



Needs Assessment & Budget Considerations

School: **Wolf Creek Elementary School**

Building Number: **0929**

State Assessment Review

1. Provide a brief overview of your data. (Comparison to state average, areas of strength, areas of concern)

WCES Data

Reading 2024	Level 1	Level 2	Level 3	Level 4
WCES Grade 3	30	24	28	18
District	27	29	29	15
State	30	30	26	14
WCES Grade 4	2	46	35	17
District	12	33	40	14
State	18	38	34	11
WCES Grade 5	8	32	40	21
District	21	26	33	19
State	31	29	26	14
WCES ALL Grades	13	34	34	19
District				
State	32	34	27	9

WCES Data

Math 2024	Level 1	Level 2	Level 3	Level 4
WCES Grade 3	14	24	36	26

District	14	25	38	24
State	22	26	31	20
WCES Grade 4	0	42	46	12
District	9	37	36	18
State	19	38	26	12
WCES Grade 5	13	38	26	23
District	25	33	22	20
State	33	33	20	13
WCES ALL Grades	9	35	36	20
District				
State	32	37	22	9

2. What steps are you taking for all students to maximize their scores? Note any areas that your staff have been working to improve.

Nine additional WCES teachers signed up for the next LETRS cohort. That will bring our percentage of classroom teachers trained in LETRS to roughly 85%.

This year WCES has focused our building professional learning time on the science of reading. All teachers are increasing their knowledge and skills in this area.

We are strengthening our work in the MTSS process to identify and address growth in students with learning needs.

We have spent time and effort learning our CKLA resource. We expect to see growth in scores over the next couple of years as we continue to implement this high quality resource.

We have spent time digging into the FastBridge and CKLA intervention resources to strengthen general education Tier II instruction.

Building Needs Assessment & Budget Considerations

3. What barriers must be overcome for each student to achieve grade level



proficiency?

We need more professional development time to allow teachers to learn, reflect, and plan.

Smaller class sizes at primary would allow teachers to differentiate and meet individual needs.

Time and resources for regular high quality paraprofessional training. These people have the potential to impact our struggling learners.

4. What budget actions should be taken to address and remove those barriers?

Special Education funding for updated, evidence-based resources. When we need to try something new because when a resource is not working for a particular student, we are very limited in trying to change the intervention.

5. What amount of time do you estimate that it will take for each student to achieve grade level proficiency (level 3 or higher) on the state assessments if the budget actions would be implemented.

By 2028, the USD 230 Strategic Plan established a target that all schools would have 80% or more of its students at level 3 and 4.