of 54 completed online survey responses. The distribution of parents/guardians according to the building in which their child(ren) attend(s):

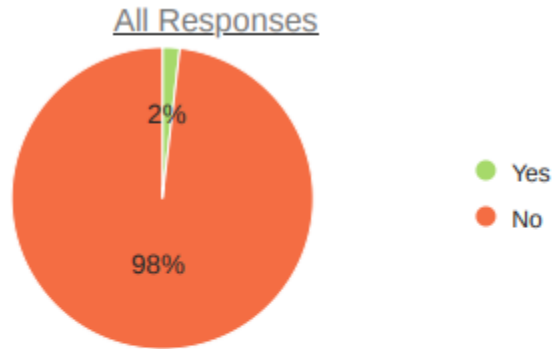


## Strengths

- Teachers/Staff
- Great Administrators
- School Facilities
- Small Class Sizes
- Staff Care for Students
- Positive School Environment
- Close Community

## Diversity, Equity, and Inclusion

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



### 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?

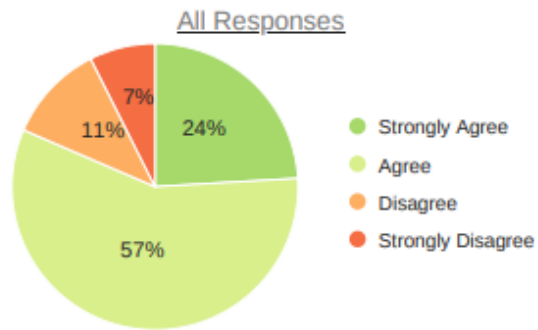
Lack of Understanding of Experience 1

Communication ...	Percentage of parents answering "strongly agree" or "agree:"
between <u>the district</u> and parent/guardians is effective.	76%
between <u>your child's principal</u> and parent/guardians is effective.	85%
between <u>your child's classroom(s)</u> and parent/guardians is effective.	81%

Statement posed to parents:	Percentage of parents answering "strongly agree" or "somewhat agree:"
I feel I can ask any question I have.	87%
My students' differences are embraced.	85%
I am treated with respect.	87%

## Student Centered Learning Environment

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

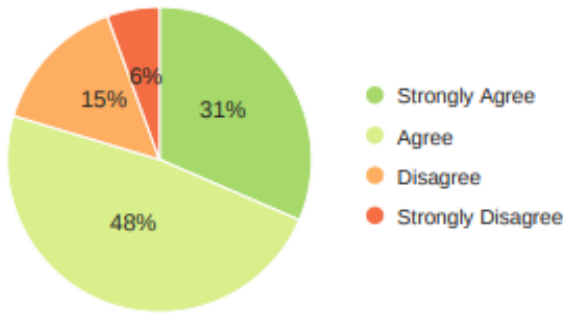


**Please explain how the district is not providing adequate resources to support the social-emotional, mental health well-being of each student.**

Third Party Mental Health Support	3
Additional Counselor	1
Bullying Matters Not Resolved	1
Conflicts of Interest	1
Consultation of Outside Sources	1
Eliminate Favoritism	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

