

# Broken Arrow Elementary

5901 Aiden Street  
Shawnee, KS 66216  
913-993-2300

Principal: Ryan Horne  
Grades Served: PreK-6  
KSDE Bldg #: 8787

Feeder Pattern: Trailridge MS and Shawnee  
Mission Northwest HS



## Notable School Characteristics

- High percentage of students receiving free and reduced meals
- Comprehensive school serving students in grades PreK-6
- Diverse, real world student population
- School wide focus on utilizing research based strategies to address student academic and social emotional needs
- PTA National School of Excellence

## KSDE Building Report Card

[Broken Arrow 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?

\*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.

Some of the key barriers that must be overcome at Broken Arrow include:

- Loss of Title I funding
- Numerous students struggling with personal trauma and social emotional regulation
- Transient population of students
- Lack of transportation for families in need impacts increased chronic absenteeism
- High percent of students living in poverty
- Students with severe special education needs

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

- Fully funding special education
- Increased funding for professional learning time for all staff
- Increased funding to decrease teacher to student ratio
- Increased administrative staffing to adequately meet social emotional needs of students and staff
- Increased funding for staffing for additional student access to social emotional services via a social worker or counselor
- Increased funding for staffing to adequately support students in social emotional crisis
- Increased funding for staffing to adequately support the demanding academic needs of students
- Increased funding to support full custodial staffing

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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?

\*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 board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, 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:

- One assessment cannot effectively be the sole measure of student proficiency
  - Student social emotional needs directly contributes to student proficiency
  - An ever changing student population directly contributes to student 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
- 2 administrative interns

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

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- 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.

Over half the students of Broken Arrow are eligible for free and reduced lunch, with a high number of transient students. While Spring 2023 state assessment scores in Math improved and the percentage of Broken Arrow students performing at or above grade level on both ELA and Math state assessments (Levels 2, 3 or 4) exceeds statewide performance, meaningful academic growth and moving all students out of Level 1 remains a priority. The National PTA recently recognized Broken Arrow Elementary PTA for strong family-school relationships, earning the National PTA School of Excellence designation for 2021-2023.

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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