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District:

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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.

[Signature Line]

Board President

[Date Line]

Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Marshall	PreK - 6	We need to improve student training for our young 3rd graders and motivation and accountability measures for taking the state assessments. We need to improve student motivation and accountability measures for taking the state assessments. The disconnect between what is done at home and what is done at school. (Accountability) We also need to improve parent communication of student social-emotional needs. Students struggle with understanding and adapting to the difference between school setting expectations and home setting	The school superintendent and board are approving a budget that will meet the needs of all students in all areas. (Support materials, curriculum, staffing needs. etc.)		
EJSHS	7-12	We need to improve student motivation and accountability measures for taking the state assessments. The disconnect between what is done at home and what is done at school. (Accountability)	The school superintendent and board are approving a budget that will meet the needs of all students in all areas. (Support materials, curriculum, staffing needs. etc.)		

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#REF!

District: 389

Bldg #

Grades Served:

School: Eureka Junior Senior High School

7-12

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs		Notes
a. Student Headcount	283	
b. Percentage of students with an active IEP	13.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services		
d. Percentage of students identified as At-Risk (Free lunch)?	59.00%	
e. Pupil-Teacher Ratio Average	11-1	
f. Pupil-Teacher Ratio Median	11-1	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	Foster struggle meeting needs of students in the home.
h. Are there gaps in student success among race/ethnicity student subgroups?	No	We do not have those subgroups.
i. Is there a tiered system of support to target reading growth?	Yes	We use Aimsweb 3 times a year and also use Lexia Learning instruction
j. Is there a tiered system of support to target math growth?	No	
k. Are there local assessments to measure reading growth?	Yes	Lexia Learning is worked on in the English classes in all grades 7-11
l. Are there local assessments to measure math growth?	Yes	Pearson Realize is used as a tool for our math teachers to measure growth and also gives them the ability to target areas for improvement.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Academic Support provides our students with opportunities outside of the school setting. We also have Friday school which is a 3 hour block of time dedicated to help students get caught up for both academic and discipline reasons.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Teachers will review state assessment data in each area that is assessed. List areas of concern and meet with their departments to determine the next step in this process.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	We progress monitor during Aims Web testing and

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)

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District: 389

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Grades Served:

School: Eureka Junior Senior High School

7-12

Please consider the following questions as you complete the needs assessment for your building.

a. How is social/emotional growth being measured?		Rachel's Challenge Presentations and online materials, Xello Career Exploration, ACT Test Method Prep. It is measured through student engagement, office referrals, ISS and OSS, and detention times. Counselor referrals.
b. What are the targets/goals related to social/emotional growth?		Increase student interaction, motivation and help students deal with Health-related Issues
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		X
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		X
e. How are successes of Individual Plans of Study being measured?		Graduation Rates, Effectiveness Rate
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		The goal is for every student to complete Grade 12 with required credits needed to graduate. Decrease absenteeism. Increase job placement, 2 year degree, 4 year degree placement and also technical school placement.
g. How are you ensuring students are civically engaged?		Students are taught civic engagement in 8th hour, history classes and also is a requirement needed to graduate. Senior Exit Presentation and project needed to graduate.

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District: 389

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Grades Served:

School: Eureka Junior Senior High School

7-12

Please consider the following questions as you complete the needs assessment for your building.

SECTION 3: Curriculum Needs

Notes

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?

Academic Support T-W-Th, Summer School in the month of June for credit recovery

b. Are there appropriate and adequate instructional materials?

Yes

The district has adopted a 7 year rotation for curriculum purchases. Each department has an opportunity to purchase materials and review materials. The process starts with a District Curriculum team meeting at the beginning of the year. Departments up for material adoption are instructed to review materials and present back to the DCT in January. The departments then present the materials needed at the next board meeting for Textbook and Curriculum Adoption. Building Principals will review the schedule for adoption on a yearly basis at the end of the school year.

c. Is current technology appropriate? If no, what technology is needed to support the curriculum?

Yes

We are a current 1-1 school and use MacBook Airs. Each classroom has a laptop cart that stores computers and charges them nightly. Computers are replaced on a yearly basis.

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)

Notes

b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)

Yes

c. Is every child in your school provided at least the following capacities?

Yes

1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.

Yes

2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.

Yes

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District: 389

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Grades Served:

School: Eureka Junior Senior High School

7-12

Please consider the following questions as you complete the needs assessment for your building.

3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	

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District: 389

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Grades Served:

School: Eureka Junior Senior High School

7-12

Please consider the following questions as you complete the needs assessment for your building.

SECTION 5: Staff Needs

Notes

a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	
b. How many classified support staff are currently employed?	13	
c. How many classified support staff are needed?	16	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		Trauma Informed training and all state required trainings. New teacher programs, teacher mentor programs.

