Shawnee Mission Northwest High School

12701 W. 67th Street
Shawnee, KS 66216
913-993-7200

Principal: Lisa Gruman
Grades Served: 9-12
KSDE Bldg #: 8890

Feeder Pattern: Broken Arrow, Mill Creek, Ray Marsh, Rhein Benninghoven, Shawano Elementary Schools, Trailridge MS and SM Northwest HS

Notable School Characteristics

- Comprehensive high school serving students in grades 9 through 12
- Recognized as a Blue Ribbon School in 2001
- International Baccalaureate school since 2008
- College credit opportunities for students including twenty Advanced Placement course offerings and comparable concurrent enrollment options with neighboring colleges, in addition to our International Baccalaureate diploma and certificate programs
- Compete in the Sunflower 6A League, the largest classification in Kansas.
- Focus on the learning and growth of each individual student with a variety of programs in place to ensure ALL of our students are college and career ready with the interpersonal skills for life success.
- Center-based programs

KSDE Building Report Card

Shawnee Mission Northwest 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?

A strength of Northwest is our community of teachers, students and families who each contribute a valued perspective within our classrooms and/or activities. While we learn and grow from one another as we share our gifts and talents, we must also acknowledge that we face a number of challenges in ensuring students achieve grade level proficiency on assessments. Some of those challenges for Shawnee Mission Northwest include:

- Students with specialized and individualized education needs, including serving as a center-based program for SMUSD for students with emotional and behavioral support needs.
- Wide range of skills within our student population and meeting the needs of students transitioning from other school systems.
- Students learning English as a second language face a broader skill gap to attain grade level proficiency at the high school level. Grade level proficiency on the KAP for ELA requires they build eleven years of skills after as few as two years of education within our school. Many of our students in our ELL program are students with limited and interrupted formal education experiences. Some students have not been in school since early elementary grades.
- Many students have a history of trauma. Trauma impacts students from all socioeconomic and racial or ethnic backgrounds. Supporting students affected by trauma requires specialized training for staff and skilled support from social workers, counselors, and administrators. Progress is most effective when partnering with community organizations to provide a continuum of social-emotional support, yet those services are often understaffed or under-supported to meet all needs.
- Lack of or limited access to community health services and mental health services to provide necessary care for students to be ready to engage in academic studies.
- Difficulty in retaining and attracting highly qualified teachers and counselors. Due to the complex nature of educating the whole student, our teachers and counselors at the high school level provide challenging academic experiences while serving as trusted adults to support social and emotional needs. They serve many roles and meet the needs of so many diverse students, often at the expense of their own self-care and/or personal budget.
- Difficulty attracting staff in roles such as paraprofessionals who provide integral support in building students skills and confidence. Given the changing labor market, fully funding our special education budget would allow our district to provide competitive wages appropriate to

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attract and retain highly qualified individuals in these roles.

- Students may struggle to recognize the value of one assessment at a given moment in time rather than a comprehensive assessment plan.

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

Given an appropriate level of funding for both general education and special education, there are a number of budget actions Shawnee Mission Northwest could take to remove some barriers. Some of them include:

- Fully fund special education including increasing paraeducator and teacher support in special education classrooms.
- Maintain math staff from ESSER funds to continue to address learning loss among all students and opportunity gaps reflected in our data among identified student groups.
- Increasing salaries of teachers and support staff to retain and attract high quality teachers.
- Maintain low teacher-student ratio to provide for highly effective individualized instruction
- Funding to provide more intensive social emotional supports both within schools and throughout community services.
- Funding community outreach programs to engage families and support the variety of needs in our community.
- Increased funding and time for teacher teams to meet within our Professional Learning Communities to deeply explore student achievement data and determine appropriate, researched based interventions for students identified as below grade level proficiency.
- Additional substitute teachers including building substitutes to ensure quality instruction when staff need to be absent.
- Additional staff members hired to meet the individual learning and SEL needs of all students - including staff with expertise in trauma-informed care.

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?

The staff at Shawnee Mission Northwest is committed to continuous professional growth and learning as we strive to improve how we serve our students and our community. We are building systems of support for our students through our Response to Intervention efforts and will continue to work together as a Professional Learning Community to focus on student achievement. Our work focuses on a variety of assessments and data, both internal and external, to determine student growth and progress. As an International Baccalaureate school, we recognize the value of both curriculum based authentic

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assessment in addition to the external assessments. A comprehensive profile of the student’s individual growth, both academic and social-emotional, is most beneficial to inform our work. As we monitor our students’ growth, we learn more about the daily changes many of them face. These factors such as trauma, mental or physical health needs, external circumstances that impact their attendance, have a direct impact on student achievement. The issues impacting our students at the high school level developed over several years and will need consistent, dedicated funding and services to support. This would include a dedicated and consistent commitment to funding building staff at a level to ensure retention and balanced workload. Mitigating these factors requires concerted resources beyond what is currently available. One primary example is the need to fully fund special education to provide students the necessary support to thrive and close that opportunity gap. Given adequate resources with long-term funding to support our students, our goal would be to decrease the percent of students scoring at level one by 3% per year.

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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.

Shawnee Mission Northwest high school has an impressive academic track record and involved student body. The school reports struggling to support students with specialized learning needs, such as English Language Learners or students with special education needs. This budget focuses additional resources through two additional ELL teachers and two special education instructional coaches. SMSD has recently revised the salary schedule for classified staff in hopes of supporting recruitment and retention of paraprofessionals.

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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