

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

School Summary

**SCHOOL:** Prairie Learning Center

**PRINCIPAL:** Michael McGuire

**4-Digit Number for School:** 2788

### **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:

- Increased percentage/number of students meeting one or more at-risk criteria.
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study).
- 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:**

Our students face a growing number of barriers to success and this school continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

- Increased salary to recruit and retain high quality certified and classified staff.
- 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:**

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:

- 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.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency.