2024-2025 School Year Building Needs Assessment for 2025-2026 Budget Considerations

		Grades
District: Phillipsburg	Bldg #	Served:
School: Phillipsburg Elementary School	3538	PK-4th

TION 1: Student Needs a. Student Headcount	206	Notes
b. Percentage of students with an active IEP	25.00%	N. J.
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	42.00%	MARIE A
e. Pupil-Teacher Ratio Average	1/9	
f. Pupil-Teacher Ratio Median	1/11	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	i ja Nastra i ka
 h. Are there gaps in student success among race/ethnicity student subgroups? 	Nö	
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	
I. Are there local assessments to measure math growth?	Yes	
m. Are there learning opportunities for students to focus on	Yes	
academic needs outside the traditional classroom setting?		-
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	structured literacy, writing across curriculum	
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	
TION 2: State Board of Education Outcomes (please utilize you reditation) and Star Recognition plans/rubrics) a. How is social/emotional growth being measured?	r district KESA	Notes
b. What are the targets/goals related to social/emotional growth?	Weekly updates to help kids deal with life	
 c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners) 	Kindergarten readiness training	
 d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners) 	All preschoolers attend formal preschool	
	quarterly review, PTC	- 14 W.
e. How are successes of Individual Plans of Study being measured? f. What are the targets/goals related to postsecondary	attendance	

g How are you ensuring students are civically engaged?	intentionally scheduling opportunities for kids to actively participate in the community	
SECTION 3: Curriculum Needs a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer school	Notes
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. (only if building serves Grade 12)	NA	
c. Is every child in your school provided at least the following capacities?	Yes	
 Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization. 	Yes	
Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
 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	case see
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	
 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	
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?	30	MARKET STATE
c. How many classified support staff are needed?	30	
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?	writing, KESA, LETRS	
		Visit in
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?	No	
c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers?	Yes	Notes
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?	NA	
c. Do you have an active Site Council?	Yes	
 d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? 	No	
 e. What types of communication exists with families? Is it adequate? 	social media, letters, website-YES	
f. What types of communication/social media exists with your community? Is it adequate?	social media, letters, website-YES	
SECTION 8: School Data a. Building Attendance Rate	94.6%	Notes
b. Building Chronic Absenteeism Rate	11.7%	
c. District Chronic Absenteeism Rate	13.0%	
d. District Graduation Rate	95.0%	
e. District Dropout Rate	NA NA	
SECTION 8A: High School Needs (buildings with grades 10 through a. What is our building graduation rate	12 only) NA	Notes
b. What is our building dropout rate?	NA NA	
c. What is our average comprehensive ACT score?	NA NA	
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	recruiting and retaining, absenteeism	Notes
1. Can these be achieved with additional resources?	YES	
2. Why or why not?	More salary and benefits-better chance to compete	
b. Additional building unique items:		•
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2024-2025 School Year Building Needs Assessment for 2025-2026 Budget Considerations