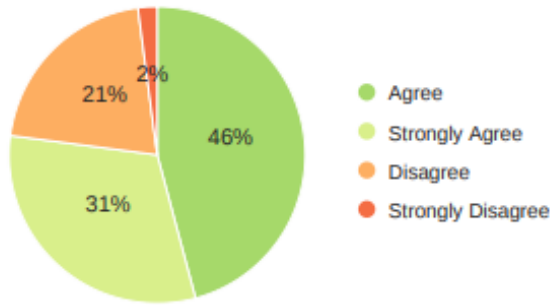


**Please explain how the district is not meeting your educational expectations for your student:**

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

**The district is meeting my extracurricular expectations for my student.**

All Responses

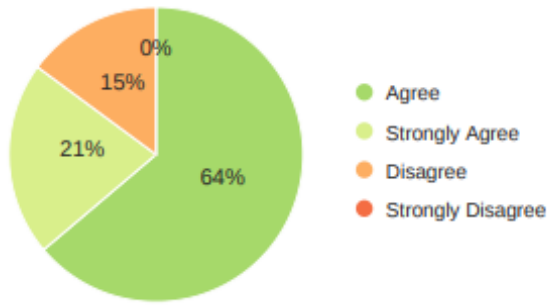


**Please explain how the district is not meeting your extracurricular expectations for your student:**

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

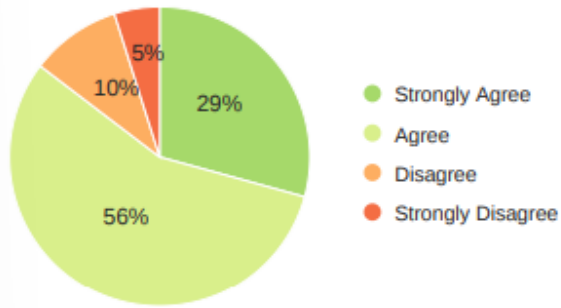


**Please explain how technology integration can be improved:**

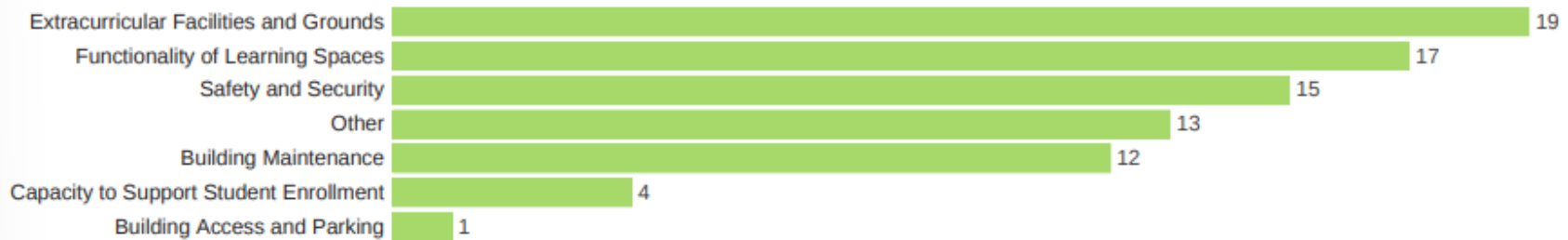
Limit Student Web Access	1
More Technology Classes	1
New Ideas on Technology Usage	1
No Yondr Pouches	1
Overreliance on Technology	1
Professional Skills	1
Shop Class	1

**Students' needs are met by the learning facility.**

All Responses



**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

**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		

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

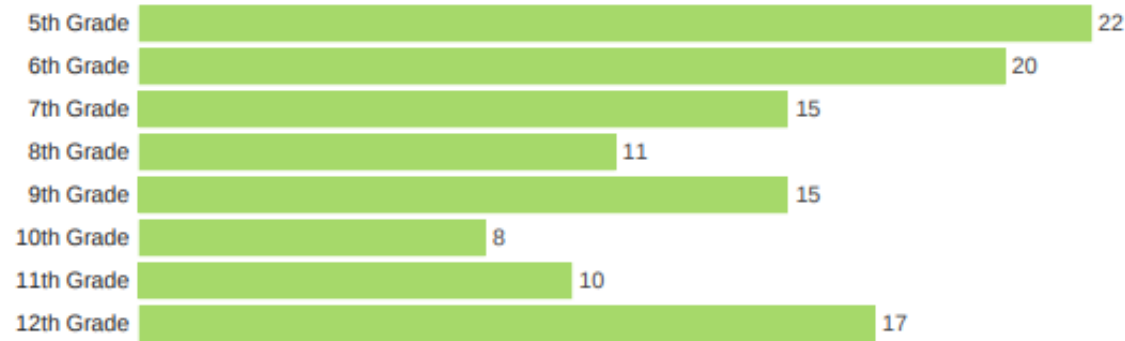
Life Skills	6	How to Find Living Arrangements	1
College/Career Readiness	5	How to Get a Job	1
Effective Communication Skills	5	How to Have Fun Without Substances	1
Critical Thinking	3	Prioritization	1
Independence	3	Public Speaking	1
Personal Finance	3	Resiliency	1
Problem Solving	3	Responsibility	1
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		

## 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

# Student Identified Needs

As a key component of the Community Engagement process, students were given the opportunity to provide their feedback in January 2023. NASB received a total of 118 completed online survey responses, reflecting 52.7% of the Weeping Water Public Schools student population (grades 5-12).

