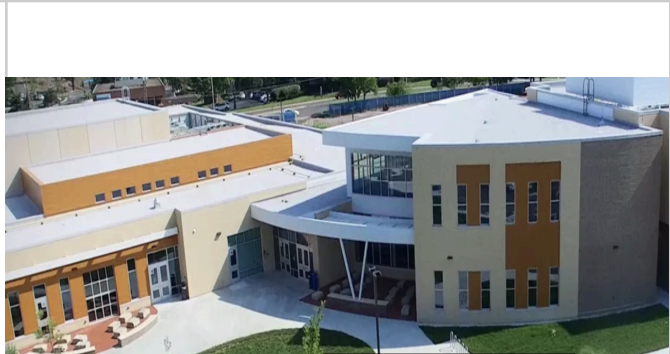


Trailwood Elementary

5101 W 95th Street
Overland Park, KS 66207
913-993-5600

Principal: Greg Lawrence
Grades Served: PreK-6
KSDE Bldg #: 8860

Feeder Pattern: Primarily Indian Woods
Middle School & Shawnee Mission South High
School / Also Indian Hills Middle School &
Shawnee Mission East High School



Notable School Characteristics

- Comprehensive school serving students in grades PreK-6
- School established in 1962
- Building reconstructed in 2017
- Strong parent engagement and supportive PTA
- Apple Distinguished School

KSDE Building Report Card

[Trailwood 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 of the key barriers that impact Trailwood include, but are not limited to: students with significant special needs, students facing trauma, students who do not speak English fluently, lack of support staff able to assist with tiered instruction.

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

Our students face a growing number of barriers to success and Trailwood continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include (in priority order): funding to retain full time social worker and instructional coach; funding to return to a full-time interventionist (currently at .5) to help support the academic needs of Tier 3 students; funding to retain a building sub; funding for an additional educational aide (currently at 1.0) to help meet the individual learning needs of all students; maintain low teacher ratio for optimal individualized instruction; more behavior support teachers at the district level to provide more timely assistance.

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 will achieve grade level proficiency. Such factors include: lack of special education funding continues to impact our ability to fully meet the needs of all students; while assessment scores are one measure, Trailwood does not

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believe that students' assessment scores should be the sole measure of student proficiency; similar to how other professionals, such as doctors, lawyers, etc. strive for and cannot ensure 100% success due to a variety of obstacles, we will continue to strive for and likely be unable to ensure 100% proficiency.

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

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- 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:

- 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 Trailwood 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 and ELA state assessments following COVID disruptions to learning. School staff continue to focus on culture, creating meaningful relationships, and developing effective Professional Learning Communities (PLCs) to increase student performance. Trailwood also remains 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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