District: 325 Phillipsburg	Bldg #	Grades Served:
School: Phillipsburg Middle	3540	Sth-8th
Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Nee d3: a. Student Headcount	1 V 17	Notes
De Percentage of students with an active IEP C. Percentage of students enrolled in English Language Learner (ELL) services	15.009	
d. Percentage of students identified as At-Nisk (Free lunch)? e. Pupil-Teacher Ratio Average	38.007 1 to 1	
f. Pupil-Teacher Ratio Median g. Are the needs of Foster Care Students being met? If no, what supports are needed?	161 Ye	
h. Are there gaps instudent success among race/ethnicity student subgroups? L is there a tiered system of support to target reading growth?	Ye	Total
). Is there a tiered system of support to target main growth? k. Are there local assessments to measure reading growth?	Ye.	Manager and Manager
Are there local assessment to measure multi-growth? m. Are there locaring opportunities for students to focus on academic needs outside the traditional classroom setting? A Reviewing Stills assessment data, what steps are you taking for all students to makenite their scores?	Ye Ye Updating/New curriculum, PD opportunities for staff	
Are there set taigets/goals to move students out of profidency Levels 1 and 2 on state assessments?	updating MTSS procedure Ye	
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition pl.		Notes
How is social/emotional growth being measured? b. What are the targets/goals related to social/emotional growth?	InFocus Curriculum, employ a counselor/social worker InFocus Curriculum being taught several times a week.	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners) d. What are the targets/goa's related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A N/A	
e. How are successes of individual Plans of Study being measured?	Parent teacher conference attendance percentage, student led conferences, quarterly review of IPS	
What are the targets/goals related to posts econdary completion/attendance? (only if building serves Grade 12) g How are you ensuring students are civically engaged?	N/A Intentionally schedule and provide opportunities for	
	students to participate in civic activities with the community and district.	
SECTION 3: Curriculum Needs	Students can writ teachers before and after the school day.	Notes
 What extended learning opportunities are provided (after school programs, summer school programs, etc.)? 	Students can visit teachers before and after the school day. We also offer ESY opportunities to certain students through their IEP.	
b. Are there appropriate and adequate instructional materials? c. is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes 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. (only if building serves Grade 12) 	N/A	
 c. Is every child in your school provided at least the following capacities? 1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing 	Yes	Marian Carlos Carlos Sarah Arabah Karabah Marian Sarah Sarah Sarah Sarah Sarah Sarah
etvilization. 2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes .	
Sufficient understanding of governmental processes to enable the student to understand the asses that affect his or her community, state and nation.	MANAGEMENT AND	
Sufficient self-knowledge and knowledge of his or her mental and physical weliness. Sufficient grounding in the arts to enable each student to appreciate his or her outbaral and historical heritage.	Yes Yes	
Sufficient training or preparation for advanced training in either accidemic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	
 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. 		
SECTION 5: Staff Needs a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which	l ves	Notes
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?		
b. How many classified support staff are currently employed? c. How many classified support staff are needed?	15 15	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.? e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	KESA, social/emotional and mental health, student based writing, dyslexia, new curriculum training	ty a series of Alexander
SECTION 6: Facility Needs a. is there adequate space for student learning?	lve:	Notes
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Safety and security, technology, general building upgrades and maintenance	e Caraca de Cara
c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers?	Yes	Notes
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? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes No.	V Programme Company
e. What types of communication exists with families? Is it adequate?	Social media, text alert, letters, school website, local publications, Yes, it is adequate:	
What types of communication/social media exists with your community? Is it a dequate? SECTION 8: School Data:	Facebook, Twitter, School website. It is adequate.	Notes
ast. Hornes sendo Lutara a. Building Attendance Rate b. Building Chronic Absenteelsm Rate	95.0%	
c. District Ground Absenteelsm Rate d. District Ground Rate	13.2N 94.3N	
e. Obstict Dropout Rate SECTION 8A: High School Needs (buildings with grades 10 through 12 only)	0.0%	Notes
a. What is our building graduation rate b. What is our building dropout rate?	N/A N/A	
c. What's our average comprehensive ACT score?	N/A	
SECTION 9: Other Data a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related	Rescruting and retaining staff, declining enrollment	Notes
Issues? I. Can those be achieved with additional resources?	Yes	
2. Why or why not?	More resources can assist with salary, incentives, etc. to attract and retain staff members to our school. We feel that	
b. Additional building unique items:	a stronger school system will also attract families and business as to the community.	
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2024-2025 School Year Building Needs Assessment for 2025-2026 Budget Considerations

		ı	Grades
District:	Phillispburg	Bldg #	Served:
School:	Phillipsburg High School	3542	9-12

ECTION 1	L: Student Needs		Notes
	Student Headcount	177	
b.	Percentage of students with an active IEP	13.00%	
C.	Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d.	Percentage of students identified as At-Risk (Free lunch)?	30.00%	
e.	Pupil-Teacher Ratio Average	1/9	
f.	Pupil-Teacher Ratio Median	1/11	
g.	Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
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?	structured literacy, writing across curriculum	
0.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	
ccredita a.	: State Board of Education Outcomes (please utilize you tion) and Star Recognition plans/rubrics) How is social/emotional growth being measured?	In Focus curriculum	Notes
b.	What are the targets/goals related to social/emotional growth?	Weekly updates to help kids deal with life	
	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	NA	
····	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	NA	
	How are successes of Individual Plans of Study being measured?	quarterly review, PTC attendance	
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	70% effectiveness	

· **		
g How are you ensuring students are civically engaged?	intentionally scheduling opportunities for kids to actively participate in the community	
ECTION 3: Curriculum Needs		Notes
 a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? 	before and after school help	
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
 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	
Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
 Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation. 	Yes	
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	
 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	
 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	
SECTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the	Yes	
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?		
b. How many classified support staff are currently employed?	12	100 M
c. How many classified support staff are needed?	12	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	18 18 18 18 18 18 18 18 18 18 18 18 18 1
e. Are principals & other key staff trained to provide	Yes	
instructional leadership and professional development to teachers?		

c. Do you have an active Site Council?	Yes	
provided?	Voe	
d. Do you have active PTO, PTA, Booster Club, or other	No	
organizations with parent leadership?	INU	
e. What types of communication exists with families? Is it	social media, letters,	
adequate?	website-YES	
f. What types of communication/social media exists with yo community? Is it adequate?	ur social media, letters, website-YES	
a. Building Attendance Rate b. Building Chronic Absenteeism Rate	94.0%	Notes
c. District Chronic Absenteeism Rate	13.0%	
d. District Graduation Rate	95.0%	e di siletati Ny serong
	95.0% NA	
e. District Dropout Rate	William State of the Control of the	NI LA
a. What is our building graduation rate	95.0%	Notes
b. What is our building dropout rate?	NA.	
c. What is our average comprehensive ACT score?	16.8	
SECTION 9: Other Data a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment relater issues?	recruiting and retaining,	Notes
1. Can these be achieved with additional resources?	YES .	
	More salary and	

