Horizons

5900 Lamar
Mission, KS 66202
913-993-9500

Principal: Mike Isaacsen
Grades Served: 9-12

Feeder Pattern: Districtwide

Notable School Characteristics

- Alternative high school, serving at-risk students in grades 9-12
- Offers smaller class sizes and greater flexibility in scheduling and support for students to be able to meet graduation requirements

SM Horizons follows district curriculum while employing creative and alternative methods that are provided with clear and consistent expectations. Staff will work with students to strive for academic and personal successes, address individual needs and develop productive attitudes and habits.

KSDE Building Report Card

N/A - Student accountability records are assigned to each student’s home high school

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Needs Analysis

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

- Our teachers, students and families face a number of challenges in ensuring student proficiency on assessments. Some of those challenges for include:
  - Adequate funding of special education
  - Adequate community resources such as support for mental health needs, affordable healthcare, and affordable housing and transportation.
  - Large class sizes in the home schools, impacting the ability to provide individualized instruction

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

- Full funding of special education at the state level would allow for increased support of students with disabilities accessing specialized career & technical education coursework giving relevance to their core academic coursework and leading to increased student achievement.
- Increased funding to offer specialized coursework that has lower enrollment than typical class sections, with sufficient time for staff to receive the training needed for supporting at-risk youth.

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 not possible to predict the amount of time needed for all students to reach proficiency due to the number of variables in play.
- State assessment scores are just one measure of student proficiency. We do not believe that state assessment scores should be the sole measure of student proficiency or success.
- We recommend an increased focus on student growth measures and workplace skill assessments.

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SHAWNEE MISSION
SCHOOL DISTRICT

School Needs Assessment for 2023-2024
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.

Full funding of special education would be a substantial support to a school like Horizons. Adequately serving students with alternative learning and social-emotional needs requires a significant investment in professional staffing and appropriate curriculum. This budget includes two additional Special Education instructional coaches, which should support growth at Horizons and similar schools.

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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