Apache Elementary

8910 Goddard
Overland Park, KS 66215
913-993-1600

Principal: Holly Mosimann
Admin Intern: Alicia Anderson
Grades Served: preK-6
KSDE Bldg #: 8776

Feeder Pattern: Westridge MS & SM West HS

Notable School Characteristics

- Title I
- Comprehensive school serving students in grades preK-6
- Innovative (First Innovative model school in the SMSD district)
- English Language Learner Support
- Very diverse population of students with a focus on inclusion of all students

KSDE Building Report Card

Apache Elementary Building Report Card

Sec. 8. On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs-assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.
**Needs Analysis**

What barriers must be overcome for each student to achieve grade level proficiency on assessments?

Our teachers, students, and families face a number of challenges in ensuring student proficiencies on assessments. Some of those challenges for Apache include: transient population of students, inconsistent attendance, students that are learning English as a second language, high levels of students in families facing financial difficulties, high levels of staff turnover.

What budget actions should be taken to address and remove those barriers?

Our students face a growing number of barriers to success and Apache 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 highly qualified certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students facing significant challenges, maintaining low teacher ratios for great individualized instruction.

How much time will it 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 look at data from state assessments as well as growth measurements in our MAP and Acadience testing, our Panorama Survey, and in our classroom data. We emphasize growth for all students in both their academic skills and soft skills that they will need to be college and career ready. Although we do this and are proud of the work and successes we have, many factors make it impossible to estimate a time that every student will achieve success at or above grade level. This is our target right today and every day.

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**SHAWNEE MISSION SCHOOL DISTRICT**

School Needs Assessment for 2023-2024
Board Rationale/Comments

The Shawnee Mission School District faces challenging budget needs given the commitment to meeting aspirational state and district education goals for every student. The district continues to work to limit central administrative costs to less than 5% of the total budget. Following an analysis of student needs, the district has worked to maintain in the district budget a full-time social worker position in every school, a full-time instructional coach in every school, and Real World Learning counselors at each of the five comprehensive high schools.

The following positions have been added to support buildings to better meet the needs of our 26,440 students: two (2) assistant principal positions at our larger middle schools; three (3) intervention specialists; two (2) Special Education instructional coaches; two (2) ELL teachers; six (6) additional teaching positions and thirty (30) paraprofessional positions. The district will continue to analyze budget funds for the 2024-25 school year, in order to determine the ability to maintain the following positions that were added with ESSER funding: additional support for nursing services; additional secondary math teachers; building substitutes for every building; and class-size reduction at the elementary level.

In addition, the district has increased professional learning opportunities for all teachers, including hosting a major conference on Professional Learning Communities and sending large numbers of staff to a conference on Response to Intervention. We will continue to prioritize equitable allocation of resources to create a welcoming and engaging learning experience for every student — facilitating personalized learning plans, targeting career and college readiness, with the interpersonal skills for life success.

Apache is working hard to address the needs inherent in being a Title I building, serving a large ELL population (over 24%). As a building with relatively new leadership, the focus remains on culture, creating meaningful relationships, and developing effective Professional Learning Communities (PLCs) to increase student performance. The percentage of students performing at or above grade level on the ELA state assessments (Levels 2, 3 or 4) improved from Spring 2021, reaching the state average of all students Spring 2022, but remained slightly below the state average among all students in math.

Our routine use of multiple measures to assess student growth, school climate and equitable practices will serve to inform the best use of finite resources looking ahead.

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