2021 - 2022 Building Needs Assessment For 2023 - 2024 Budget Considerations

Based upon each schools Needs Assessment and State Assessment results, the following was identified:

A. The barriers that must be overcome for each student to achieve grade level proficiency on assessments.
B. The budget actions that should be considered 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 state assessments if the budget actions would be implemented.

The information stated above, including state assessment data, was provided to the Board of Education as part of the Budget Workshop on August 28, 2023, for consideration as part of the district's budget approval process.

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve
[Dayton Creek Elementary School]	K-5,PK (w/IEP)	- Staffing shortages specifically related to paraprofessionals and substitute teachers - Designated time and materials for interventions - Quantity of ELL services - Training for paraprofessionals - Strengthening teacher understanding of the science of reading	**Elementary Budget Considerations** 1. **Advocate for Current Year Funding:** With the high rate of growth in the Spring Hill School District, the delay in funding creates a deficit that restricts the district from being able to effectively address the other identified areas.	At least 80% of students at levels 3 and 4 by 2033 in both math (65.62% - 2022) and reading (58.94% - 2022).
[Prairie Creek Elementary School]	K-5,PK (w/IEP)	- Staffing shortages, specifically related to substitute teachers and other classified staff positions - Strengthening teacher understanding of the science of reading	2. **Staffing:** Invest in activities related to recruiting and retaining a world-class staff.	At least 80% of students at levels 3 and 4 by 2033 in both math (81% - 2022) and reading (80.55%-2022).
[Spring Hill Elementary School]	K-5, PK (w/IEP), PK, PKAR (3YO), PKAR (4YO)	- Staffing shortages - Build capacity for all staff through professional development - Review resources for at-risk students and intervention - Develop parent training that supports parental engagement in their child's education	3. **Resources:** Review instructional resources for core instruction, as well as materials provided for MTSS/tiered intervention.	At least 80% of students at levels 3 and 4 by 2033 in both math (40.52%-2022) and reading (48.22%-2022).
[Timber Sage Elementary School]	K-5,PK (w/IEP)	- Shortage of classified staff - Strengthening teachers understanding of the science of reading - Access to evidence based materials for all students - Student self-efficacy related to basic reading and number sense - Student emotional self - regulation	4. **Professional Development:** Continue to provide professional development around the MTSS process,the science of reading, and PLCs; as well as training staff in Second Step and Leader in Me. Additionally, training that assists parents in engaging in their child's education was identified as an area of need by school staff.	At least 80% of students at levels 3 and 4 by 2033 in both math (68.28%-2022) and reading (74.07%-2022).
[Wolf Creek Elementary School]	K-5,PK(w/IEP)	- Shortage of staff - Strengthening teachers understanding of the science of readin		At least 80% of students at levels 3 and 4 by 2033 in both math (50.5%-2022) and reading (52.84%-2022).

[Spring Hill Middle School](#)	6-8	• Shortage of classified staff • Need to further develop the MTSS process. • Need a structured intervention process with the resources to support students in Tier 2 and Tier 3. • Supports for student social-emotional regulation are in the early stages of implementation. • Develop a plan that supports real world learning and students obtaining market value assets before graduation. • Develop parent training that supports parental engagement in their child's education	**Secondary Budget Considerations** 1. **Advocate for Current Year Funding:** With the high rate of growth in the Spring Hill School District, the delay in funding creates a deficit that restricts the district from being able to effectively address the other identified areas. 2. **Staffing:** Invest in activities related to recruiting and retaining a world-class staff.	At least 80% of students at levels 3 and 4 by 2033 in both math (24.49%-2022) and reading (33.18%-2022).
[Woodland Spring Middle School](#)	6-8	• Shortage of classified staff • Limited professional development time • Need to further develop the MTSS process • Supports for student social-emotional regulation are in the early stages of implementation. • Develop a plan that supports real world learning and students obtaining market value assets before graduation. • Develop parent training that supports parental engagement in their child's education	3. **Resources:** Ensure that there are high quality resources available for tier and tier 3 in the MTSS process. 4. **Professional Development:** Continue to provide professional development around the MTSS process and real world learning.	At least 80% of students at levels 3 and 4 by 2033 in both math (52.53%-2022) and reading (48.57%-2022).
[Spring Hill High School](#)	9-12, NG	• Shortage of classified staff • Additional professional development related to intervention, specifically as it relates to class schedules and credits for graduation • Additional work with the Kauffman Foundation to develop real world learning opportunities for students and the opportunity to obtain Market value assets.		At least 80% of students at levels 3 and 4 by 2033 in both math (28.24%-2022) and reading (45%-2022).

| Kansas Virtual Academy/ Insight School of Kansas | K-6/ 7-12, NG | • In-person requirement for testing virtual students
• Transient population
• Difficulty meeting the needs of a high special education and at-risk students
• Students enrolling with gaps in their schooling and/or below grade level skills | The district should continue to consider the manner in which it is staffing and training staff to provide special education and support to at-risk students in a virtual learning environment. | At least 80% of students at levels 3 and 4 by 2033 in both math (KVA -37.49%/ Insight - 10.82%-2022) and reading (KVA - 37.49%/Insight - 26.79%-2022). |