

Trailridge Middle School

7500 Quivira Road
Shawnee, KS 66216
913-993-1000

Principal: Matt Engler
Grades Served: 7-8
KSDE Bldg #: 8884

Feeder Pattern: Shawnee Mission Northwest



Notable School Characteristics

At Trailridge we believe that as a community, we are committed to developing responsible, resilient, and respectful learners and leaders through varied opportunities to promote academic and social growth for all. Our vision is Be The Difference. We challenge each other to be that positive difference in each other's lives.

General Information about Trailridge:

- We are a diverse learning community serving approximately 760 students.
- We have a wide range of courses to support a personalized learning experience.
- We are a supportive school community that celebrates and values the unique cultures of our students.
- We support student growth through extra-curricular activities, clubs, and athletics.
- We have a robust special education program that is home to the middle school emotional and behavioral support program for the district.

KSDE Building Report Card

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Needs Analysis

What barriers must be overcome for each student to achieve grade level proficiency on assessments?

Some of our key barriers that affect Trailridge Middle School, but are not limited to:

- Lack of full funding for Special Education which limits our ability to meet the severe needs of Special Education students.
- Incoming students who struggle with academic and behavioral skills missed/not mastered during COVID.
- We have a high level of students facing trauma and have high social/emotional needs of our students impact achievement. We are limited to only two counselors and a social worker to address those ever increasing needs. These needs are displayed emotionally, behaviorally and the ability to attend school. We also have the district social emotional resource (SER) program for all SMSD middle schools which puts a high strain on our student service team as well.
- Limited applicants for certified and classified positions has impacted our ability to recruit and retain highly qualified staff.
- Limited resources to support and serve our increasing ELL students and to engage their families.
- Reading deficiencies continue to impact overall achievement with limited staff members fully trained in LETRS, or equivalent science of reading training to address the tier 2 and 3 reading needs of our students.
- Student Council is a district supplemental for elementary and high school, but it comes out of the 12 random supplementals at the middle school level. If this were shifted to a district supplemental, then we could use the additional supplemental to greater support the building needs.
- Lack of front office secretary to support growing building needs (athletics, enrollment, etc).

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

- Add an additional secretary position to assist with registrar (enrollment) and athletics responsibilities.
- Add an additional social worker to help meet the SEL needs of our students and our SER program. This would also help us get closer to the recommended 250 students for every 1 student service member ratio.
- Fund a BIST Consultant Contract to provide consistent behavioral training to our staff in increasing consistency with responses.

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- Move the Middle School Student Council building supplemental to a district supplemental, so that we can have an additional supplemental to support building needs.
- Additional certified and classified paraeducator/aide positions to help meet the needs of our special education and ELL students.
- Add an additional Athletic Director position. The program has grown so much in size the responsibilities impact our associate principals ability to maintain other grade level duties.
- Continue with IXL license as it is being used to help address individual student needs with reading and is being implemented building wide between all middle schools. We would like the IXL reading contract to be extended.
- Continue with a building sub to maintain the ability to cover classes when sub jobs are not filled. This also allows the classes to be filled by someone the students know, that knows the building procedures and maintains consistency.

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?

It is difficult to determine the time necessary for all students to achieve grade level proficiency on state assessments. While we agree that state assessments are an important data point, Trailridge believes that this should not be the only criteria for assessing proficiency. We are dedicated to personalizing instructional plans for each of our students, as we recognize and value growth, knowing that all students learn at different rates, and in different ways. There are many factors that impact a student's ability and readiness to learn. These factors include:

- Special education students with severe needs that impact their cognitive, physical, and emotional development.
- Increased number of students experiencing and recovering from traumatic events in their home lives.
- Recovery of unmastered skills during time out of the classroom related to COVID.
- 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.

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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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