Comanche Elementary

8200 Grant
Overland Park, KS 66204
913-993-2800

Principal: Missy Green
Grades Served: preK-6
KSDE Bldg #: 8793

Feeder Pattern: Westridge MS & SM West HS

Notable School Characteristics

- Comprehensive Title I school serving students in grades preK-6
- Diverse population with English Language Learners supports including Newcomer
- Students living in multi-family housing
- Trauma trained staff to support increased SEL needs of students and families
- Building-wide Response to Intervention targeting student academic achievement

KSDE Building Report Card
Comanche 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 proficiency on assessments. Some of those challenges for Comanche include:

- Transient population of students
- ELL students with low language proficiency as well as limited or no school experiences
- Students that do not speak English fluently
- Attendance
- Transportation difficulties due to lack of bus drivers & unique family circumstances
- Difficulties with basic needs of students being met
- Lack of special education funding
- High levels of students facing trauma
- High percent of students living in poverty
- Lack of or limited access to community health services and mental health services
- Lack of substitutes which leads to in-house coverage pulling other instructional supports away from regular duties and small group instruction

What budget actions 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:

- Maintain low teacher-student ratio for high quality, individualized instruction
- Increased funding to support staffing
  - Recovery Room aide
  - Full time assistant principal
  - Full time behavior support teacher
- Full time building substitute
- Increase ELL funding and staffing
  - 2 ELL teachers

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○ Minimum of 2 ELL aides
● Mental Health professionals in the school
● Increased salaries 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
  ○ Social Emotional Innovation Specialist
● Increased funding and time for PLCs to meet
● Increase paraeducator and teacher support in special education classrooms
● Increased professional learning opportunities for school and district initiatives (ex and not limited to BIST, Trauma Smart, core content)

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?

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:

○ 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.
○ While assessment scores are one measure, Comanche does not believe that students’ assessment scores should be the sole measure of student proficiency, especially when the assessment has zero impact on their future.
○ An increased level of social emotional challenges and needs of students due to the impact of COVID.
○ Lack of parent engagement.
○ Full day kindergarten required and fully funded.
○ Funded wrap around care for PreK

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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.

Comanche Elementary is working hard to address the needs inherent in being a Title I building, with a significant population of English language learners (44%). Beating the odds, the percentage of Comanche students performing at or above grade level on the ELA and Math state assessments has been consistently above the state average for all students. The both Math and ELA assessment scores have rebounded beyond the Spring 2021 COVID declines and improved above 2018 assessments. Like many other schools, Comanche students have experienced significant trauma over the past few years, and the school is challenged to provide all students with the social-emotional support they need. School staff continue to focus on culture, creating meaningful relationships, and developing effective Professional Learning Communities (PLCs) to increase student performance.

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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