



Needs Assessment & Budget Considerations

School: Spring Hill Early Learning Academy

Building Number: NA

State Assessment Review

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

NA

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

The role of the early childhood program is to provide early intervention and foundational skills so that our students are Kindergarten Ready. This is how we support the elementary schools in maximizing their scores.

2022-23

Areas staff is working on to improve

Early Literacy/Oral Language:

LETRS Training for PreK

Adjusting pacing guide based on new learning of evidence based practices

Analyzing data

Providing targeted interventions for individual students

Social Emotional Learning:

Implementing Second Step Curriculum

2023-24

Continued implementation of strategies from LETRS Training

Updated pacing guide to reflect current year focus: Oral language -Vocabulary

Embedding more opportunities for writing

Staff development:

*Begin formal training in the PLC process for all staff (including paraprofessionals).

Facilitated by Director of Teaching and Learning



*Target Math for PLC work–define essential standards, develop proficiency scales, and begin creating common formative assessments.

*Project P.E.A.C.E. (Promoting English Learners' Academic Achievement and Cultivating Educational Equity through Professional Development) Partnered with KU to pilot this professional development course.

Staff members have gained new insights and strategies to work with emergent language learners as well as all students in the area of oral language development.

*Special Education Teachers are on a grant from ESU. Upon completion of the coursework these teachers will be certified in working with students on the Autism Spectrum.

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

Learning Space: Classrooms need to be finished to allow for expansion.

Nurse: Since the resignation in December 2023 of the SHELA Nurse Aide we have been without on site nursing care of any kind. Early childhood presents a unique situation in that many of our students are nonverbal and those who can speak become less chatty when they are sick or injured. The nurses at SHMS and SHES try to cover when possible but they are often too busy or delayed to the point that the SHELA staff manages the best they can.

Personnel: More para educators to support high need students that are now enrolling in the program. We continue to experience a steady flow of students transitioning from infant toddler part C to B. These students have significant delays including physical challenges, social emotional extreme dysregulation, and ASD diagnosis.

Since the state has opened the At Risk funding to include 3 year olds, there is an increase in the number of students that require assistance with toileting and potty training. As staff members are needed to support these students this limits the number of adults supporting students in the classroom.



Substitute Teacher Shortage: As the shortage of substitute teachers continues the early childhood program has had to find alternatives for staffing classrooms when personnel is out. The most often used solution is for the Special Education teachers to cover certified absences. In the case of a classified absence, all available paras are shared among the classrooms to cover as best we can.

Class Size: Looking at the number of significant delays and size of the physical classrooms, best practice would be to limit the class size to allow for facilitated interactions between students in order to promote oral language and play skills. In order to achieve this an increase in the number of teachers is required.

Special Education Staff: As the program grows it will be necessary to add special education teachers to the staff.

SLP: An additional speech pathologist should be added to the staff in order to manage the current caseload and allow for evaluations to be completed without losing service minutes. If an additional SLP cannot be hired it is recommended that an SLP para be added to help with service minutes.

ASD/Behavior Specialist: If the current trend continues consideration should be given to adding a behavior specialist to the staff to assist in classrooms to manage student behaviors

Staff development: All staff members need professional development in working with students diagnosed with ASD and other behavioral disorders.

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

Increase funding to the early childhood program to support the growth and changing needs of the student population at SHELA.

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.

This would best be answered by the elementary schools that we support. Our goal is to have students Kindergarten Ready by the time they transition from our program

