



Needs Assessment & Budget Considerations

School: Spring Hill Middle School

Building Number: 0792

State Assessment Review

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

Mathematics 2023

Students performing at level 3 and 4 are considered to have the mathematical knowledge for success at the Postsecondary level. The percentage of students who have scored at this level is 30.47 percent. Our breakdown by grade level is below:

Grade	SHMS	State
6th	29%	32%
7th	27%	29%
8th	35%	24%

Areas that we are focusing on is intervention to support the gaps that our students have to strengthen their mathematical foundation. Solidifying our Tier 3 and Tier 4 supports with a more intensive approach with a clearer vision of MTSS time focusing on both mathematical gaps, and enrichment.

Reading 2023

Students performing at level 3 and 4 are considered to have the reading knowledge for success at the Postsecondary level. The percentage of students who have scored at this level is 31.57 percent. Our breakdown by grade level is below:

Grade	SHMS	State
6th	36%	35%
7th	34%	33%
8th	26%	22%

Areas that we are focusing on is intervention to support the gaps that our students have to strengthen their reading fundamental foundation. Solidifying our Tier 3 and Tier 4 supports with a more intensive approach with a clearer vision of MTSS time focusing on both mathematical gaps, and enrichment.

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 implementation and revision of our Multi-Tiered Systems of Supports for this year. We have altered the use of our MTSS time, and how students are receiving intervention to identify and address gaps in their learning. We have added a math interventionist position and continue to enhance our reading intervention to better meet the needs of our students. Through the use of our interventionists, we are able to offer multiple sections of Tier 3 support in the areas of math and reading. A variety of our staff from all content areas support students during intervention time as a level of Tier 2 support in reading and math.
 - Area to improve upon would be to further enhance the fluidity of the placement of our students receiving interventions. This would allow us to more swiftly address the needs of these students and others identified throughout the school year.
 - Another area of improvement regarding our MTSS implementation would be continued development of our current curriculum and resources for intervention, in addition to exploring additional resources that would meet the wide variety of needs in our building.
- SHMS Guiding Coalition is composed of teachers from a variety of grade levels and content areas who meet monthly to dive deeper in the PLC process and the effective use of it throughout our content and grade level teams. The team has met monthly throughout the year to read Taking Action, learn about what other schools and districts are doing to make intervention work, and discuss next steps.

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

- Provide more time, training and resources to all staff providing levels of intervention to students
- Budget constrictions/Need for additional staff
- Student Attendance/Accountability/Tardy
- Increase Parent involvement and support
- Overcrowded classrooms/balance of schedule

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

- Data Coordinator
- Team Time
- Shared Staff (particularly core content teachers)/restructuring of shared staff



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.

- Moving Tier 3 students to Tier 2 - long term effect/benefits
- With the implementation of the above listed suggestions/needs, the services provided to Tier 3 students would increase, allowing more individualized instruction for students, moving them forward in the curriculum, closing skill gaps, and allowing students to move to Tier 2 supports and thereby increasing their ability to achieve grade level proficiency.
- The USD 230 Strategic Plan has established a target that every building will have at least 80% of its students scoring at Levels 3 and 4 by 2028.