Arrowhead

6601 Santa Fe Drive
Overland Park, KS 66202
913-993-1700

Principal: Rob Shackelford
Grades Served: K-12
KSDE Bldg #: 8778

Feeder Pattern: Serving all of SMSD

Notable School Characteristics

- Arrowhead is a trauma sensitive therapeutic day school serving students k-12
- Students receive both academic and mental health support as well connections to community resources for extended service opportunities.
- The population at Arrowhead is 100% special education.

KSDE Building Report Card

Center for Academic Achievement Building Report Card - Districtwide
Accountability data for students served through this facility are assigned to each student’s home school.

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 include:
- Adequate funding of special education
- Adequate community resources providing support for mental health needs for students AND their families, affordable healthcare, and affordable housing and transportation.

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

- Full funding of special education at the state level would allow for increased support of students with disabilities accessing specialized career & technical education coursework giving relevance to their core academic coursework and leading to increased student achievement.
- Increased funding to offer specialized coursework that has lower enrollment than typical class sections, with sufficient time for staff to receive the training needed for supporting at-risk youth.

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 strive for all students to become proficient in reading, math, and other subject areas. However, given that every student in our facility has an individualized education plan, it is difficult to predict the amount of time needed for all students to reach proficiency due to the number of variables in play.

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

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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.

Within their specialized program, school staff continue to focus on creating meaningful relationships and developing effective Professional Learning Communities (PLCs) to increase student coping skills and academic performance. Arrowhead students have experienced significant trauma over the past few years, which is magnified by the severity of their disabilities. The school is challenged to provide all students with the social-emotional support they need to function on a day-to-day basis.

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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