

# Comanche Elementary

8200 Grant  
Overland Park, KS 66204  
913-993-2800

Principal: Missy Green  
Grades Served: preK-6  
KSDE Bldg #: 8793

Feeder Pattern: Westridge MS & SM West HS



## Notable School Characteristics

- Comprehensive Title I school serving students in grades preK-6
- Diverse population with English Language Learners supports including Newcomer
- Students living in multi-family housing
- Trauma trained staff to support increased SEL needs of students and families
- Building-wide Response to Intervention targeting student academic achievement

## KSDE Building Report Card

[Comanche 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 proficiency on assessments. Some of those challenges for Comanche include:

- Transient population of students
- Students with low language proficiency as well as limited or no school experiences
- Students that do not speak English fluently
- Attendance
- Transportation difficulties due to lack of bus services for a smaller school boundary & unique family circumstances
- Difficulties with basic needs of students being met
- Generational poverty and school experience cycle
- Declining enrollment that reduces funding and access to additional services and supports for all students
- Lack of special education funding
- High levels of students facing trauma
- High percent of students living in poverty
- Lack of or limited access to community health services and mental health services
- Lack of substitutes which leads to in-house coverage pulling other instructional supports away from regular duties and small group instruction
- Lack of appropriate building space to have additional PreK classroom with the opportunity for wrap-around care

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:

- Maintain low teacher- student ratio for high quality, individualized instruction
- Increased funding to support staffing based on assessment data

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- Recovery Room aide
- Full time assistant principal
- Full time behavior support teacher
- Full time building substitute
- Increase ELL funding and staffing
  - 2 ELL teachers
  - Minimum of 2 ELL aides
- Mental Health professionals in the school
- Increased salaries 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
  - Social Emotional Interventionist
- Increased funding and time for PLCs to meet
- Re-evaluate how the allocation of Special Education staff is assigned (minutes of student support vs number of students qualifying)
- Increased professional learning opportunities for school and district initiatives (ex and not limited to BIST, Trauma Smart, core content)
- Equitable PTA fund allocation across the district

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.

There is no way to accurately predict how children will respond to our interventions because we cannot fix the daily challenges they face. Many factors impact students’ academic achievement, such as:

- 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.
- While assessment scores are one measure, Comanche 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.

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- An increased level of social emotional challenges and needs of students
  - Lack of school readiness skills
  - Lack of parent involvement.
  - Full day kindergarten required and fully funded.
  - Funded wrap around care for PreK
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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.

Comanche Elementary is working hard to address the needs inherent in serving a large population of students living in poverty (over 80% FRL), with a significant population of English language learners (20%). While the percentage of at-risk Comanche 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. Like many other schools, Comanche students have experienced significant trauma over the past few years, and the school is challenged to provide all students with the social-emotional support they need. School staff continue to focus on culture, creating meaningful relationships, and developing effective Professional Learning Communities (PLCs) to increase student performance.

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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