Briarwood Elementary

5300 W. 86th Street
Prairie Village, KS 66204
913-993-2200

Principal: Chris Lash
Grades Served: K-6
KSDE Bldg #: 8786

Feeder Pattern: Indian Hills MS & SM East HS

Notable School Characteristics

Comprehensive school serving students in grades K-6
Apple Distinguished School
Newly constructed in January 2017
Strong parent engagement with supportive PTA
High teacher retention
Briarwood is a community that fuels a passion for learning while educating all students to achieve their full potential.

KSDE Building Report Card

Briarwood 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?

- High student enrollment - The Board of Education made a boundary change to address the high enrollment. The boundary change will take place during the 2025-2026 school year.
- Lack of special education funding
- Students with severe special needs
- High levels of students facing trauma
- When substitutes are not available to fill certified classroom positions it requires us to use our instructional coach, reading specialist, innovation specialist, social worker, and principal which takes away from intervention groups.

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

- Additional staff members hired to meet the individual learning and SEL needs of all students such as an administrative intern, behavior specialist, and student intervention teacher.
- Increased salary to recruit and retain highly qualified certified and classified staff.
- Increase funding and time for PLC’s to meet and plan for students.

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 student learning on an ongoing basis throughout the year and document our success on a variety of student learning outcomes in our KESA plans. We emphasize growth for all students. 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 grade level proficiency. Such factors include:

- Ever-changing population of students bringing a varying degree of cognitive abilities and disabilities which preclude us from being able to guarantee a date when all students will meet a singular level of proficiency.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students.
- Limited time for Professional Learning Communities (PLCs) to meet and collaborate.

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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.

The percentage of Briarwood students performing at College and Career Ready (Levels 2, 3 or 4) on ELA and Math state assessments remains significantly above the state's average. While students have experienced significant learning disruptions over the past few years, state assessment performance reflected minimal academic decline. Social-emotional impact of COVID, however, has been compounded by multiple years of overcrowding and high enrollment, including significant numbers of students with severe special needs, and is significantly impacted by the lack of adequate special education funding. With the addition of strong parental involvement, Briarwood remains committed to the goal of providing all students with the academic and social-emotional support they need to facilitate learning growth.

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.