Overland Park Elementary

8150 Santa Fe Drive
Overland Park, KS
66206
913-993-4200

Principal: Dominic Flora
Grades Served: K-6
KSDE Bldg #: 8826

Feeder Pattern:
Westridge MS & SM
West HS

Notable School Characteristics

- Incredible parent/family and community partner support and engagement
- Title I
- Comprehensive school serving students in grades K-6
- Caring For Kids KC School member and partner
- BIST implementation school

KSDE Building Report Card

Overland Park 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 Overland Park Elementary include: Difficulty, over time, in retaining, recruiting, and professionally developing classroom teachers, lack of Special Education funding, social emotional support in the form of professional development, social workers and counseling staffing, and providing opportunities for teacher team collaboration within the school contract day to increase student achievement using the vehicle of PLC’s.

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

Our students face a growing number of barriers to success and Overland Park Elementary continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include: increased funding and time for collaboration to improve student achievement through the vehicle of PLC process, increased paraeducator and teacher support in Special Education classrooms, and maintaining a low teacher-student ratio which provides for more 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?

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, too 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: Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students. In addition, assessment scores are just one measure. Overland Park Elementary does not believe that student assessment scores should be the sole measure of student proficiency, especially when the assessment has zero impact on their future.

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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.

Overland Park is working hard to address the needs inherent in being a Title I building, including serving a high population of English Language Learners (16%). Yet beating the odds, the percentage of Overland Park students performing at College and Career Ready on the state assessments (Levels 2, 3 or 4) is above the state average for all students. Both ELA and Math assessments recovered markedly in Spring 2022 following a 2021 COVID decline. 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. Like many other schools, Overland Park 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 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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