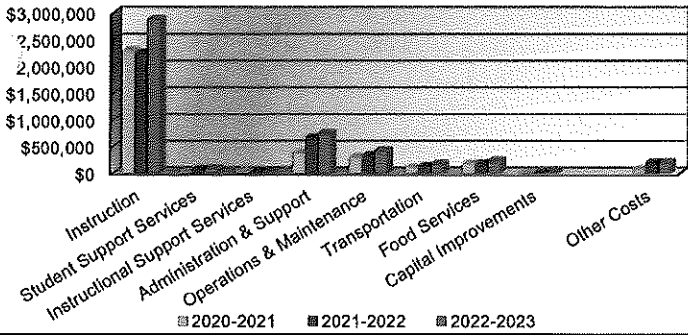
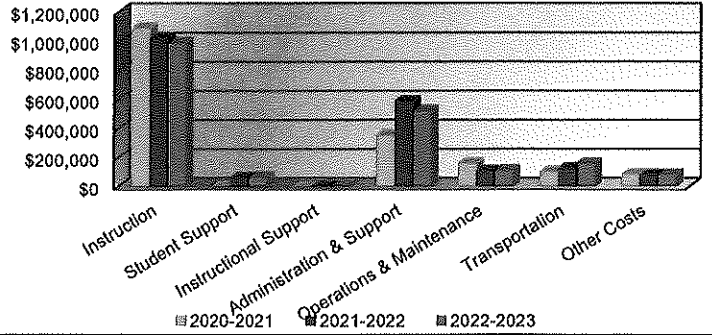


USD 316 - Golden Plains

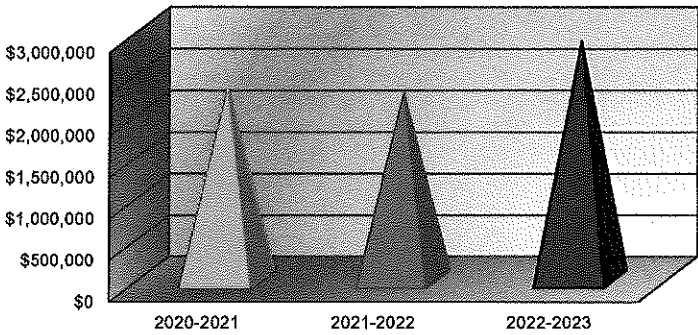
Summary of Total Expenditures by Function (All Funds)



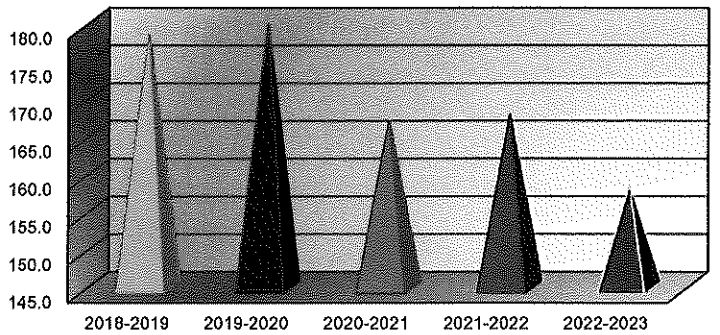
General and Supplemental General Fund Expenditures by Function



