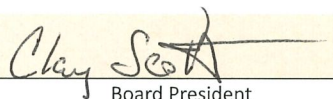


## 2022-2023 State Assessments Review for 2023-2024 Budget Considerations

**District: 214 Ulysses**

Based upon your schools Needs Assessment and State Assessment results, please identify the following:

- (A) The barriers that must be overcome for each student to achieve grade level proficiency on assessments
- (B) The budget actions that should be taken to address and remove those barriers
- (C) 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.

  
 Board President

9/11/23  
 Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Hickok Elementary School	PreK-2	Parent Engagement, Attendance, Trained-certified staff, recruitment and retention of staff, Improved standards based instruction using effective instructional strategies. 3rd grade is in a different building so communication between 2nd and 3rd grade teachers is limited.	Fully funding the special education population, decrease teacher to student ratio, intervention program (MTSS) and/or continued investment and training in evidence based resources, transportation for in town students to address absenteeism.	A full PreK-12 educational cycle for each student.	The board continues to support an aggressive teacher pay scale. The board supports an attendance rewards system. They have committed funding to LETRS training for all elementary staff. The board has adopted the following intervention programs: 95 Percent, Lexia, and FastForward (All KSDE Approved At-risk programs). Fastbridge testing is used as a district assessment tool. Board adopted new PreK-5 ELA curriculum resource that is approved by KSDE evidence based practice list (Amplify CKLA). Board approved calendar allowing PTC's occur before

<b>Sullivan Elementary School</b>	3-5	Parent Engagement,Regular Student attendance, Chronice Absenteeism, recuritment of trained-certified staff, retention of qualifited staff, instructional trained on evidenced based instructional stragies, Improved standards based instruction using effective instructional strategies.	Fully funding the special education population, decrease teacher to student ratio, intervention program (MTSS) and/or quality resources, consistency with resources.	(K-12) Full educational cycle per student.	The board continues to support an aggressive teacher pay scale. The board supports an attendance rewards system. They have committed funding to LETRS training for all elementary staff. The board has adopted the following intervention programs: 95 Percent, Lexia, Dreambox (Math)and FastForward. Fastbridge testing is used as a district assessment tool. Board adopted new PreK-5 ELA curriculum resource that is approved by KSDE evidence based practice list (Amplify CKLA). Board approved calendar allowing PTC's occure before school stated called Family Connections.
<b>Kepley Middle School</b>	6-8	Increased Parent involvement and engagement with child's education; Attendance, Chronic Absenteeism, Generational Poverty, ELL, Recruitment and Retention of highly qualified certified staff. Alignment of student learning outcomes with state standards.	Fully funding the special education population, decrease teacher to student ratio, intervention program (MTSS) and/or continued investment and training in evidence based resources, transportation for in town students to address absenteeism.	Each student achieving grade level proficiency on the state assessments is an unrealistic goal. Setting goals that are realistic provides a greater motivation to work hard to reach that goal. Kepley Middle School has set state assessment goals targeting.	The board continues to support an aggressive teacher pay scale. The board supports an attendance rewards system. The board has adopted Lexia and Dreambox (Math) as intervention programs. Fastbridge is our testing program.
<b>Ulysses High School</b>	9-12	Regular Student Attendance and Chronic Absenteeism, Recruitment and retention of highly qualified certified staff, Alignment of student learning outcomes with state standards, Professional learning opportunities regarding poverty, trauma, and best instructional practices for English Language Learning students.	Fully funding the special education population, decrease teacher to student ratio, intervention program (MTSS) and/or continued investment and training in evidence based resources, transportation for in town students to address absenteeism.	Although we believe it is unrealistic to believe that each student will achieve grade level proficiency, I believe it will take 10-15 years for these budget considerations to sufficiently impact student learning and achievement. Poverty and English Language Learning has a significant impact on student performance. These obstacles are incredibly difficult to overcome and sometimes outside of the scope of our educational systems.	The board continues to support an aggressive teacher pay scale. The board supports an attendance rewards system. The board has adopted Lexia and Dreambox (math) as intervention programs. Fastbridge is our testing program.