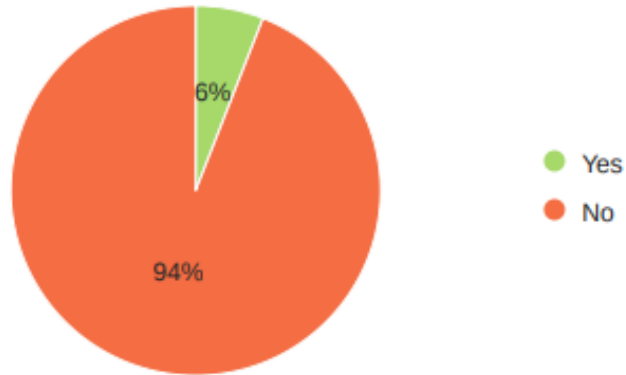


## What do you like about your school?

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

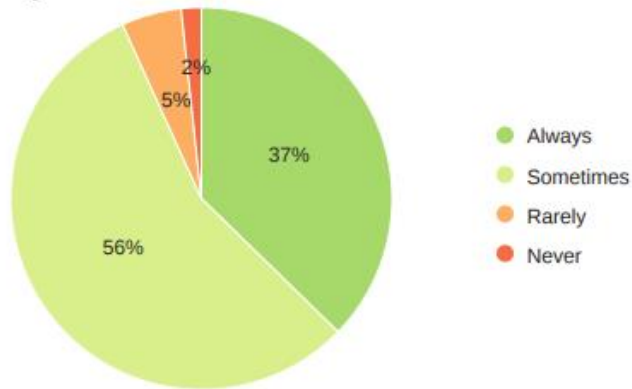
- Think about your relationship with teachers and staff and respond to the following statements:

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

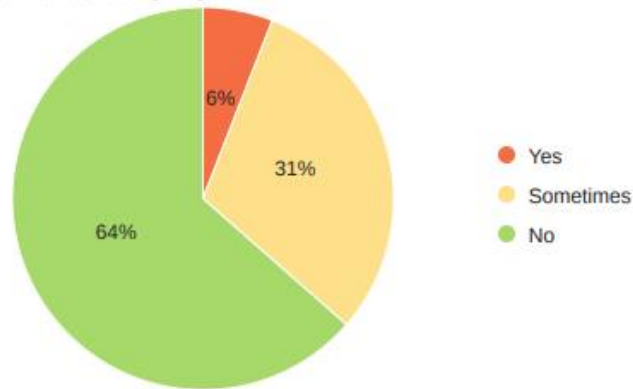
### How often do you feel safe at school?



### 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

### 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

### 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

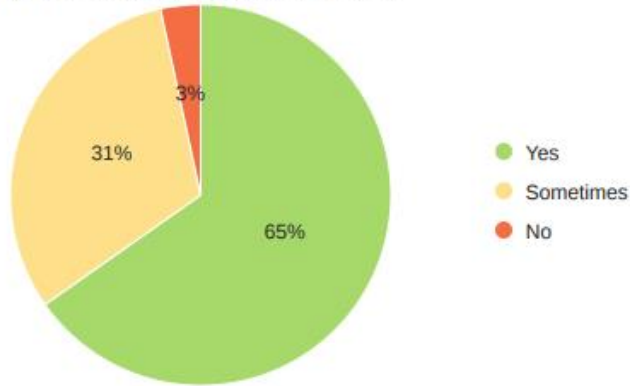
### Other:

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

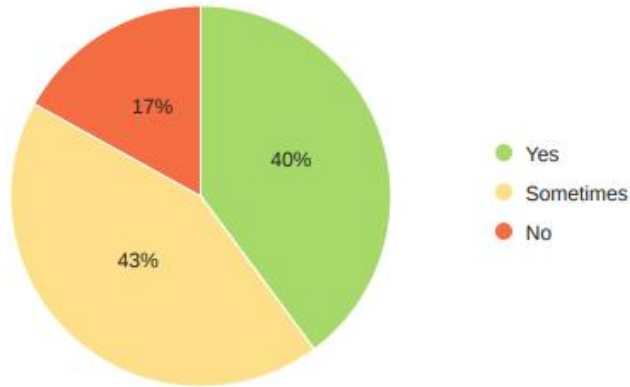
Communication Statements:	Percentage of respondents answering "always" or "sometimes:"
The communication I receive from <u>my principal</u> is respectful (announcements, emails, conversations, etc).	98%
The communication I receive from <u>my teachers</u> is respectful (announcements, emails, conversations, etc).	97%

## Student-Centered Learning Environment

Is technology used well to help you learn?



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



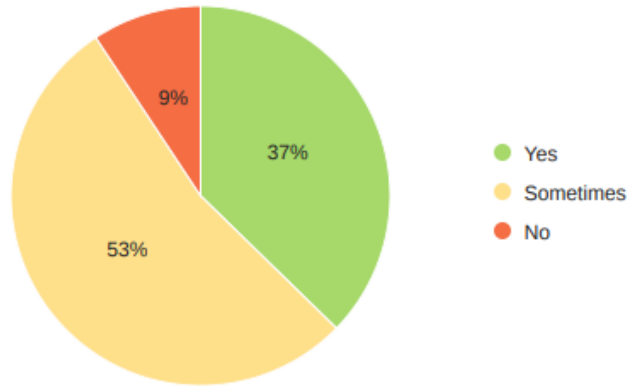
Please explain how technology is not used well to help you learn:

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

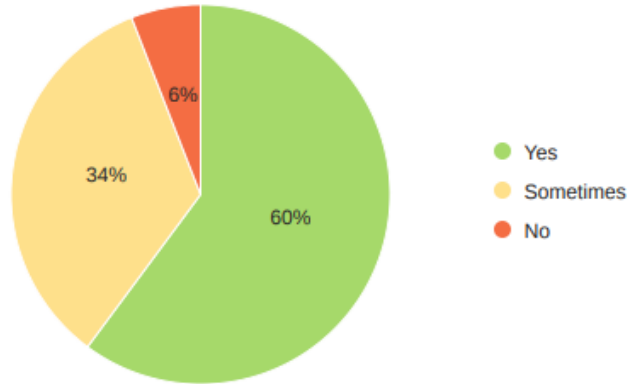
Please explain how school is not preparing you for your future goals or plans:

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?**



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



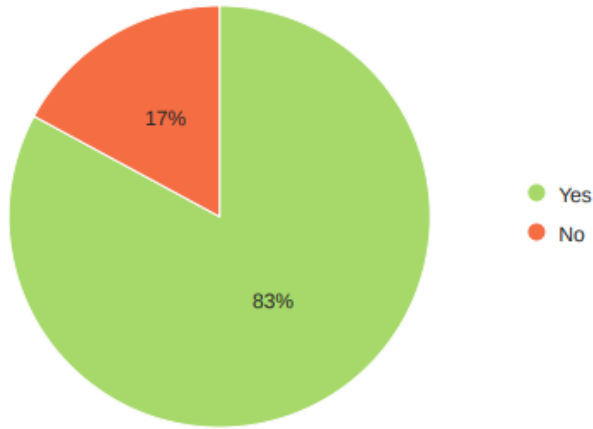
**Please explain how your classwork is not challenging you:**

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

**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)**



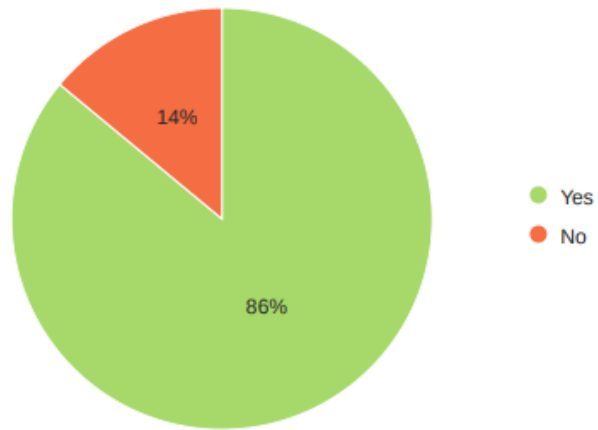
**How do extracurricular activities not make school better?**

Stress of Activities 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	Financial 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

# Community Identified Needs

A Community Engagement meeting was held at the district on January 24th, 2023, where a facilitated discussion with question and answer was held to generate feedback. NASB facilitated the community meeting. Approximately 50 people participated separated into six groups for discussion. The following 3 questions were discussed. The numbers next to each response signify the number of groups that identified the item in their discussion. Items without an number were identified by one group only.