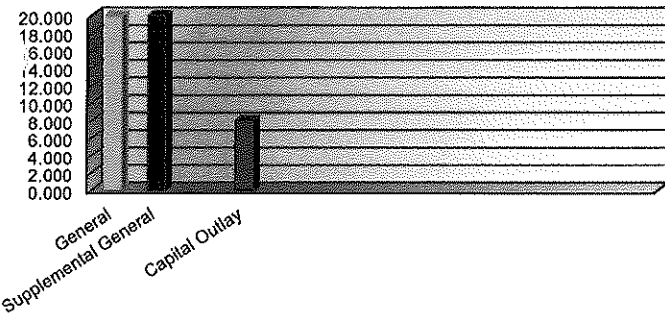
Instruction Expenditures



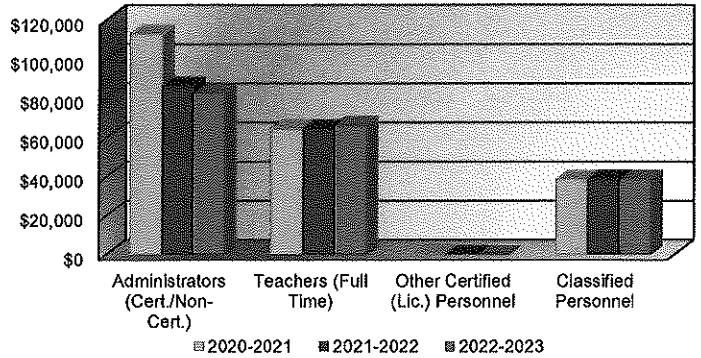
FTE Enrollment for Budget Authority



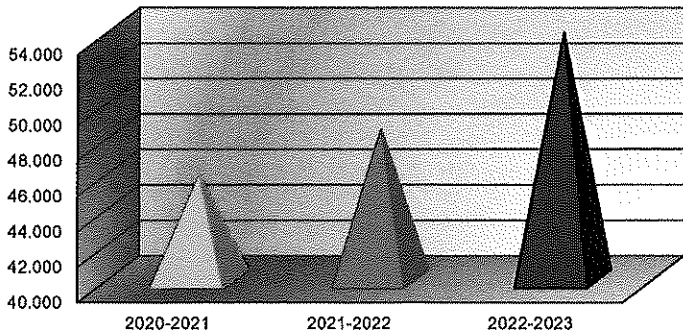
Mill Rates by Fund



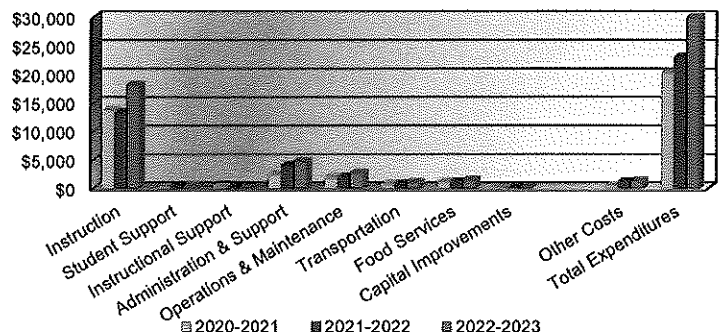
Average Salary



Total USD Mill Rate



Amount Per Pupil By Function (All Funds)



