

# Apache Elementary

8910 Goddard  
Overland Park, KS 66215  
913-993-1600

Principal: Abby Morgan  
Admin Intern: Tayler Ramsey  
Grades Served: preK-6  
KSDE Bldg #: 8776

Feeder Pattern: Westridge MS & SM West HS



## Notable School Characteristics

- Title I
- Comprehensive school serving students in grades preK-6
- Innovative (First Innovative model school in the SMSD district)
- English Language Learner Support
- Diverse population of students with a focus on inclusion of all students
- Fully responsive RtI program designed to meet student's needs in areas of mathematics, reading, and social-emotional learning
- Specialized instructional support team focused on meeting the individual needs of students
- Community partners that actively support students and their families

## KSDE Building Report Card

[Apache Elementary Building Report Card](#)

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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?

\*Grade level proficiency is defined by state law as scoring “above level 2” on state assessments, yet actual grade level performance is most closely related to state assessment scores above level 1.

Our teachers, students, and families face a number of challenges in ensuring student proficiencies on assessments. Some of those challenges for our community include a transient population of students, inconsistent attendance, students who are learning English as a second language, high levels of students in families facing financial difficulties, and high levels of staff turnover.

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

Our students face many barriers to success, and Apache continually works to support them. Current budget constraints that impact our ability to remove barriers for our students successfully include Increased salary to recruit and retain highly qualified certified and classified staff, sustaining current staffing including 2 social workers, 2 building substitutes, a teacher on assignment, and a student success coach, Additional staff members hired to meet the individual learning and SEL needs of all students facing significant challenges, maintaining low teacher: student ratios for excellent 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?

\*Again, state law defines grade level proficiency as scoring “above level 2” while actual grade level performance is most closely related to scores above level 1 on state assessments.

While our staff, families, and community partners 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 predict when all students will attain a specific level of achievement. Some of those include: disruption to stable housing, acquiring a second language, lack of opportunities to sustain and extend learning during school breaks. With that said, our team analyzes student and classroom data and adjusts individualized plans of support to ensure that each student is on a trajectory of grade-level proficiency.

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## Board Rationale/Comments

The Shawnee Mission School District maintains focus on its commitment to meeting aspirational state and district education goals for every student. The district continues to budget conservatively, working to limit central administrative costs to less than 5% of the total budget. Over the past several years, the district has focused on responding to challenges caused by the COVID-19 pandemic, including learning recovery, an increase in chronic absenteeism, and an enhanced need for social and emotional support for students.

The district has used information from needs assessments conducted at each building to make focused staff allocations at the building level. These include specific needs identified by large numbers of schools, including additional teacher allocations to maintain lower class sizes at the elementary level, providing a building substitute at each building, increased paraprofessional/teacher support in special education classrooms, and higher salaries for both certified and classified staff. In addition, following a comprehensive analysis of student needs, the district continues 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 district was able to use additional state funding, (including an increase in the at-risk weighting and an increase to the base, along with a corresponding increase in the Local Option Budget) to add positions identified in individual building needs assessments across our 48 attendance centers/specialized programs. These positions include the following:

- 10 special education teachers, 5.25 para-educators, an autism coach, 2 speech language pathologists, an occupational therapist, 2 school psychologists, and 2 special education coordinators.
- 5 elementary interventionists
- An additional instructional coach for Horizons and for Early childhood
- 4 ELL teachers
- A teacher on assignment
- 3 floating nurses and

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- 2 administrative interns

The district is also maintaining the following positions in the operating funds at least for one more year:

- Elementary class size will remain at 22 for Kindergarten through 2nd grade and 25 for 3rd through 6th grades.
- Ten additional teachers at the secondary level to support learning recovery.
- At least one building sub at each building in the district.

The district will continue to analyze budget funds for the 2024-25 school year, in order to determine the ability to maintain the positions listed above 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.

Apache is working hard to address the needs inherent in being a Title I building, with 75% of students eligible for free/reduced lunch. The building focus remains on culture, creating meaningful relationships, and developing effective Professional Learning Communities (PLCs) to increase student performance. While the percentage of at-risk Apache students performing at or above grade level on both ELA and Math state assessments (Levels 2, 3 or 4) exceeds statewide performance among at-risk peers, meaningful academic growth and moving all students out of Level 1 remains a priority.

In addition, the district will continue to support increased professional learning opportunities for all teachers, with a focus on Professional Learning Communities and 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.

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