

## 2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: <u>USD 231</u>	Bldg #	Grades Served:
School: <u>Edgerton Elementary</u>		EC-4

Light yellow cells are intended to be filled in.

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

Edgerton Elementary has part-time staff in some support positions, thus finding time to provide collaboration for teachers around interventions and data has been challenging. In addition, there are increased levels of student trauma, more time is being taken to address social emotional and behavior needs of students. It is challenging to find and retain support staff to serve students (building aides, paraprofessionals, etc.). Due to the pandemic we find many of our younger students have not experienced preschool or had experiences with peers. All staff are needing additional training in Science of Reading, responding to students' social/emotional needs, and behavior management.

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

Focus on recruiting, retaining, and continued professional development for all staff. Additional staff to provide supports to individual students with significantly high needs.

### (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 measure growth each year and document success on a variety of student success factors. USD 231 has a goal of 80% of students being at benchmark on Acadience Reading and Math each year, currently approximately 50% of our students reach that benchmark. Edgerton Elementary has set a goal for 80% of our students to be at Level 3 and 4 by the 2025 school year.

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## 2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: <b>231</b>	Bldg #	Grades Served:
School: <b>Gardner Elementary</b>		EC-4

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

GE has seen an increase in the number of students in homes that are struggling financially. This leads to difficulties engaging parents in the educational process as they are focused on meeting basic needs of their families. In addition, a significant increase in the number of students experiencing social emotional challenges. Likewise, with families struggling there is a need for additional Social Work services to support families in finding needed resources from outside agencies. There is also need for additional intervention programs (i.e. Sunday, etc.) to provide specialized instruction for students struggling. GE has struggling to find qualified individuals for paraprofessional and aide positions along with substitute teachers. The number of students missing school has increased, if students are not in class they cannot be mastering academic standards. Lack of learning opportunities many students faced during Covid has created significant learning loss.

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

Consider additional Social Work services. Pay increase for staff to keep them working in the district. Before/After School and Summer programs so students may continue learning and we work to close the gap. Many of our families struggle to access needed supports - funding to bring some of those supports to the school or to transportation to those supports would be helpful. Additional substitute teachers are needed so staff are not asked to cover additional students or taken away from their assigned duties. Additional paid time for staff for professional development and collaboration.

### (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.

4 years to get 80% of students at level 3/4 on KS State Assessments.

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District: <u>231</u>	Bldg #	Grades Served:
School: <u>Grand Star Elementary</u>		EC - 4

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

There are a high percentage of EL students receiving ESL supports and services, in addition their families also need additional support and are asking the school for assistance. Consider moving away from an EL Center model and provide EL services to students in their home school. The number of high needs students continues to increase and they require highly skilled and additional service providers that are challenging to find and train. We saw a high level of absenteeism among our students, many of the interventions to address this will take additional staff time. There is an increasing level of social emotional challenges and needs of students.

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

Funds for recruiting and retaining staff. Additional training for all staff for deescalating behaviors, effective instructional strategies for EL students. Additional subs available to cover classes for staff absences, training, collaboration and meetings. Funds to purchase items to meet students' basic needs. Time for students to receive additional small group instruction to address learning gaps.

### (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.

80% of students would be at level 3/4 within 5 years.

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## 2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: 231	Bldg #	Grades Served:
School: Madison Elementary		EC - 4

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

There is difficulty in scheduling and finding more time to provide teachers collaboration time that would support improved student learning. Additional professional development - especially "just in time" or coaching to improve delivery of instruction. Though not identified "high-risk" based on their SES level, many students are at a high risk of falling behind for a myriad of reasons. There is an increasing level of social emotional challenges and needs of students.

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

Additional staff to provide supports to students struggling and needing academic or behavioral intervention and support. Additional time and money to pay staff to attend professional development. Learning support provided outside the school year and school day.

### (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.

3 years to move 80% of students to level 3/4 on KS State Assessment.

