

USD 311 Pretty Prairie

State Assessment Review for Budget Considerations
2023-24

#PrairieProud



USD 311 Pretty Prairie District Summary

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

Some of the key challenges that must be overcome in our school district include:

- Students have high levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Students are coming to school with an increased level of social emotional challenges and needs
- Students (especially those in K-3 during Covid) are still working through learning loss recovery protocol
- High levels or an increase in absenteeism among our student population
- Balancing the acknowledgment of the importance of state assessments (and student performance on the tests) with believing student success should not be measured by one test

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

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

- Increased salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues
- Allocating budget and resources to support initiatives designed for creating a compassionate climate (i.e. monthly character ed assemblies)

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

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

- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Pretty Prairie Grade School Review

District: 311 Pretty Prairie School: Pretty Prairie Grade School Building Number: 3218 Grades Served: PreK3- 4th

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

Some of the key barriers that must be overcome at this school include:

- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Students (especially those in K-3 during Covid) are still working through learning loss recovery protocol
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- Balancing the acknowledgment of the importance of state assessments (and student performance on the tests) with believing student success should not be measured by one test

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

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

- Additional staff members hired to meet the individual learning and SEL needs of all students
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues
- Allocating budget and resources to support initiatives designed for creating a compassionate climate (i.e. monthly character ed assemblies)

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

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

- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Pretty Prairie Middle School Review

District: 311 Pretty Prairie

School: Pretty Prairie Middle School

Building Number: 3222

Grades Served: 5th- 8th

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

Some of the key barriers that must be overcome at this school include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future.
- Balancing the acknowledgment of the importance of state assessments (and student performance on the tests) with believing student success should not be measured by one test

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

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

- Additional staff members hired to meet the individual learning and SEL needs of all students
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues
- Allocating budget and resources to support initiatives designed for creating a compassionate climate (i.e. monthly character ed assemblies)

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

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

- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Pretty Prairie High School Review

District: 311 Pretty Prairie

School: Pretty Prairie High School

Building Number: 3220

Grades Served: 9th -12th

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

Some of the key barriers that must be overcome at this school include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future.
- Balancing the acknowledgment of the importance of state assessments (and student performance on the tests) with believing student success should not be measured by one test

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

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

- Additional staff members hired to meet the individual learning and SEL needs of all students
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues
- Allocating budget and resources to support initiatives designed for creating a compassionate climate (i.e. monthly character ed assemblies)

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

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

- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

