Oak Park-Carpenter Elementary

10000 Nieman Road
Overland Park, KS 66214
913-993-4100

Principal: Jennifer Morgan
Grades Served: K-6
KSDE Bldg #: 8824

Feeder Pattern: Indian Woods MS & SM South HS

Notable School Characteristics

- Special Education Low Incidence Centralized Program
- Comprehensive school serving students Kindergarten-6th grade
- High Staff Retention
- Strong community and family support

KSDE Building Report Card
Oak Park- Carpenter 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 Oak Park-Carpenter Elementary include:
- Lack of affordable housing
- Shared housing and multi-generational households
- Inadequate special education funding
- Additional staff to efficiently meet academic and social/emotional needs of all students
- Need for Pre-K programming at our facility. Our building does not have space
- Limited access to community health and mental health services
- Need for ELL student support
- Need for additional instructional staff for RTI interventions
- Need for additional staff to support student behavioral needs

What budget actions should be taken to address and remove those barriers?
- Increased salary to recruit and retain highly qualified certified and classified staff
- Maintain low teacher/student ratio for great individualized instruction
- Increase paraeducator and teacher support in special education classrooms
- Increased funding to expand extended school year and summer school programming for students
- Increased educational aide staffing allotments for student interventions in reading and math
- Need for full time ELL aide
- Continue full time instructional coach
- Continue full time social worker
- Continue full time building substitute
- Add full time clerical aide
- Add an administrative intern to support the centralized program needs and meetings

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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?

- Similar to how other professionals, such as doctors, lawyers, etc. cannot ensure 100% success due to a variety of obstacles, we will likely be unable to achieve 100% proficiency
- An increased level of social emotional challenges and needs of students due to the impact of COVID

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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 Oak Park-Carpenter students performing at College and Career Ready on the state assessments (Levels 2, 3 or 4) has been consistently above state average averages through Spring 2022. Yet students have experienced significant educational and development disruptions over the past few years, reflected in the ELA and Math assessments' low performance decline. Oak Park-Carpenter hosts a centralized special education low incidence program for the district, and is impacted by the failure of the state to fully fund special education. Oak Park-Carpenter is challenged to provide all students with the 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.

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