

OLATHE PUBLIC SCHOOLS REVIEW FOR BUDGET

School Summary

SCHOOL: Green Springs Elementary School

PRINCIPAL: Todd Wheat

4-Digit Number for School: 2781

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

Some of the key barriers that must be overcome at this school include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning.
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind.
- Declining enrollment that reduces funding and access to additional services and supports for students.
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study).
- Special Education funding shortfall has limited supports of our highest need students.
- High levels or an increase in absenteeism among our student population.
- An increasing level of social emotional challenges and needs of students.
- 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:

- Increased salary to recruit and retain high quality certified and classified staff.
- Additional staff members hired to meet the individual learning and SEL needs of all students.
- Maintain low teacher/pupil ratio for greater individualized instruction.
- Increase funding for Pre-K programs.
- 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.
- 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.