Lenexa Hills Elementary

8650 Haven Street
Lenexa, KS 66219
913-993-5700

Principal: Mike Brewer
Grades Served: preK-6
KSDE Bldg #: 8805

Feeder Pattern: Westridge MS & SM West HS

Notable School Characteristics

- Located near a rapidly growing area in western Lenexa, Kansas
- Flexible learning spaces located throughout the school
- Newly updated spaces for broadcasting, 3-D printing, and indoor vertical gardens
- A nature trail and 16 outdoor gardens have helped increase student engagement
- Comprehensive elementary school serving pre-K through 6th grade students
- Home to the District’s Active Learning Classroom (ALC) Program
- Home to the Lenexa Hills Lions where students ROAR everyday!
  (Respectful, Open-minded, Always kind and Responsible)

KSDE Building Report Card

Lenexa Hills 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?

There are many factors that come into play when looking at student performance trends at any particular school. Some of the barriers that we have identified at Lenexa Hills include the following:

- We have an increasing number of our students who come to us with significant levels of need, including trauma, special learning needs, and mental health concerns.
- We continue to experience a challenge in filling some of our job vacancies, which puts added pressure on the Lenexa Hills’ Team and makes it difficult to meet the unique needs of our at-risk learners.
- We have many apartment complexes in our attendance area which causes us to have a fairly transient student population.

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

- It would be helpful if we could find ways to attract and retain staff, especially in the areas that are difficult to fill such as special education and support positions.
- Additional funding for social workers, special education, and trauma-informed services would be helpful in meeting some of the significant needs of our at-risk learners.
- Lowering class sizes would help us increase the level of differentiation that is possible in the classroom.

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 how much time it will take to implement school improvement plans for any particular school since there are many unique and unpredictable factors involved. We are making steady progress in getting an increasing number of students to perform at grade level. It is our hope to have 80 percent of our students at a level 4 or 5 within 3 years.

It would be wonderful to have 100 percent of our students at grade level within 5 years, unfortunately, there will likely be a number of students who come to us who are scoring well below grade level and/or

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students who fail to make the progress we are hoping for, but we will always strive to help all our students achieve at the highest level possible so they can experience success in school, and in life!

Although the state assessment is an important measure, we believe that the measure of student success should be measured by more than just one assessment score. There are many ways students can show us that they are “smart” and are ready for their next step in their life and learning journey—the state assessment is just one of those measures.

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.

The percentage of Lenexa Hills students performing at or above grade level on the ELA and Math state assessments (Levels 2, 3 or 4) remained above the state average in Spring 2022. While students have experienced significant educational and development disruptions over the past few years, state

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assessment performance reflected minimal academic decline. 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.

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