SECTION 6: Facility Needs

Notes

a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	
c. Are additional School Buses needed or any additional Routes needed?	No	

SECTION 7: Family Needs/Community Relations

Notes

a. Do you have regular events to engage parents with teachers?	Yes	Each Grade level has a meeting to go over grade level progress. Parent Teacher Conferences, Student Led Conferences.
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?		Parent Newsletter has videos with recommended trainings.
c. Do you have an active Site Council?	Yes	Site Council will meet 3 times a year next year.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Booster Club
e. What types of communication exists with families? Is it adequate?		Weekly Parent/Community/Staff/BOE newsletter
f. What types of communication/social media exists with your community? Is it adequate?		Facebook and Twitter

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District: 389

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Grades Served:

School: Eureka Junior Senior High School

7-12

Please consider the following questions as you complete the needs assessment for your building.

SECTION 8: School Data

Notes

a. Building Attendance Rate	94.7%	
b. Building Chronic Absenteeism Rate	14.8%	
c. District Chronic Absenteeism Rate	10.5%	
d. District Graduation Rate	97.5%	
e. District Dropout Rate	N/A	Lower than 1 percent (Not measurable)

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)

Notes

a. What is our building graduation rate	94.7%	
b. What is our building dropout rate?	N/A%	Lower than 1 percent (Not measurable)
c. What is our average comprehensive ACT score?	17.9	

SECTION 9: Other Data

Notes

a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		Our BLT has determined that we need to address motivation levels in certain age groups, chronic absenteeism. Our building would like to see more trauma informed practices.
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?		If our teachers are trained in how to handle trauma due to other extenuating circumstances, then we feel it will help our student's motivation and also attendance rates will improve.
b. Additional building unique items:		

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School: Eureka Junior Senior High School

7-12

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A needs assessment for each attendance center within the USD needs to be completed by the USD leadership and board of education and posted on the USD's website; a copy should also be available at the USD's administrative offices.

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- Check "Create a Copy" box.
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- Click OK and the new tab will appear, ready to edit.
- Right-click the new tab & Click "Rename" to edit the name.

Sec. 8. On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs-assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.

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District: Eureka USD 389

Bldg #

Grades Served:

School: EJSHS

7-12

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

We need to improve student motivation and accountability measures for taking the state assessments.

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

The school superintendent and board are approving a budget that will meet the needs of all students in all areas. (Support materials, curriculum, staffing needs. etc.)

#REF!

District: Eureka USD 389

Bldg #

Grades Served:

School: EJSHS

7-12

(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.

Is it really attainable?

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6. Right-click the new tab & Click "Rename" to edit the name.

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District: Eureka USD 389

Bldg # 5287

Grades Served:

School: Marshall Elementary

K-6, PK (w/IEP), PK, PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs		Notes
a. Student Headcount	316	
b. Percentage of students with an active IEP	25.00%	79/316
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	57%	179/316
e. Pupil-Teacher Ratio Average	10:1	29/316
f. Pupil-Teacher Ratio Median	10:1	29/316
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	Foster parents struggle meeting student needs in the home.
h. Are there gaps in student success among race/ethnicity student subgroups?	No	
i. Is there a tiered system of support to target reading growth?	Yes	
j. Is there a tiered system of support to target math growth?	Yes	
k. Are there local assessments to measure reading growth?	Yes	
l. Are there local assessments to measure math growth?	Yes	
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
a. How is social/emotional growth being measured?	YES	Pre & Post Tests with the school counselor. Leader In Me Standard Habits
b. What are the targets/goals related to social/emotional growth?		
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Yes	We provide preschool for all students prior to entering kindergarten. We also use the ASQ screeners to determine areas of strengths and weaknesses.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Yes	Goals include: Aimsweb benchmark scores and deminish of student discipline or social emotional concerns from our school counselor.

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District: Eureka USD 389

Bldg # 5287

Grades Served:

School: Marshall Elementary

K-6, PK (w/IEP), PK, PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.

e. How are successes of Individual Plans of Study being measured?		Students have their own leadership notebooks to track their progress monitoring and skill-based & project based learning.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA	
g. How are you ensuring students are civically engaged?		Students participate in community volunteer opportunities, students visit the nursing homes, students collaborate with business during projects, and we have our local ranchers share in agricultural education.

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District: Eureka USD 389

Bldg # 5287

Grades Served:

School: Marshall Elementary

K-6, PK (w/IEP), PK, PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.

SECTION 3: Curriculum Needs

		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	We provide Breakfast Club before school for students that need extra assistance with skills. We also provide TEAM after school for students who need extra tutoring assistance. We offer summer school for all students who do not achieve grade level standard based performance	
b. Are there appropriate and adequate instructional materials?	Yes	a. All curriculum is aligned to state standards. Common Core in Math is different than parents are used too. Our faculty takes two curriculum days to make sure all updates on curriculum is done and meets state requirements.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	We have the adequate technology and feel this has improved greatly over the last two years with students having access to a 1-1 ratio with devices. Current technology resources are reviewed yearly to determine effectiveness and purpose. We have Lexia (supplemental reading), Edutyping (technology), Mystery Science (science), Zearn (supplemental math)

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)

		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the following capacities?	Yes	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	

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District: Eureka USD 389

Bldg # 5287

Grades Served:

School: Marshall Elementary

K-6, PK (w/IEP), PK, PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.

7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.

