Indian Hills Middle School

6400 Mission Road
Prairie Village, KS 66208
913-993-0400

Principal: Blake Revelle
Grades Served: 7-8
KSDE Bldg #: 8874

Feeder Pattern:
Shawnee Mission East High School

Notable School Characteristics

School Mission:
1. We are a collaborative community that engages, empowers, and excites our learners to achieve at high levels now and always.

Awards:
1. Multi-Year U.S. News and World Report Top 10 Middle School in Kansas
2. National Parent Teacher Association (PTA) School of Excellence
3. Multi-Year Kansas Association of Middle School Administrators (KAMSA) Middle School of the Year Finalist
4. 2020: #1 in state of Kansas for Xello usage (100% of students with individual plans of study)

General Information:
1. Shawnee Mission East feeder middle school
2. Top-achieving middle school in the Shawnee Mission School District
3. Provides comprehensive education for grades 7 and 8 in the areas of English language arts, math, science, social studies and a variety of career pathway oriented elective courses
4. School and community-based clubs and activities and service organizations
5. School-based athletic programming

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KSDE Building Report Card

Indian Hills Middle School Building Report Card

Needs Analysis

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

- Ongoing special education training and development for resource-based and center-based special educators.
- Guaranteed systemic middle level English language learner (ELL) teachers and supports
  - 2021-22 school year, IHMS had 0.0 allocated full time employees (FTE) for ELL support.
  - 2020-21 school year, IHMS had 0.2 allocated FTE for ELL support
  - 2019-20 school year, IHMS had 0.2 allocated FTE for ELL support
- Guaranteed systemic middle level social emotional learning (SEL) curriculum, resource, training, and implementation. (e.g. Second Step, Panorama, PBIS, BIST).
  - Additional supports, personnel
- Continued prioritization of a 5:7 teaching model allowing teacher teams to plan and implement response to intervention (RTI) for each student.
- Middle school proficiency scales for all curricular area
- Significantly more (at least 3 days) district and building-level professional development time built into the annual district professional learning calendar.
- More student services and administrative support at the building level.
  - The Indian Hills student to administrative, and student to counseling ratio is 450:1. The national average is 415:1 and the American School Counselor Association (ASCA) recommends a 250:1 ratio.
- Alternative educational programming for middle and high school students

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

- Continued budget allocation for a 5:7 teaching model at the secondary level
- Fully funded SPED and ELL programming and resources
- One dedicated reading, and one dedicated math interventionist

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- One additional SPED case manager
- One additional counselor
- Opening an alternative middle school option for students

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 the symbolic importance of each child (100%) achieving grade-level proficiency on state assessments should continue to be the stated goal, there will likely never be 100% of our students, for 100% of the school years ahead of us, achieving grade level proficiency on state assessments. With that said, we should see significant growth in each student’s proficiency and a significant reduction in each student’s achievement gaps when we measure achievement data over a two to three year period.

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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.

Indian Hills is at the forefront of SMSD middle schools in terms of creating individual plans of study, as demonstrated by Xello usage. Indian Hills would benefit from SMSD continuing to make progress toward the ASCA recommended ratio of one school counselor for every 250 students. SMSD’s investments in middle school soccer and football programs should be well-received by the engaged student body at Indian Hills. SMSD middle schools have recently implemented a late-start on Thursday, which allows our educators additional time for professional development, particularly for Professional Learning Communities (PLCs), which should support Indian Hills educators in addressing the unique needs of their student body.

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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