Shawnee Mission South High School

5800 W. 107th Street
Overland Park, KS 66207
913-993-7500

Principal: Dr. Todd Dain
Grades Served: 9-12
KSDE Bldg #: 8892

Feeder Pattern:
- Brookridge Elementary School
- Brookwood Elementary School
- John Diemer Elementary School
- Oak Park-Carpenter Elementary School
- Rosehill Elementary School
- Trailwood Elementary School
- Indian Woods Middle School

Notable School Characteristics

- Established 1966
- Comprehensive school serving students in grades 9-12
- AP Capstone School; AP scores consistently highest in the area; Overall AP Participation Rate 33% with 22% Free-Reduced AP enrollment; 78 AP Scholars in 2022.
- Diverse Population: Demographics - 33% Minority, 27% Economically Disadvantaged, 10% English Language Learners; 16% Students with Special needs
- 61 KSHSAA State Championships
- Academic Decathlon State Champions 23 out of the last 25 years
- 92.4% Graduation Rate
- Host for District Post-High School Special Education Program
- Notable Alumni: Rob Riggle; David Dastmalchian; Rodney Peete; Tom Kane
KSDE Building Report Card

Shawnee Mission South Building Report Card

Needs Analysis

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

Our South teachers, students and families face a number of challenges in ensuring student proficiencts on assessments. Some of those challenges for South High include:

- Increased rates of student truancy and chronic absenteeism
- Increased population of transient students
- Students who do not speak English fluently
- Students arrive with below-grade level literacy skills
- Students with severe special needs
- Unfunded special education needs
- Increased number of students facing trauma
- Growing percentage of students living in poverty
- Increased levels of homeless students and families in foster care

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

Our students face a growing number of barriers to success and South High continually works to support them. Current budget constraints that impact our ability to successful remove barriers for our students include:

- Increase salary to recruit and retain highly qualified certified and classified staff
- Retain ESSER funded staffing positions with priority listed below:
  - Math teacher
  - RWL Counselor
  - Building substitute
- Hire additional staff members to meet the individual learning and SEL needs of all students - classroom teachers, counselors, social workers, paraeducators, teacher aides, maintenance and custodial staff
- Increase paraeducator and teacher support in special education classrooms
- Increase resources (funding, time, leadership) for PLCs to develop interventions for students in need

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.
• Increase funding to expand extended school year and summer school programming for students.
• Maintain low teacher:student ratio for increased individualized instruction
• Provide additional resources to employ substitute teachers including building substitutes
• Increase funding to support capital improvements to the building/campus that was established in 1966.

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 classified staff work tirelessly 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. Some of those include:
• Ever-changing population of students bringing a varying degree of cognitive abilities and disabilities which preclude us from being able to guarantee a date when all students will meet a singular level of proficiency.
• Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students.
• While assessment scores are one measure, (school name) does not believe that students’ assessment scores should be the sole measure of student proficiency, especially when the assessment has zero impact on their future.
• Similar to how other professionals, such as doctors, lawyers, etc. cannot ensure 100% success due to a variety of obstacles, we will likely be unable to achieve 100% proficiency.
• An increased level of social-emotional challenges and needs of students due to the impact of COVID.

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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.

Shawnee Mission South is home to the SMSD Post-High program, which focuses on the needs of special education students through the district who are post-secondary. Fully funded special education would allow for an enhanced investment in programs like Post-High. SMSD has recently revised the salary schedule for classified employees, which will hopefully support recruitment and retention at South 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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