

## **OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET**

School Summary

**SCHOOL:** Briarwood Elementary School

**PRINCIPAL:** Andy Caspermeyer

**4-Digit Number for School:** 0853

### **1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:**

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact this school include, but are not limited to:

- An increasing level of social emotional challenges and needs of students.
- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning.
- We believe using one assessment score is not an accurate measure of student success.

### **2. IDENTIFY THE BUDGET ACTIONS THAT SHOULD BE TAKEN TO ADDRESS AND REMOVE THOSE BARRIERS:**

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

- Additional staff members hired to meet the individual learning and SEL needs of all students.
- Increased funding and time for staff development.
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues.

### **3. 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:**

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency.
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.