**Form 150
2022-2023
ESTIMATED LEGAL MAXIMUM GENERAL FUND BUDGET**

General Fund Budget – Lines 1 through 18

1.	2022-23 Adjusted FTE enrollment (Excludes Preschool-Aged At-Risk (3 yr and 4 yr Old).) (from Table I)		=	<u>166.0</u>
2.	Estimated 2022-23 Preschool-Aged At-Risk (3 yr and 4 yr Old) FTE enrollment (see Footnote(e)) (Count as .5 FTE)		=	<u>2.5</u>
	9/20/22 <u>2.5</u> + 2/20/23 <u>0.0</u>			
3.	2022-23 Total Adjusted FTE Enrollment including Preschool-Aged At-Risk (3 yr and 4 yr Old) (Line 1 + Line 2)		=	<u>168.5</u>
4.	Estimated 2022-23 weighted low enrollment and high enrollment.		=	<u>140.3</u>
	(from line 3) <u>168.5</u> x <u>0.832757</u> factor (from Table II)			
5.	Estimated 2022-23 Bilingual Weighting (see Footnotes (a) and (b))		=	<u>3.6</u>
	A. (9/20/22 Contact Hrs <u>54.0</u> + 2/20/23 Contact Hrs <u>0.0</u>) / 6 x 0.395		=	<u>3.6</u>
	B. (9/20/22 ELL Headcount <u>19</u> + 2/20/23 ELL Hdct <u>0</u>) x .185		=	<u>3.5</u>
	<i>Note: Bilingual weighting is based on the higher of contact hours or headcount.</i>			
6.	Estimated 2022-23 Career Technical Education (CTE) weighting (see Footnote (c))		=	<u>1.9</u>
	(9/20/22 CTE contact hrs <u>23.0</u> + 2/20/23 contact hrs <u>0.0</u>) / 6 x 0.5			
7.	Estimated 2022-23 At-Risk Student Weighting		=	<u>33.4</u>
	9/20/22 Free Lunch <u>69</u> + 2/20/23 Free Lunch <u>0</u> x 0.484			
8.	Estimated 2022-23 High-Density At-Risk Student Weighting (from Table V, Line 2)		=	<u>3.8</u>
9.	Estimated 2022-23 Transportation Weighting (Table III, Line 6)	<u>66,552</u> +	\$4,846	= <u>13.7</u>
10.	Estimated 2022-23 Ancillary School Facilities Weighting. Amt approved by Board of Tax Appeals.	<u>0</u> +	\$4,846	= <u>0.0</u>
11.	Estimated Special Education Weighting. Amount of Sp. Ed. Funding (see Footnote(f))	<u>329,327</u> +	\$4,846	= <u>68.0</u>
12.	Estimated FHSU Math & Science Academy FTE enrollment		=	<u>0.0</u>
13.	Estimated 2022-23 Virtual State Aid (Table IV, Line 4)		=	<u>\$0</u>
14.	Estimated 2022-23 operating budget excludes COLA. (Lines 3 thru 12 times BASE + Line 13)	<u>433.2</u> x	\$4,846 + 0	= <u>\$2,099,287</u>
15.	Estimated Cost of Living weighting (Must have 31% LOB)	\$0	+ \$4,846	= <u>0.0</u>
	(maximum allowed for this district) (Amt district will use, up to the maximum)			
16.	Total General Fund Budget Authority including Cost of Living.	<u>433.2</u> x	\$4,846 + 0	= <u>\$2,099,287</u>
Local Option Budget -- See Form 155				
17.	Estimated 2022-23 LOB General Fund budget (excludes Virtual & FHSU weighting) & includes higher of 2008-09 Spec Ed or current yr Spec Ed		=	<u>\$2,135,723</u>
	(Lines 3 through 10 + 15) = 365.2 x \$4912 = \$1,793,862 + <u>341,861</u> (Spec Ed)			

TABLE I - KSA 72-5132

1.	Does the district qualify for the 3 yr Average? (Due to military dependent children.)		=	<u>NO</u>
2.	9/20/19 Audited FTE enrollment (excludes Preschool-Aged At-Risk (4 yr Old) and Virtual)		=	<u>178.5</u>
3.	2/20/20 Audited FTE of new students of military families, not enrolled on 9/20/19.		=	<u>0.0</u>
	(Excludes Preschool-Aged At-Risk (4 yr Old)) (Must be at least 25 FTE or 1% of Line 2. If it doesn't meet criteria then calculates zero.)	<u>0.0</u>		
4.	9/20/20 Audited FTE enrollment (excludes Preschool-Aged At-Risk (4 yr Old) and Virtual)		=	<u>165.2</u>
5.	Estimated 2/20/21 Audited FTE of new students of military families, not enrolled on 9/20/20.		=	<u>0.0</u>
	(Excludes Preschool-Aged At-Risk (3 yr and 4 yr Old)) (Must be at least 25 FTE or 1% of Line 4. If it doesn't meet criteria then calculates zero.)	<u>0.0</u>		
6.	9/20/21 Audited FTE enrollment (excludes Preschool-Aged At-Risk (3 yr and 4 yr Old) and Virtual)		=	<u>166.0</u>
7.	2/20/22 Audited FTE of new students of military families, not enrolled on 9/20/21.		=	<u>0.0</u>
	(Excludes Preschool-Aged At-Risk (3 yr and 4 yr Old)) (Must be at least 25 FTE or 1% of Line 6. If it doesn't meet criteria then calculates zero.)	<u>0.0</u>		