Q Menus 5 c d d 75% × \$ % .000 123 Calibri ∨ − 10 + B I + A A 5 . E E3 √ E √ T √ 2.D12 ∨ fx A B C 2023-2024 State Assessments Review for 2025-2026 Budget Considerations District: 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. Shawn Horover Board President Cate School Grades Served N Barriers Related to Student Needs Served N Barriers Related to Student Needs PES Pi-4 subpling to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4 PMS S-8 adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4 PMS 9-12 adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4	2023-2024 State Assessments Review for 2025-2026 Budget Considerations District: ed 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 barries 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. Shawn Hoover Board President Date Tool Grades Served ABARTIERS Related to Student Board Rationale/Comments FY.4 adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4 S. S. S. adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4		ile Edit	View In	sert Format Data Tools	Help .	iew Template XLSX	0 9 0 -	Share 🕶 🐠
A B C C C B E F G H 2023-2024 State Assessments Review for 2025-2026 Budget Considerations District: 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. Shawn Hoover Board President Date School Grades (A Barriers Related to Student Served) Needs PES Pk-4 adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4 PMS 5-8 adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4	A B c to B E F G H J 2023-2024 State Assessments Review for 2025-2026 Budget Considerations District: red 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 (evel 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. Shawn Hoover July 2025 Board President Date Tool Grades Served Needs Needs Served Needs Served Adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4 5 S-8 adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4	Q M	lenus	₽ < 0	自 号 75% - \$ 5	% .0 ₄ .0 <u>0</u> 123 Calibri	-10 + B	I ÷ A . H 53	* = * + + bl *
2023-2024 State Assessments Review for 2025-2026 Budget Considerations District: 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. Shawn Hoover Board President Date School Grades (A Barriers Related to Student (B) Budget Actions Served) Needs Pk-4 adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4 DMS 5-8 adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4	District: and 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. Shawn Hoover Board President Date (C) Time for students to Achieve Served Needs Alegars difficult to get everyone in levels 3-4 Served adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4	D12	· ja						
District: Itaged 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. Shawn Hoover	District: Indicated 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. Shawn Hoover		۸	В			F 26 Budget Considerations	G	. 1 1.
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. Shawn Hoove;	red 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. (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. (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. (C) Time for students to Achieve Board Rationale/Comments (C) Time for students to Achieve Board Rationale/Comments (E) Pk-4 adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4 (E) S-8 adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4		Dista	lat.	2025-2024 State Asses	silients review for 2025-20	zo budget considerations	•	
(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. Shawn Hoover	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. Shawn Hoover	(A) T	pon your sch he barriers th	ools Needs Asse nat must be over	rcome for each student to achieve grade i	evel proficiency on assessments			
Board President Date Column	Board President Date Column						tate assessments if the budget actions wo	ould be implemented.	
School Grades (A Barriers Related to Student (B) Budget Actions (C) Time for students to Achieve Board Rationale/Comments PES Pk4 adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4 PMS 5-8 adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4	Grades Served) Needs (C) Time for students to Achieve Board Rationale/Comments Pk-4 adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4 S 5-8 adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4				自身企業。1965年1948年1945年1945年	3 <u>4</u>	July 2025	호	
Served) Needs adapting to new curriculum, absenteelsm support staff, curriculum 3-4 years difficult to get everyone in levels 3-4 PMS S-8 adapting to new curriculum, absenteelsm support staff, curriculum 3-4 years difficult to get everyone in levels 3-4	Served) Needs Pk-4 adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4 5 5-8 adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4				Board President		Date		
PMS S-8 adapting to new curriculum, absenteelsm support staff, curriculum 3-4 years difficult to get everyone in levels 3-4	5 5-8 adapting to new curriculum, absenteeism support staff, curriculum 3-4 years difficult to get everyone in levels 3-4	school				(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments	
		ES		Pk-4	adapting to new curriculum, absenteeism	support staff, curriculum	3-4 years	difficult to get everyone in levels 3-4	
PHS 9-12 adapting to new curriculum, absenteelsm support staff, curriculum 3-4 years difficult to get everyone in levels 3-4	9-12 adapting to new curriculum, absenteelsm support staff, curriculum 3-4 years difficult to get everyone in levels 3-4	M5		5-8	adapting to new curriculum, absenteeism	support staff, curriculum	3-4 years	difficult to get everyone in levels 3-4	
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