Trailwood Elementary

5101 W 95th Street
Overland Park, KS  66207
913-993-5600

Principal: Greg Lawrence
Grades Served: PreK-6
KSDE Bldg #: 8860

Feeder Pattern: Primarily Indian Woods
Middle School & Shawnee Mission South High School / Also Indian Hills Middle School & Shawnee Mission East High School

Notable School Characteristics

- Comprehensive school serving students in grades PreK-6
- School established in 1962
- Building reconstructed in 2017
- Strong parent engagement and supportive PTA
- Apple Distinguished School

KSDE Building Report Card

Trailwood 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?

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact Trailwood include, but are not limited to: students with significant special needs, students facing trauma, students who do not speak English fluently, lack of support staff able to assist with tiered instruction.

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

Our students face a growing number of barriers to success and Trailwood continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include: increased salary to recruit and retain highly qualified certified and classified staff; funding to retain full time social worker and instructional coach; additional staff members hired to meet the individual learning needs of all students such as reading specialist and English Language Learner aide; increased funding and time for Professional Learning Communities to meet; maintain low teacher ratio for great 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?

We measure growth each year and document in our KESA plans our success on a variety of student success factors. 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: lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students; while assessment scores are one measure, Trailwood does not believe that students' assessment scores should be the sole measure of student proficiency; similar to how other professionals, such as doctors, lawyers, etc. strive for and cannot ensure 100% success due to a variety of obstacles, we will continue to strive for and likely be unable to ensure 100% 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.

The percentage of Trailwood students performing at College and Career Ready on state assessments (Levels 2, 3 or 4) has consistently been well above state average through 2022. As Trailwood students have experienced significant education and developmental disruptions over the past few years, ELA and Math assessment performance dipped a bit in 2021 and have yet to rebound as of Spring 2022 since a COVID decline. School staff continue to focus on culture, creating meaningful relationships, and developing effective Professional Learning Communities (PLCs) to increase student performance. Trailwood also remains committed to the challenge of providing 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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