

Oak Park-Carpenter Elementary

10000 Nieman Road
Overland Park, KS 66214
913-993-4100

Principal: Nicole Bennett
Grades Served: K-6
KSDE Bldg #: 8824

Feeder Pattern: Indian Woods MS & SM South HS



Notable School Characteristics

- Special Education Low Incidence Centralized Program
- Comprehensive school serving students Kindergarten-6th grade
- High Staff Retention
- Strong community and family support

KSDE Building Report Card

[Oak Park- Carpenter Elementary 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.

There are always a number of challenges that should be considered when evaluating student success in a district. Some key barriers that impact Oak Park-Carpenter include, but are not limited to:

- Lack of special education funding
- High percentage of students with severe special needs
- Increased levels of students facing trauma
- Limited access to community mental health services
- Increased level of multi-generational housing

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

Shawnee Mission faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement:

- Additional administrative support through the allocation of an administrative intern to support the large number of students at Oak Park-Carpenter and our center based program needs
- Maintain low teacher/student ratio for better individualized instruction
- Additional staff members hired to meet the individual learning and SEL needs of all student such as an additional Social Worker or Behavior Specialist
- Increase salary to recruit and retain highly qualified certified and classified staff
- Increase paraeducator allocation in special education classrooms
- Increasing the number of staff allocated to our school (additional instructional aides/additional interventionists) would provide additional support of tiered instruction and intervention, as well as increase effective supervision to support behavior.
- Allocation of clerical aide

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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 a definite grade level proficiency. Such factors include:

- An increased level of social emotional challenges and needs of students due to the impact of COVID.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students.
- While assessment scores are one measure, Oak Park-Carpenter does not believe that students’ assessment scores should be the sole measure of student proficiency. We believe that multiple measures should be taken into consideration to measure student achievement, such as SEL growth, daily interactions and attendance, classroom observations, and state/nationally normed tests. We believe that looking at the whole child will help to determine their success in the future.

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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 Oak Park Carpenter Elementary students performing at or above grade level on the Math and ELA state assessments (Levels 2, 3 or 4) has remained well above state averages. While students experienced significant learning disruptions over the past few years, both Math and ELA state assessment improved in Spring 2023. Yet students have experienced significant educational and development disruptions over the past few years and challenged to provide all students with the social-emotional support they need to facilitate learning growth. Oak Park-Carpenter hosts a centralized special education low incidence program for the district, and is impacted by the failure of the state to fully fund special education.

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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