	=	<u>178.5</u>
9. Sept. 20, 2020, FTE enrollment plus 2/20/21 FTE (Excludes Preschool-Aged At-Risk (4 yr Old) and virtual.)	=	<u>165.2</u>
10. Sept. 20, 2021, FTE enrollment plus 2/20/22 FTE (Excludes Preschool-Aged At-Risk (3 yr and 4 yr Old) and virtual.)	=	<u>166.0</u>

11. 3 YR AVG FTE*: (<u>178.5</u>	+	<u>165.2</u>	+	
	(line 8)		(line 9)		
	<u>166.0</u>) ÷ 3 =	<u>169.9</u>		= <u>0.0</u>
	(line 10)		(goes to line 11)		

* Excludes Preschool-Aged At-Risk (3 yr and 4 yr Old) and virtual; but includes 2/20 military students if they qualify for the Military Provision that year.

12. 2022-23 FTE adjusted enrollment for budget purposes (higher of line 9, 10, or line 9, 10, or 11, if qualified for 3YR AVG).	=	<u>166.0</u>
13. Total FTE adjusted enrollment. (Goes to page 1, line 1)	=	<u>166.0</u>

TABLE II - Low and High Enrollment Weighting (KSA 72-5149)

Enrollment of District	Factor
0 - 99.9	1.014331
100 - 299.9	{[7337 - 9.655 (E - 100)]+3642.4} -1
300 - 1,621.9	{[5406 - 1.237500 (E - 300)]+3642.4} -1
1622 and over	0.03504

E is the Adjusted FTE Enrollment (from Page 1, line 3)

EXAMPLE: (FTE of 954.0)

{[5406 - 1.237500 (954.0 - 300)]+3642.4} -1
 {[5406 - 1.237500 (654.0)]+3642.4} -1
 {[5406 - 809.325]+3642.4} -1
 {4597.675+3642.4} -1
 1.261991-1
 0.261991

TABLE III - Transportation Weighting (KSA 72-5148)

1. Area of district in square miles 9-20-2022.	=	<u>242.0</u>
2. All public pupils transported or for whom transportation is being made available 9-20-2022 who reside in the district 2.5 miles or more (Estimated)	=	<u>44.0</u>
	<u>44.0</u> + 2-20-23	<u>0.0</u>
3. Index of density = Line 2	=	<u>0.182</u>
	<u>44.0</u> divided by Line 1	<u>242.0</u>
4. Using index of density (Line 3), determine Per Capita Allowance.	=	<u>\$1,300</u>
	Factor A [BASE Change]	1.1635
	Factor B [Transported Students times Per Capita Allowance]	\$57,200
	Factor C [Factor B times Constant]	\$57,200
	Factor D [Factor C times Factor A]	\$66,552
6. 2022-23 Trans. State Aid =	=	<u>66,552</u>
	(to Line 9, Page 1)	

In no event shall the transportation weighting of the school district result in the portion of such school district's state foundation aid attributable to the transportation weighting being in excess of 110% of such school district's total expenditures from all funds for transporting students for the immediately preceding school year.

**TABLE IV
 Virtual State Aid (KSA 72-3715)**

1. Estimated 9/20/22 FTE enrollment for full-time students enrolled in virtual programs.	<u>0.0</u> X	\$5,600	=	<u>0</u>
2. Estimated 9/20/22 FTE enrollment for part-time students enrolled in virtual programs.	<u>0.0</u> X	\$2,800	=	<u>0</u>
3. Estimated Virtual Credits* (20 years and older as of 9/20/22)	<u>0.0</u> X	\$709	=	<u>0</u>
4. Estimated Virtual Credits* (dropouts aged 19 and under as of 9/20/22)	<u>0.0</u> X	\$709	=	<u>0</u>
5. Estimated Virtual State Aid (Lines 1 plus 2 plus 3 plus 4)			=	<u>\$0</u>

*No student shall be counted for more than 6 credits per year.

