

Needs Assessment 2022-2023

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Clearwater Creek Elementary School

PRINCIPAL: Nate Kremer

4-Digit Number for School: 9305

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

Our teachers, students, and families face a number of challenges in ensuring student proficiency on assessments. Some of those challenges at this school include:

- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study).
- Increased or high levels of student discipline issues.
- An increasing level of social emotional challenges and needs of students.

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

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- Increase paraeducator support in special education classrooms.
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues.
- Additional staff members hired to meet the individual learning and SEL needs of all students.

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:

There is no way to accurately predict how children will respond to our interventions because we cannot fix the daily challenges they face. Many factors impact students' academic achievement, such as:

- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.