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District: Eureka USD 389

Bldg # 5287

Grades Served:

School: Marshall Elementary

K-6, PK (w/IEP), PK, PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.

SECTION 5: Staff Needs

Notes

a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	
b. How many classified support staff are currently employed?	19	
c. How many classified support staff are needed?	0	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	We have used our professional development days effectively and provided great instructional support. a. Leader In Me: Teaching Proactive Thinking with Student Leadership Opportunities b. Eureka Math Training: Math instruction to improve teaching and ensure common core curriculum c. Really Great Reading Phonics: Phonics instruction to improve teaching and improve literacy abilities. d. Kagan Cooperative Strategies: (teaching strategies to differentiate instruction) e. Classroom Management Training: (teachers in need of classroom improvement)	

SECTION 6: Facility Needs

Notes

a. Is there adequate space for student learning?	Yes	
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District: Eureka USD 389

Bldg # 5287

Grades Served:

School: Marshall Elementary

K-6, PK (w/IEP), PK, PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.

b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Heating and Air has been a battle to get regulated. It is getting better with the immediate response to fix on a daily basis.
c. Are additional School Buses needed or any additional Routes needed?	No	

SECTION 7: Family Needs/Community Relations

		Notes
a. Do you have regular events to engage parents with teachers?	Yes	At enrollment, we have a parent volunteer paper for parents to volunteer to help with classroom help. Parents that complete the paper are called to help when needed. We also have Family Fun Nights and parent-teacher conferences where parents and teachers collaborate. We have collaborated with parents and encouraged parents to come in and collaborate with teachers. We would like more parents to come to SITE Council meetings and PTA meetings. Parents that want to be involved do come and we would just like to have more if they would want to join.
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Yes	We do talk about parent training programs in our site council. We provide video links and homework helpers to help parents with student homework as necessary. We would be open to provide more training for parents as they feel necessary.
c. Do you have an active Site Council?	Yes	Parents also serve on our building site council and attend quarterly meetings to provide feedback.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	We have PTA organization that parents help with all the fun activities that PTA partners with our building. Parents also serve on our building site council and attend quarterly meetings to provide feedback.
e. What types of communication exists with families? Is it adequate?	Yes	d. We provide several avenues of communication to parents and community. We have a weekly newsletter, weekly newsletters, phone calls for events or immediate news, we have an active FACEBOOK page that also sends out news and important information.
f. What types of communication/social media exists with your community? Is it adequate?	Yes	Website and Facebook Immediate postings

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District: Eureka USD 389

Bldg # 5287

Grades Served:

School: Marshall Elementary

K-6, PK (w/IEP), PK, PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.

SECTION 8: School Data		Notes
a. Building Attendance Rate	96.4%	
b. Building Chronic Absenteeism Rate	6.10%	
c. District Chronic Absenteeism Rate	10.5%	
d. District Graduation Rate	97.5	
e. District Dropout Rate	NA	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	NA	
b. What is our building dropout rate?	NA	
c. What is our average comprehensive ACT score?	NA	
SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		Social-Emotional Support in the home. There is a big disconnect between the home expectations and the school expectations. Students push the limits with their social-emotional needs as they are not supported in the home. Students struggle
1. Can these be achieved with additional resources?		We would like to have more parents share and take ownership in the resources provided to parents.
2. Why or why not?		
b. Additional building unique items:		

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Grades Served:

School: Marshall Elementary

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- Click OK and the new tab will appear, ready to edit.
- Right-click the new tab & Click "Rename" to edit the name.

Sec. 8. On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs-assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.

This is a template only and may be edited as the USD's board of education sees fit. The USD may use a needs assessment they are already using, but should ensure that the light green/blue cells are included (per K.S.A. 72-1163). The light red cells are highly suggested to be included, but are not required by statute.

A needs assessment for each attendance center within the USD needs to be completed by the USD leadership and the board of education and posted on the USD's website; a copy should also be available at the USD's administrative offices.

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#REF!

District: Eureka USD 389	Bldg #	Grades Served:
School: Marshall Elementary	5287	PreK - 6

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

We need to improve student training for our young 3rd graders and motivation and accountability measures for taking the state assessments.

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

The school superintendent and board are approving a budget that will meet the needs of all students in all areas. (Support materials, curriculum, staffing needs. etc.)

The school

#REF!

District: Eureka USD 389

Bldg #

Grades Served:

School: Marshall Elementary

5287

PreK - 6

(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.

The school superintendent and board are approving a budget that will meet the needs of all students in all areas. (Support materials, curriculum, staffing needs. etc.)

Light yellow cells are intended to be filled in.

Use steps below to copy this tab in order to create a separate needs assessment for other buildings (screenshots to right):

1. Right click this tab at the bottom of the Excel window (originally named "Bldg 1 State Assessments Review", but may have been renamed).
2. Click "Move or Copy...".
3. Check "Create a Copy" box.
4. Select this tab (originally named "Bldg 1 State Assessments Review", but may have been renamed) in order to place the copy to the left of this tab.
5. Click OK and the new tab will appear, ready to edit.
6. Right-click the new tab & Click "Rename" to edit the name.

Light yellow cells are intended to be filled in.