"Virtual School" means any school or educational program that: (1) is offered for credit; (2) uses distance-learning technologies which predominately use internet-based methods to deliver instruction; (3) involves instruction that occurs asynchronously with the teacher and pupil in separate locations; (4) requires the pupil to make academic progress toward the next grade level and matriculation from kindergarten through high school graduation; (5) requires the pupil to demonstrate competence in subject matter for each class or subject in which the pupil is enrolled as part of the virtual school; and (6) requires age-appropriate pupils to complete state assessment tests.

**TABLE V
 High At-Risk Weighting Calculation (KSA 72-5151)**

1. Estimated 2022-23 Free Lunch Percentage (1B divided by 1A)	=	<u>42.86 %</u>
---------------------------------------------------------------	---	----------------

A. 9/20/22 + 2/20/23 Headcount (from Open page)	=	<u>161.</u>	
B. 9/20/22 + 2/20/23 Free Lunch Headcount (from Open page)	=	<u>69</u>	
<hr/>			
2. Estimated 2022-23 High-Density At-Risk Student Weighting (higher of 2A or 2B) (goes to Page 1, Line 8)			= <u>3.8</u>
A. USD Level (i or ii)			= <u>3.8</u>
i. High-Density At-Risk >= 50% (1B times 10.5%)	=	<u>0.0</u>	
ii. High-Density At-Risk >= 35% and < 50% (1B times (#1 mi	=	<u>3.8</u>	
B. SCHOOL Level ***Enter building enrollment on HD-AR_BLDG worksheet***	=	<u>3.6</u>	

TABLE VI
At-Risk and High Density At-Risk State Foundation Aid - Required Transfer
From General Fund to At-Risk K-12 Fund (K.S.A. 72-5151)

1. Estimated 2022-23 At-Risk (Free Meals) Weighted FTE [Form 150 Line 7] =	<u>33.4</u>		
2. Estimated 2022-23 At-Risk (High Density) Weighted FTE [Form 150 Line 8] =	<u>3.8</u>		
3. Estimated 2022-23 At-Risk State Foundation Aid [(Line 1 + Line 2) X \$4846] =	<u>37.2</u> X	\$4,846	= <u>\$180,271</u>

Page 1 Footnotes:

- (a) Weighted FTE enrollment is computed by taking the total clock hours of bilingual students who are enrolled and attending in an approved bilingual class on 9-20-2022 and dividing by 6 (cannot exceed 6 hours for an individual student). Total clock hours 54.0 ÷ 6 x 0.395 = 3.5550 [Form 150 Line 5]
- (b) FTE is computed by taking the total headcount of bilingual students who are enrolled and attending in an approved bilingual class on 9-20-2022 and multiplying by factor of 0.185. Total headcount 19 x 0.185 = 3.5150 [Form 150 Line 5]
- (c) FTE is computed by taking the total clock hours of career and technical education students who are enrolled and attending in an approved vocational class on 9-20-2022 and dividing by 6 (cannot exceed 6 hours for an individual student). Total clock hours 23.0 ÷ 6 = 3.8333 [Form 150 Line 6]
- (e) Preschool-Aged At-Risk (3 yr and 4 yr Old) students are counted as .5 FTE. USD must be approved by the Kansas State Department of Education.
- (f) Comes from form 118 (line 20).

(NOTE: If September 20 falls on a weekend, the following Monday will be the official count date.)

Qualifying for the 3yr Average (Goes to Table I)

1. Did the district receive Federal Impact Aid?	=	<u>NO</u>
2. Did the district have a military dependent student enrolled during the 2021-2022 school year?	=	<u>NO</u>
3. Did the district decline in enrollment for 2021-2022 school year compared to the 2020-2021 school year?	=	<u>NO</u>

Qualifying for Military Provision for 2/20 weightings


is the 2/20/23 Est. FTE Enrollment <u>0.0</u>	>=25 or 1% of the 9/20/22 Est. FTE Enrollment <u>156.0</u>	=	<u>NO</u>
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2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: 316 Golden Plains

