

## 2024-2025 State Assessments Review for 2025-2026 Budget Considerations

District:	USD 248, Girard	Bldg #	Served:
School:	R.V. Haderlein Elementary	1258	PreK-5th

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

All students do not come to school with a level playing field when it comes to being prepared to learn. One of the very first barriers is having the time to learn about each student's background and individual needs. Many factors go into a child being fully ready to learn. Educators have to ensure all of the student's basic needs are being met before learning can begin. One of the first barriers is Time. Teachers need time to get to know each student and what their exact needs are emotionally, socially, and educationally. The second barrier is training. All staff need adequate training on how to identify student needs and help them to be ready to learn. Staff need to be aware of all of the resources available in their community to support each child's need as they arise. The third barrier in this area is proper parent training in how to parent and support their child not only at school, but at home. No longer do students come to school with all of their basic needs met, such as food, hygiene, and love. Teachers now play this role more than ever. Once students are ready to learn, which can change from day to day, the teachers must focus on each child's learning challenges, learning styles, and what type of learning environment they need. All teachers need proper training on assessments and how to use that data to drive their instruction and create an action plan. Students are taught through differentiated instruction to master skills and close the achievement gap with their peers. Other barriers include lack of support at home, transient students, and behaviors interfering with focused learning.

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

The top priority as a budget action item is to bring in additional staff that will help build meaningful and personal relationships with each of our students. Utilizing the ESSER funds to hire additional staff has been beneficial. However, it will be difficult to continue these positions once the additional funding is removed. These individuals provide students with additional opportunities to read, practice phonics, review spelling words, work on fluency skills, practice math facts, etc. This also provides our certified staff coverage in the classroom so she can work 1:1 with her students on their specific skill areas that need improvement. We've also utilized ESSER funding to purchase phonics supplementals, differentiated resources, and additional materials to ensure student academic and social/emotional needs are being met. Funding for explicit and effective training for staff is also a priority. Throughout the school year, it would be beneficial for an outside speaker to join our building and train/review practices to address/support trauma, positive mindset, child development, and offer mental health and well-being strategies to support our youth. Another use of funding would focus on parent/guardian training and resources to support families at home. We live in a time where kids are shuffled from one parent/grandparent to another, their little worlds can be hectic and sometimes lead to anxiety at home, which can carry into their school day. Providing families within our community the resources they need to effectively support their children is a priority.

### (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.

It is difficult to place a timeline on achieving grade level proficiency. Students learn differently from one another, the way they respond to interventions varies, it takes a lot of time and dedication to discover the best support for each individual child. Our goal is monitor data closely and ensure student trend lines continue to move forward and toward the benchmark. With each new data point, we evaluate and review student growth, making adjustments as needed. I cannot put a definite timeframe into this process, each child is different and, as educators, we have to be reflective and adjust our instruction daily. Students needs to conference with their teacher often to reflect on their progress toward the goal, discussing their role as the student and what they need to also be doing to continue growth. We, as educators, can determine what is needed for each child to be successful and work toward proficiency. However, it is difficult to place a specific amount of time on reaching proficiency for each child, many factors play a part on student success, we need to focus on differentiating to meet their needs, support them in all areas (academic, mental health, behavior), ensuring students are moving toward the goals, and providing the support to parents that is needed to offer the home to school connection.