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District: 231	Bldg #	Grades Served:
School: Moonlight Elementary		EC-4

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

MLE noted increased levels of homeless students and student in foster care families. There have been difficulties in finding qualified staff (especially in the area of Special Education). We see more students experiencing a number of adverse childhood experiences. Lack of instructional time with reading and math specialist due to them covering when short substitutes. High levels of student mobility impacting instruction with students moving in and out of MLE.

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

Additional funding for SEL support (staff and instructional materials). Building the substitute pool. Providing pay for staff to attend professional development. Instructional coaches to assist teachers in adjusting instruction to better meet students' needs.

### (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.

5 years to get 80% of students to level 3/4.

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District: <b>231</b>	Bldg #	Grades Served:
School: <b>Nike</b>		EC-4

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

Nike has seen an increase in the number of 3 and 4 year olds needing social emotional and academic readiness support. Increased student social emotional and behavior needs. Increased number of students needing support in our low incident special education programs. Finding quality candidates. Providing teachers time to plan and collaborate.

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

Additional pay for staff when they meet for planning and collaboration. Additional specialized instructional programs and resources for students that are struggling.

### (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.

2 years to move 80% of students to 3/4.

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District: <u>231</u>	Bldg #	Grades Served:
School: <u>Sunflower</u>		EC - 4

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

Staff do not feel as if they have enough control over supports, services, materials, etc. to implement for students. Students with ever increasing behavior/mental health concerns. Higher number of students with attendance or tardy issues. More students lacking preacademic skills when they enter Kindergarten. Difficulty finding time to provide support to teaching staff.

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

Sunflower notes a high number of students are not showing growth using the instructional resources in the classroom - need to consider supplementing core curriculum. Pay teachers for the time they need to plan. Recruit paraprofessionals and substitutes.

### (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.

2 years for 80% of students to be at level 3/4.

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## 2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: <b>231</b>	Bldg #	Grades Served:
School: <b>Pioneer Ridge Middle School</b>		8-May

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

Finding qualified teaching staff. Providing need supports for special needs students. Instructional materials for 7th and 8th grade. Lack of instructional opportunities during COVID. Number of students with attendance concerns and number of students missing class time due to behaviors.

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

Additional counseling/social work services for students. Purchasing additional instructional materials. Qualify professional development for staff.

### (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.

4 years for students to move to level 3/4.

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District: <b>231</b>	Bldg #	Grades Served:
School: <b>Trailridge Middle School</b>		8-May

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

Number of EL students needing supports. Numer of students with social emotional needs. Special Education resources (staffing and materials) to meet the needs of increasing population of students. Limited access to mental health services. Students with gaps in learning due to COVID.

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

Additional time for teachers to plan and grow professionally. New intervention programs. Specialists that could consult with teachers regarding individual students along with instruction delivery.

### (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.

3 years for 80% of students to be at level 3/4.

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District: <b>231</b>	Bldg #	Grades Served:
School: <b>Wheatridge Middle School</b>		8-May

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

Increased number of students experiencing poverty, trauma, and mental health needs. Number of students displaying significant behaviors while in school. Teachers feeling stressed and unable to meet student needs. Increase number of students with chronic absenteeism. Difficulties engaging parents and supporting the school.

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

Additional special education staff and supports to help identified students. Outside agencies and placements for those students that are in need of more than what the school setting can provide. Find and retain special education staff, hard to fill teaching positions, paraprofessional, and substitute positions.

### (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.

5 years to move 80% of students to level 3/4.

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District: <b>231</b>	Bldg #	Grades Served:
School: <b>GEHS</b>		12-Sep

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

Number of students not regularly attending (tardies, absences, etc.). Keeping parents informed and involved in their child's educational program. Learning gap that increased due to covid, especially in students social development. Unable to find time for teachers to collaborate and plan. Not enough resources (time or materials) to support students in mastering missed standards/concepts.

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

Additional time for staff and students to work on interventions. Additional training for staff on how to best meet unique needs of current students in high school. Substitutes so staff aren't asked to cover classes and can instead plan. Ability to provide onsite support for mental health needs.

### (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.

5 years to have 80% of students at level 3/4.

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