Crestview Elementary

6101 Craig
Merriam, KS 66202
913-993-3000

Principal: Jenna LaPenta
Grades Served: preK-6
KSDE Bldg #: 8796

Feeder Pattern: Hocker Grove MS & SM North HS

Notable School Characteristics

- Title I
- Comprehensive school serving students in grades kindergarten-6th grade including Unified pre-kindergarten
- 2021 KSDE Challenge Award Winner
- Diverse population with English Language Learner supports
- Serves parochial schools with speech language needs
- Strategic intervention response to academic and social emotional needs from highly qualified staff
- Focus on strong community relationships to support student and staff success
- Newly constructed building in 2017

KSDE Building Report Card

Crestview Elementary Building Report Card

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.
Needs Analysis

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

Crestview Elementary’s teachers, staff, students, and families face a number of barriers that impede on ensuring grade level proficiencies on assessments. Approximately 50-60% of our students live in poverty. Additional barriers for Crestview Elementary include:

- Increased levels of homeless students and families in foster care
- High levels of students facing trauma
- Limited access to community health services and mental health services
- Limited access to quality PreK programs
- Students that are not English language proficient
- Students with severe special needs
- Lack of special education funding
- Social emotional needs and behaviors causing disruptions to the general education environment

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

Our students face a growing number of barriers and Crestview Elementary continually works to support the growing needs of our students. Current budget constraints impact our ability to successfully remove barriers for our students. Budget actions to address and remove these barriers include:

- Increased salary to recruit and retain highly qualified certified and classified staff
- Increase funding for special education
- Prioritize low teacher student ratio for effective individualized and targeted instruction. The ESSER funding enabled this action to be implemented and has had a significant positive impact in multiple ways.
- Additional staff members, such as an additional social worker, ELL specialist, math specialist, and reading specialist hired and trained to meet the individual learning and SEL needs of all students.
- Increased funding and time for Professional Learning Communities to focus on increasing student achievement.
- Offering free breakfast, lunch, and transportation to all students would remove uncertainties for our students that distract from their academic goals and achievement.

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.
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?

While our board of education, administration, teachers and staff consistently use best practices 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. Crestview Elementary emphasizes academic and social emotional growth for all students in order to increase student achievement. 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 constitutional funding for special education continues to impact our ability to fully meet the needs of all students.
- Ever-changing and transient population of students bringing a varying degree of abilities, disabilities, language development, exposure, trauma, and which preclude us from being able to guarantee a date when all students will meet a singular level of proficiency.
- Until we start analyzing multiple data measures for all students we will not have an accurate understanding of student proficiency and growth over time. While state assessment scores are one measure, Crestview believes these scores should not be the sole measure of student proficiency.

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.
Board Rationale/Comments

The Shawnee Mission School District faces challenging budget needs given the commitment to meeting aspirational state and district education goals for every student. The district continues to work to limit central administrative costs to less than 5% of the total budget. Following an analysis of student needs, the district has worked 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 following positions have been added to support buildings to better meet the needs of our 26,440 students: two (2) assistant principal positions at our larger middle schools; three (3) intervention specialists; two (2) Special Education instructional coaches; two (2) ELL teachers; six (6) additional teaching positions and thirty (30) paraprofessional positions. The district will continue to analyze budget funds for the 2024-25 school year, in order to determine the ability to maintain the following positions 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.

In addition, the district has increased professional learning opportunities for all teachers, including hosting a major conference on Professional Learning Communities and sending large numbers of staff to a conference on 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.

Crestview is working hard to address the needs inherent in being a Title I building, serving a large population of students living in poverty and a high number of English language learners (19%). Beating the odds, the percentage of Crestview students performing at or above grade level on the ELA and Math state assessments (Levels 2, 3 or 4) is above the state average for all students. Both ELA and Math assessments recovered markedly in Spring 2022 following a 2021 COVID decline. Like many other schools, Crestview 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.

Our routine use of multiple measures to assess student growth, school climate and equitable practices will serve to inform the best use of finite resources looking ahead.