Broken Arrow Elementary

5901 Aiden Street
Shawnee, KS 66216
913-993-2300

Principal: Ryan Horne
Grades Served: PreK-6
KSDE Bldg #: 8787

Feeder Pattern: Trailridge MS and Shawnee Mission Northwest HS

Notable School Characteristics

- High percentage of students receiving free and reduced meals
- Comprehensive school serving students in grades PreK-6
- Diverse, real world student population
- School wide focus on utilizing research based strategies to address student academic and social emotional needs
- PTA National School of Excellence

KSDE Building Report Card

Broken Arrow 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?

Some of the key barriers that must be overcome at Broken Arrow include:

- Loss of Title I funding
- Numerous students struggling with personal trauma and social emotional regulation
- Transient population of students
- High percent of students living in poverty
- Students with severe special education needs

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

- Fully funding special education
- Increased funding for additional student access to social emotional services
- Increased funding for professional learning time for all staff
- Increased funding to decrease teacher to student ratio
- Increased administrative staffing support to meet social emotional needs of 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?

While our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those include:

- One assessment cannot effectively be the sole measure of student proficiency
- Student social emotional needs directly contributes to student proficiency
- An ever changing student population directly contributes to student proficiency

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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.

Broken Arrow is working hard to address the needs of the student population, having just lost Title I building status and the extra staff that come with it - to better meet the needs of a large population of students living in poverty, a high number of transient students, and a number of students with severe special education needs. The percentage of students performing at College and Career Ready on the ELA state assessments (Levels 2, 3 or 4) improved from Spring 2021 and moved above the state average of all students in Spring 2022, but declined a bit on Math assessments and dropped below the state average among all students. The National PTA recognized Broken Arrow Elementary PTA for strong family-school relationships, earning the National PTA School of Excellence designation for 2021-2023. Shawnee Mission schools are the only in the state to earn this national 2021-2023 recognition.

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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