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

9-19-2022
 Date


School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Golden Plains Elementary	K-5, PK(w/ IEP), PK, PKAR (4 YO)	1. Minimal early intervention services for math. 2. Limited language support services for English language learners. 3. Inconsistent science instruction/curriculum 4. Lack of foundational reading and math skills.	1. Hire a part-time At-Risk teacher/Math interventionist to target early intervention ('22-'23 ESSER III). 2. Hire a part-time ESOL teacher to support language needs (MS Science/ESOL). 3. Vet and purchase new elementary science curriculum in '22-'23 (ESSER III). 4. Continue Reading MTSS and purchase needed reading interventions. 5. Explore and purchase math intervention curriculum(s).	1. Gradual improvement in state assessment scores should be observed in 2022-2023 and beyond. 2. With new science curriculum implemented in 2023-2024, scores should begin increasing in 2023-2024 and reach proficiency in 2024-2025. 3. Math proficiency should be obtained by 2026-2027. Math MTSS implementation will take place in 2024-2025. 4. Reading/ELA proficiency should be obtained by 2024-2025.	Early intervention/At-Risk services will allow support and remediation for foundational skills in reading and math. Consistent language support will allow ESOL students to gain language and academic skills necessary to succeed in the curriculum and state assessments. Consistent, research-based science curriculum will result in increased science assessment scores.
Golden Plains Middle	6th - 8th	1. Minimal early intervention services. 2. Limited language support services for English language learners. 3. Lack of foundational reading and math skills.	1. Continue employment of the Student Advocacy Coordinator and part-time At-Risk teacher. Both funded in '22-'23 by ESSER III. 2. Hire a part-time ESOL teacher to support language needs (MS Science/ESOL). 3. Continue Reading MTSS and purchase needed reading interventions. 4. Explore and purchase math intervention curriculum(s).	1. Gradual improvement in state assessment scores should be observed in 2022-2023 and beyond. 2. Reading/ELA proficiency should be obtained by 2024-2025. 3. Science scores should continue to increase and reach proficiency in 2024-2025. 4. Math proficiency should be obtained by 2026-2027. Math MTSS implementation will take place in 2024-2025.	Early intervention and one-on-one support will help students achieve to their full potential. The Student Advocacy Coordinator and the At-Risk teacher will assist with filling missing skills, organization, and homework help. Consistent language support will allow ESOL students to gain language and academic skills necessary to succeed in the curriculum and state assessments. Persistent work with reading interventions through MTSS will result in increased student achievement on state assessments in both ELA and science.

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: 316 Golden Plains

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

Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Golden Plains High	9th - 12th	1. Minimal early intervention services. 2. Limited language support services for English language learners. 3. Lack of foundational reading and math skills.	1. Continue employment of the Student Advocacy Coordinator and part-time At-Risk teacher. Both funded in '22-'23 by ESSER III. 2. Hire a part-time ESOL teacher to support language needs	1. Gradual improvement in state assessment scores should be observed in 2022-2023 and beyond. 2. Reading/ELA proficiency should be obtained by 2024-2025. 3. Science scores should continue to increase and reach proficiency in 2024-2025. 4. Math proficiency should be obtained by 2026-2027. Math MTSS implementation will take place in 2024-2025.	Early intervention and one-on-one support will help students achieve to their full potential. The Student Advocacy Coordinator and the At-Risk teacher will assist with filling missing skills, organization, and homework help. Consistent language support will allow ESOL students to gain language and academic skills necessary to succeed in the curriculum and state assessments. Persistent work with reading interventions through MTSS will result in increased student achievement on state assessments in both ELA and science.

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: 316 Golden Plains	Bldg #	Grades Served:
School: Golden Plains High	3316	9-12

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

SECTION 1: Student Needs	Notes
a. Student Headcount	60
b. Percentage of students with an active IEP	21.67%
c. Percentage of students enrolled in English Language Learner (ELL) services	8.93%
d. Percentage of students identified as At-Risk (Free lunch)?	43.00%
e. Pupil-Teacher Ratio Average	10 : 1
f. Pupil-Teacher Ratio Median	15 : 1
g. Are the needs of Foster Care Students being met? if no, what supports are needed?	N/A
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?	No
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?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Increased early intervention services through the Student Support Center/Student Advocacy Coordinator and At-Risk. Increased access to ESOL services for ELLs
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No

