

Overland Park Elementary

8150 Santa Fe Drive
Overland Park, KS
66206
913-993-4200

Principal: Dominic Flora
Grades Served: K-6
KSDE Bldg #: 8826

Feeder Pattern:
Westridge MS & SM
West HS



Notable School Characteristics

- Incredible parent/family and community partner support and engagement
- Title I
- Comprehensive school serving students in grades K-6
- Caring For Kids KC School member and partner
- BIST implementation school
- DEIB Equity Practitioner on staff.
- DEIB Team of 7 staff members

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KSDE Building Report Card

[Overland Park Elementary Building Report Card](#)

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 Overland Park Elementary include: Difficulty, over time, in retaining, recruiting, and professionally developing classroom teachers, lack of constitutional Special Education funding, social emotional and behavioral support in the form of professional development for staff, high levels of students facing trauma, increase in enrollment of Students that do not speak English fluently.

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

Our students face a growing number of barriers to success and Overland Park Elementary continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include: need for full-time administrative intern or associate principal, increase of Special Education certified teachers to support in Special Education classrooms and meet needs of current caseloads, increasing grade level highly effective classroom teachers to create a low teacher-student ratio which provides for more individualized and personalized instruction, additional certified staffing for behavior support interventionist, focusing on maximization of learning time through preventative and responsive actions in the area of social, emotional, and behavioral health. Additional supports to address and remove the barriers include adding another social worker, increasing speech/language pathologist and school psychologist positions to full time in the building, adding a PLTW/STEM certified teacher to increase student achievement, and adding Spanish as an additional subject to aide in the validation of this increasing population of ELL students with native language of Spanish.

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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: Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students. In addition, assessment scores are just one measure. Overland Park Elementary does not believe that student assessment scores should be the sole measure of student proficiency, especially when the assessment has zero impact on their future. Additionally, 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 also makes a significant impact upon the factor of time.

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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.

Overland Park is working hard to address the unique needs of the large population of students living in poverty (50% FRL). While the percentage of Overland Park students performing at or above grade level on both ELA and Math state assessments (Levels 2, 3 or 4) exceeds statewide performance, as well as among at-risk peers, meaningful academic growth and moving all students out of Level 1 remains a priority. The building focus is on the culture, creating meaningful relationships, and developing effective Professional Learning Communities (PLCs) to increase student performance. Like many other schools, Overland Park 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 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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