

# Diemer Elementary

Temporary Site:  
4401 W. 103rd Street  
Overland Park, KS 66207  
913-993-3100

Opening January 2023  
9600 Lamar Ave  
Overland Park, KS 66207  
913-990-3100

Principal: Britt Pumphrey  
Grades Served: preK-6  
KSDE Bldg #: 8808

Feeder Pattern: Indian Woods & Shawnee  
Mission South



## Notable School Characteristics

Comprehensive school serving students in grades preK-6

- Newly constructed building
- Talented, dedicated teacher team that is committed to ensuring high achievement for all students
- Strong community relationships
- High-functioning PTA in support of all students
- Neighborhood school
- Diverse student population

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Sec. 8. On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs-assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.

# KSDE Building Report Card

[Diemer 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.

Some of the key barriers that must be overcome at John Diemer Elementary include:

- Students facing high levels of childhood trauma
- Mental health and behavioral challenges
- Increasing number of students who are homeless or have insecure housing situations
- Increasing number of students that do not speak English fluently
- An increased number of students living in poverty
- Lack of special education funding
- Students with severe special needs
- Staffing in special education
- Lack of coverage for teacher and staff absences

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

*The following items have been listed in order of importance:*

- Continued provision of the building substitute and solutions for the provision of high quality substitutes to provide consistent staffing
- Solutions for the persistent lack of staffing in special education.
- Increased funding for hiring highly qualified staff to meet the social/emotional needs of

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students.

- Specialized staff and training to support the success of students with significant mental health and behavioral needs
- Increased salary to recruit and retain highly qualified certified and classified staff.
- Increased funding and time for professional learning communities to meet.
- Full-time staff members hired to meet the English language learning
- Increased professional development opportunities for staff

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.

Our building leadership team monitors student growth each year. In addition, staff document a variety of student success factors in our KESA plans. We monitor and emphasize growth for all students. We are proud of the work that we do, however many factors make it impossible to estimate a time that every student will achieve grade level proficiency as measured by the state assessment. Such factors include:

- Growth is measured by multiple metrics including language development, behavioral growth, attendance, as well as academic performance.
- Increasing population of students who are transient.

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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.

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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:

- 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.

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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 Diemer Elementary students performing at or above grade level on the Math and ELA state assessments (Levels 2, 3 or 4) has consistently remained above state averages. While students experienced significant learning disruptions over the past few years, both Math and ELA state assessment improved in Spring 2023. The building goals remain focused on culture, creating meaningful relationships, and developing effective Professional Learning Communities (PLCs) to increase student performance. Like many other schools, Diemer 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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