

Oak Park-Carpenter Elementary

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

Principal: Felicia Netolicky
Grades Served: K-6
KSDE Bldg #: 8824

Feeder Pattern: Indian Woods MS & SM South HS



Notable School Characteristics

- Oak Park-Carpenter Elementary School was established in 2007 through the merger of two Shawnee Mission School District elementary schools, Oak Park Elementary and Carpenter Elementary.
- Enrollment: Consistently around 450–475 students, Grades K–6.
- Top-Ranked School: Ranked in the top 50 elementary schools in Kansas by US News, recognized for strong academics and overall school quality.
- High Staff Retention (90%+): Experienced educators who value collaboration and work to meet the needs of all students.
- Well-Rounded Curriculum: As part of the Shawnee Mission School District, Oak Park-Carpenter offers a broad academic curriculum including core subjects, social-emotional learning, and specials such as art, music, physical education, and library.
- 6th Grade Rotation Model: 6th grade students switch classes, like middle school, to build independence.
- Special Education Low-Incidence Centralized Program: Serves students with significant special education support.
- Welcoming and Inclusive Community: Every student is valued, and families, teachers, and staff work together to create a positive school culture.

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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?

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:

- **Limited Special Education Funding:** There is a lack of sufficient funding to support students with an IEP, limiting resources for their academic and developmental growth..
- **High Percentage of identified students:** Our school serves students in resource special education settings as well as one of the district's Low-Incidence Centralized Special Education Program supporting students with the most significant cognitive, adaptive, communication, social emotional, physical, or comorbid disabilities and requires specialized staff and supports.
- **Trauma and Social-Emotional Challenges:** Increased levels of trauma affect learning and engagement, as well as students demonstrating a need in executive functioning and social emotional support.
- **Limited Access to Mental Health Services:** Long wait times often place reliance on school social workers for support.
- **Changing Family Dynamics:** Rise in multi-generational households can influence routines and support.
- **Growing ELL Population:** More students need English language support.
- **Need for Tiered Interventions:** Additional support is required to address learning gaps and ensure proficiency.

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:

- **Maintain the current full-time administrative intern position:** Having a second full-time administrator strengthens Oak Park–Carpenter; a larger school that also houses the SLC program. The administrative intern provides critical support across the school. This role

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allows the building principal to focus on instructional excellence, student growth, and classroom instruction, while also supporting IEP and 504 meetings. Both administrators contribute to staff evaluations, facilitate PLCs, and help manage daily operations efficiently, ensuring that both staff and students receive the guidance and support needed to thrive.

- **Maintain the current full time Instructional Coach, Social Worker, and Interventionist positions:** to support the needs of staff, families and students.
- **Maintain the current allocation of a building substitute as well as an SLC building substitute:** to support in-house meetings, district-level curriculum cadre meetings, LETRS training, and sub coverage for classrooms during staff absences.
- **Add an Elementary counselor or Behavior specialist:** to meet the individual learning and SEL needs of all students
- **Add a 1.0 FTE educational aide:** that specializes in intervention instruction for at-risk students; this position would also provide push-in support and enhanced supervision to ensure student safety and engagement throughout the school day.
- **Increase salaries:** to recruit and retain highly qualified certified and classified staff, including paras, aides, substitutes, and custodial staff.
- **Increase the allocation of certified interventionists:** from 1.0 to 2.0 to support growing needs in both reading and math in order to close educational gaps.

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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?

Our school emphasizes growth for all students, and we are proud of the work we do. As part of this work, we set schoolwide and classroom WIGs (Wildly Important Goals) and monitor student progress through ongoing PLC conversations, data reviews, and reflective practices documented in our KESA plan. However, it is not possible to determine a precise timeline for when every student will achieve grade-level proficiency on state assessments, even with proposed budget actions. Multiple factors influence student learning trajectories, including:

- 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.
- There is an increased level of social-emotional challenges and needs, as higher levels of trauma impact learning and engagement and contribute to students requiring additional support in executive functioning and social-emotional skills.
- Ongoing issues with the lack of constitutional funding for special education continue to hinder our ability to fully meet the needs of all students.
- Oak Park–Carpenter has a high percentage of students accessing the Kansas Alternate Curriculum and Assessment (DLM), in part because we serve as a site for one of the district's SLC programs.
- Much like professionals in other demanding sectors who navigate complex constraints, we acknowledge that it is not feasible to expect every student to reach proficiency simultaneously.

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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 and efficiently, limiting central administrative costs to less than 5% of the total budget. Over the past several years, the district has risen to external challenges that have impacted our students educational experiences, with an increased focus on learning recovery, chronic absenteeism, and an enhanced need for social and emotional support.

The district has used information from needs assessments conducted at each building to make targeted staff allocations at the building level. Specific needs identified by large numbers of schools, included additional teacher allocations to maintain lower class sizes at the elementary level, providing a building substitute at each building, taking extra measures to ensure paraprofessional/teacher support in special education classrooms, and higher salaries for both certified and classified staff to strengthen retention and recruitment of employees. In addition, following a comprehensive analysis of student needs, the district continues to budget for 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 (at about 1,700 students each).

Even with the incremental restoration of state general education funding, (an increase to the base, along with a corresponding increase in the Local Option Budget) we were **not** able to add any new positions identified in individual building needs assessments across our 48 attendance centers/specialized programs (in fact we cut 19.2 FTE). Our budget situation for this year was challenging given the ongoing shortfall in Special Education funding from the State and a decline in student enrollment. Through our individual building needs assessment, our leaders identified a need for an additional 79.3 FTE that the district was unable to fund. Some positions that were unable to be funded were:

- 34 elementary counselors
- 10 Classified Special Education positions
- 5.25 Certified Special Education positions
- 5 high school instructional coaches
- 5 Interventionists
- 3 ELL Teachers

The district is maintaining the following positions in the operating funds for at least 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.
- 10 additional teachers at the secondary level to support learning recovery.
- 6 Attendance Specialists to continue our work towards curbing chronic absenteeism
- At least 1 building sub at each building in the district.

The district will continue to analyze budget funds for the 2027-28 school year, in order to determine the ability to maintain the positions listed above that were originally 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. Due to the shortfall in special education state aid, along with the uncertainty of federal funds, this recently restored capacity is tenuous.

In addition, the district will take steps to absorb cuts to state aid for professional development and teacher mentoring in order to continue support for the professional growth and retention of all teachers, with a focus on Professional Learning Communities and Response to Intervention. These types of budgetary needs to offset unfunded mandates erodes the inflationary adjustments to general education state aid. Additionally, resources will be allocated to the following items which also were identified through the needs assessment process:

- Expand implementation of iReady math resources and assessments from 6-8 to K-8.
- Continue expanding the number of LETRS trained staff (structured literacy)
- Adopt a new Learning Walkthrough platform for enhanced data collection and feedback.

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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