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?	SAEBRS & MYSAEBRS
b. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A
c. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	NA

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: 316 Golden Plains	Bldg #	Grades Served:
School: Golden Plains High	3316	9-12

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

SECTION 3: Curriculum Needs	Notes	Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	None	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
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. (oniv.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	
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	

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: 316 Golden Plains	Bldg #	Grades Served:
School: Golden Plains High	3316	9-12

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?	4
c. How many classified support staff are needed?	5
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

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
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?	None
c. Do you have an active Site Council?	Yes
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?	social media, mass text/email, school website; yes
f. What types of communication/social media exists with your community? Is it adequate?	Social media (Facebook & Twitter), Cable Channel, Digital Sign in the front of the building; yes

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: <u>316 Golden Plains</u>	Bldg #	Grades Served:
School: <u>Golden Plains High</u>		

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

1. Minimal early intervention services. 2. Limited language support services for English language learners. 3. Lack of foundational reading and math skills.

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

1. Continue employment of the Student Advocacy Coordinator and part-time At-Risk teacher. Both funded in '22-'23 by ESSER III. 2. Hire a part-time ESOL teacher to support language needs (MS Science/ESOL). 3. Continue Reading MTSS and purchase needed reading interventions. 4. Explore and purchase math intervention curriculum(s).

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: 316 Golden Plains	Bldg #	Grades Served:
School: Golden Plains High	3316	9-12

(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.

1. Gradual improvement in state assessment scores should be observed in 2022-2023 and beyond.
2. Reading/ELA proficiency should be obtained by 2024-2025.
3. Science scores should continue to increase and reach proficiency in 2024-2025.
4. Math proficiency should be obtained by 2026-2027. Math MTSS implementation will take place in 2024-2025.

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: <u>316 Golden Plains</u>	Bldg #	Grades Served:
School: <u>Golden Plains Middle</u>		

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

1. Minimal early intervention services. 2. Limited language support services for English language learners. 3. Lack of foundational reading and math skills.

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

1. Continue employment of the Student Advocacy Coordinator and part-time At-Risk teacher. Both funded in '22-'23 by ESSER III. 2. Hire a part-time ESOL teacher to support language needs (MS Science/ESOL). 3. Continue Reading MTSS and purchase needed reading interventions. 4. Explore and purchase math intervention curriculum(s).

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: 316 Golden Plains	Bldg #	Grades Served:
School: Golden Plains Middle	3314	6-8

(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.

1. Gradual improvement in state assessment scores should be observed in 2022-2023 and beyond.
2. Reading/ELA proficiency should be obtained by 2024-2025.
3. Science scores should continue to increase and reach proficiency in 2024-2025.
4. Math proficiency should be obtained by 2026-2027. Math MTSS implementation will take place in 2024-2025.

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: <u>316 Golden Plains</u>	Bldg #	Grades Served:
School: <u>Golden Plains Elem</u>	3318	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

1. Minimal early intervention services for math.
2. Limited language support services for English language learners.
3. Inconsistent science instruction/curriculum
4. Lack of foundational reading and math skills

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

1. Hire a part-time At-Risk teacher/Math Interventionist to target early intervention ('22-'23 ESSER III).
2. Hire a part-time ESOL teacher to support language needs (MS Science/ESOL).
3. Vet and purchase new elementary science curriculum in '22-'23 (ESSER III).
4. Continue Reading MTSS and purchase needed reading interventions.
5. Explore and purchase math intervention curriculum(s).

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: 316 Golden Plains	Bldg #	Grades Served:
School: Golden Plains Elem	3318	K-5,PK (w/IEP),PK,PKAR (4 YO)

(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.

1. Gradual improvement in state assessment scores should be observed in 2022-2023 and beyond. 2. With new science curriculum implemented in 2023-2024, scores should begin increasing in 2023-2024 and reach proficiency in 2024-2025. 3. Math proficiency should be obtained by 2026-2027. Math MTSS implementation will take place in 2024-2025. 4. Reading/ELA proficiency should be obtained by 2024-2025.