

Brookwood Elementary

3411 W. 103rd Street
Leawood, KS 66206
913-993-2500

Principal: Kevin Frick
Grades Served: PreK-6
KSDE Bldg #: 8790

Feeder Pattern: Indian Woods MS & SM South HS



Notable School Characteristics

- Brookwood Elementary is fortunate to have a strong PTA and community involvement with a focus on student achievement both academically and socially.
- Our assessment scores are consistently above district and state levels.
- The staff of Brookwood work together to ensure that all students are successful both academically and socially using Professional Learning Communities.
- Brookwood was rebuilt in 2018 and features collaboration areas, flexible seating, and was designed to enhance learning.
- Brookwood contains a PreK program with JCPRD wrap-around services to provide parents with an all-day PreK option.
- Brookwood is also home to the gifted program for all of the South area in Shawnee Mission.
- Brookwood contains an Intensive Resource program for students with needs beyond what a typical SPED resource room can provide.

KSDE Building Report Card

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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 Brookwood include lack of special education funding, lack of support staff able to assist with tiered instruction, students with severe special needs, and students who are facing traumatic situations in their lives. We have also been impacted by the lack of substitutes. When substitutes aren’t available it places a strain on the staff and takes away from interventions that should be taking place. It requires us to use other instructional staff that typically work with other students.

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

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include increased salary to recruit and retain highly qualified certified and classified staff, increased funding and time for PLCs to meet, increased paraeducator and teacher support in special education classrooms, and maintaining low teacher ratio for great individualized instruction. Over the past two years it has become increasingly difficult to hire special-ed teachers and paras. We must look at a competitive wage for Special-Ed teachers and paras to maintain the support for students who are discrepant from their peers. Teachers and support staff are resigning from these important positions creating a huge strain on the remaining building staff.

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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.

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 achieves grade level proficiency. Such factors include a lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students, and while assessment scores are one measure, Brookwood 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. It is also important to remember that education requires trained professionals to work with our students, especially students with special needs. We need to ensure that we have all of the staff necessary to provide interventions and resources to our students. Without the staff, it makes it extremely difficult for all students to make the necessary growth.

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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 Brookwood students performing at College and Career Ready (Levels 2, 3 or 4) on ELA and Math state assessments remains significantly above the state's average, with improvement in 2023 Math state assessments following COVID disruptions to learning. Given students have experienced significant learning disruptions over the past few years, Brookwood is challenged to provide all students with the social-emotional support they need to facilitate learning growth. Brookwood's strong parent involvement and a strong PTA have been especially important.

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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