## Identify the points of pride, accomplishments, and achievements of Weeping Water Public Schools.

- Excellent facilities (6)
- Strong Admin Team (5)
- Extracurricular Success/Sports Success (4)
- Educational Opportunity Access (4)
- Options for Activities/Extracurriculars (4)
- FFA program (3)
- Small Class Sizes/Student-Teacher Ratio (3)
- Onsite Daycare/Childcare (3)
- Great Community (3)
- Social Media/District App (3)
- Lunches/Food Service (2)
- Low staff turnover (2)
- Great Teachers/Staff (2)
- Interventions/PBIS (2)
- Computers
- Music Program
- Concessions
- Senior Scholarship Opportunities
- Referrals for Services
- Sixpence Center Based Program
- Instructional Framework
- Test Scores Growth

## Identify the challenges that currently impact or may impact the district and community in the future.

- Housing (6)
- Life Skills Education (3)
- Aging Building (3)
- Before and After School Programs (3)
- Childcare (3)
- Low state funding (2)
- Staffing (2)
- Extracurricular Activities (2)
- Opt-out families
- Negative vs Positive ratings/comments
- Cameras on Football Field to stream games
- More CTE Classes
- Getting to Great/Excellent on State Report Card
- Low class sizes
- Buses and Transportation
- Engaging Students of all Levels
- Highest Free/Reduced Rate Among Neighbors
- High Mobility
- Kids not Coming Back to the Community
- Student Leadership
- Elective Classes/More Opportunities for Non-Sports Kids
- Racism/Cultural Awareness
- Small Community
- Parents Work out of Town
- Follow up with Students about educational concerns

**If you could implement one change to benefit student success, what would it be?**

- Student Leadership Council/Advisory Committee (2)
- Parent Involvement and Accountability (2)
- Positive School Culture
- Support Academic/Arts in Addition to Sports
- Student Resilience
- Face-To-Face Communication
- Small Group Student Work – Differentiation in the Classroom
- Measure of Success for each Student is Different
- Diversity of Coursework
- Dual Credit
- New/Fresh Teachers and Experiences
- National Guard
- JROTC
- Using Community Resources
- Financial Literacy
- Interventions
- Extracurriculars
- Getting More Students Involved
- Good PR

# Community Engagement Evaluation

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During the community engagement meeting district on January 24<sup>th</sup>, 2023, participants were asked to evaluate the process. Here are the responses NASB received.

## What did you like about the Community Engagement Process?

- Great positive feedback from all tables.
- Engagement from all.
- Lots of great ideas were brought forward tonight.
- All people got to engage, not just administration or school board. Wish that would have been done with school week change.
- Sharing out with everyone and hearing other's concerns.
- The open collaboration was awesome!

## What did you learn from the Community Engagement Process?

- Was able to hear the 'heart' of the community and celebrate the great things this district does!
- Concerns of others.
- Different ranges in the school mean different needs. K-12 is tough.
- The community had lots of great ideas moving forward.
- Each table had the same views, positive and improvement. We did wish the Admin would have given some feedback on various views.

## What are your expectations moving forward?

- Growth of all sorts! We are doing so much but I know we will do more!
- Attend more of these meetings.
- New Ideas to work towards better schools.
- Hope the school district implements these changes.
- Hopefully some positive change.
- To grow as a school community with many of the ideas addressed tonight, especially with the FFA in an Ag Community.

# Glossary of Terms

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## 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

**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 Community Engagement process to ensure the board and administration model educational accountability through purposeful planning and measurable goals to support growth of student learning districtwide.

## 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 following grade level.

**DEI:** Diversity, Equity, and Inclusion