



UNIFIED SCHOOL DISTRICT #327

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Ellsworth-Kanopolis-Geneseo

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

Barriers vary widely. The most prevalent barriers include the following:

- Social-emotional needs
- Poverty
- Family uncertainty
- Lack of kindergarten readiness
- Lack of transportation
- Need for intensive instruction to master content
- Chronic absenteeism
- Significant learning challenges that make individual education plans necessary

Some system-wide barriers also exist:

- Need for staff due to teacher shortage
- Difficulty securing highly-qualified teaching candidates
- Lack of substitutes
- Professional learning cancellations due to lack of substitutes
- Administrative time spent on non-instructional requirements
- Inadequate funding for specialized services (special education, social-emotional needs)

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

- Monitor class size
- Focus on increasing salaries to recruit highly qualified staff to our district
- Focus on substitute recruitment
- Expand academic, behavior and social-emotional supports
- Expand professional development opportunities for staff
- Expand behavior training for staff
- Provide parent education
- Provide family engagement opportunities
- Expand kindergarten readiness initiatives

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.

We recognize that students have individual needs and will require varying levels of support and time to master academic standards. The goal of having all students on or above grade level is one we already pursue though including *all students* in this expectation is unrealistic in nature. Not every child progresses academically at the same rate and time. Students who require more instruction and individualized support to master standards benefit from extended learning time and opportunities.

All students can and do learn when learning experiences are respectful of their individual needs. We anticipate that with access to

- highly qualified staff,
- full staffing,
- full special education funding,
- universal transportation,
- strong mental health supports,
- funding universal full-day preschool for 3 and 4 year olds,
- early childhood learning experiences for children birth to age 3,
- supports for families, and
- funding to provide extended academic learning time,

we will have all students meeting or exceeding grade-level expectations or special education Individual Education Plan goals by 2040. This timeline considers the class of 2040 would have had the benefit of well-designed instruction and services as described above which in turn would result in more success.

Additional resources will most likely be required to meet these goals.