

Brookridge Elementary

9920 Lowell
Overland Park, KS 66212
913-993-2400

Principal: Stephanie Witt
Grades Served: preK-6
KSDE Bldg #: 137

Feeder Pattern: Indian Woods MS & SM South HS



Notable School Characteristics

- Highly engaged, diverse community
- Comprehensive school serving students in grades preK-6
- Involved and engaged PTA
- Increasing ELL population

KSDE Building Report Card

[Brookridge 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 Brookridge Elementary include:

- Students who do not speak English fluently
- Lack of special education funding
- Large enrollment that strains service providers and staff to effectively meet the needs of all students
- High levels of students facing trauma
- Lack of or limited access to community health and mental health services
- Students deserve access to innovative learning spaces. A new building would provide opportunities and access to increased engagement and collaboration. Routine issues with heating, cooling, and plumbing can impact focus on learning.

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

Our students face a growing number of barriers to success and Brookridge Elementary 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
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increase paraeducator and teacher support in special education classrooms
- Increased funding to expand extended school year and summer school programming for students.
- Maintain low teacher ratio for individualized instruction
- Addition of math specific interventionist
- Retention of a full time building sub

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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, 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:

- Ever-changing population of students bringing a varying degree of cognitive abilities and disabilities which preclude us from being able to guarantee a date when all students will meet a singular level of proficiency.
 - Lack of state constitutional funding of special education continues to impact our ability to fully meet the needs of all students.
 - While assessment scores are one measure, Brookridge Elementary does not believe that students' assessment scores should be the sole measure of student proficiency, especially when the assessment has zero impact on their future.
 - Similar to how other professionals, such as doctors, lawyers, etc. cannot ensure 100% success due to a variety of obstacles, we will likely be unable to achieve 100% proficiency.
 - An increased level of social emotional challenges and needs of students due to the impact of COVID.
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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.

The percentage of Brookridge students performing at College and Career Ready (Levels 2, 3 or 4) on ELA and Math state assessments remains above the state's average, with improvement in 2023 Math state assessments following COVID disruptions to learning. Like many other schools, Brookridge students have experienced significant learning disruptions over the past few years. The focus remains on culture, creating meaningful relationships, and developing effective Professional Learning Communities (PLCs) to increase student performance. Brookridge is committed to the challenge of providing all students with the social-emotional support they need to facilitate learning growth.

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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