

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

District: USD 249	Bldg #	Grades Served:
School: Frank Layden Elem	1287	K-5,PK (w/IEP),PK, DC,PKAR (4 YO)

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

We continue to strive to bridge the gaps for our students who are at disadvantages whether due to economic disadvantages or disabilities. To bridge the gaps using resources that target specific skills is needed for interventions. We are working on using resources that are researched based as well as meets the needs of our students. Data collaboration days continue to help drive the conversation of what gaps we see and what resources we need.

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

To address and remove the barriers we would need to provide more professional development that is specific to our teachers needs (not just as a whole building but what do individual teachers need). We need to also continue to monitor and analyze current practices to see what is working and what needs to stop. With additional funding we can bring in more staff (keep class sizes low and work with smaller groups), purchase programs and resources that are specific to our students needs.

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(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.

If a student is capable of reaching grade level proficiency, it would take approximately three years to see the growth we want to be at grade level. The reality is that a one time test, given in the spring is not going to determine if a student is at grade level. We can measure growth by looking at a variety of testing and progress monitoring done over a school year.