

Crestview Elementary

6101 Craig St.
Merriam, KS 66202
913-993-3000

Principal: Jenna LaPenta
Grades Served: preK-6
KSDE Bldg #: 8796

Feeder Pattern: Hocker Grove MS & SM North HS



Notable School Characteristics

- Title I
- Comprehensive school serving students in grades kindergarten-6th grade including Unified pre-kindergarten
- 2021 KSDE Challenge Award Winner
- Diverse population with a growing community of English Language Learners
- Serves parochial schools with speech language needs
- Strategic intervention response to academic and social emotional needs from highly qualified staff
- Focus on strong community relationships to support student and staff success
- Newly constructed building in 2017

KSDE Building Report Card

[Crestview Elementary Building Report Card](#)

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Needs Analysis

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

*Grade level proficiency is defined by state law as scoring “above level 2” on state assessments, yet actual grade level performance is most closely related to state assessment scores above level 1.

Crestview Elementary’s teachers, staff, students, and families face a number of barriers that impede on ensuring grade level proficiencies on assessments. Approximately 60% of our students live in poverty. Additional barriers for Crestview Elementary include:

- Increased levels of students that are not English language proficient
- Increased levels of homeless students and families
- Increased levels of students placed with foster families
- Transient population of students
- High levels of students and families facing trauma
- Limited access to community health services and mental health services
- Limited access to quality PreK programs
- Students with severe special needs
- Lack of special education funding
- Social emotional needs and behaviors causing disruptions to the general education environment

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

Our students face a growing number of barriers and Crestview Elementary continually works to support the growing needs of our students. Current budget constraints impact our ability to successfully remove barriers for our students. Budget actions to address and remove these barriers include:

- Increasing the allocation of English Language Learner certified teaching staff to meet the needs of our growing community of English Language Learner students
- Prioritizing low teacher student ratio for effective individualized and targeted instruction
 - The ESSER funding enabled this action to be implemented in the 2022-2023 school year and has had a significant positive impact in multiple ways. ESSER funding will not be available for the 2023-2024 school year for this purpose.
- Increasing allocation of certified math and reading interventionist staff hired and trained to meet the individual needs of students who lack foundational skills and knowledge
- Increasing the allocation for the hiring and training of additional special education certified staff
- Increasing the allocation for the hiring and training of additional support for social emotional skills
- Increasing salary to recruit and retain highly qualified certified and classified staff
- Increasing funding and time for Professional Learning Communities to focus on increasing student achievement
- Offering free breakfast, lunch, and transportation to all students would remove uncertainties for our

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- students that distract from their academic goals and achievement
- Increasing administrative support through the allocation of an administrative intern

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?

*Again, state law defines grade level proficiency as scoring “above level 2” while actual grade level performance is most closely related to scores above level 1 on state assessments.

While our board of education, administration, teachers and staff consistently use best practices 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. Crestview Elementary emphasizes academic and social emotional growth for all students in order to increase student achievement. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve grade level proficiency. Such factors include:

- Lack of constitutional funding for special education continues to impact our ability to fully meet the needs of all students.
- Ever-changing and transient population of students bringing a varying degree of abilities, disabilities, language acquisition and development, exposure, trauma, and which preclude us from being able to guarantee a date when all students will meet a singular level of proficiency.
- Until we start analyzing multiple data measures for all students we will not have an accurate understanding of student proficiency and growth over time. While state assessment scores are one measure, Crestview believes these scores should not be the sole measure of student proficiency.

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Board Rationale/Comments

The Shawnee Mission School District maintains focus on its commitment to meeting aspirational state and district education goals for every student. The district continues to budget conservatively, working to limit central administrative costs to less than 5% of the total budget. Over the past several years, the district has focused on responding to challenges caused by the COVID-19 pandemic, including learning recovery, an increase in chronic absenteeism, and an enhanced need for social and emotional support for students.

The district has used information from needs assessments conducted at each building to make focused staff allocations at the building level. These include specific needs identified by large numbers of schools, including additional teacher allocations to maintain lower class sizes at the elementary level, providing a building substitute at each building, increased paraprofessional/teacher support in special education classrooms, and higher salaries for both certified and classified staff. In addition, following a comprehensive analysis of student needs, the district continues 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 district was able to use additional state funding, (including an increase in the at-risk weighting and an increase to the base, along with a corresponding increase in the Local Option Budget) to add positions identified in individual building needs assessments across our 48 attendance centers/specialized programs. These positions include the following:

- 10 special education teachers, 5.25 para-educators, an autism coach, 2 speech language pathologists, an occupational therapist, 2 school psychologists, and 2 special education coordinators.
- 5 elementary interventionists
- An additional instructional coach for Horizons and for Early childhood
- 4 ELL teachers
- A teacher on assignment
- 3 floating nurses and
- 2 administrative interns

The district is also maintaining the following positions in the operating funds at least for one more year:

- Elementary class size will remain at 22 for Kindergarten through 2nd grade and 25 for 3rd through 6th grades.

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- Ten additional teachers at the secondary level to support learning recovery.
- At least one building sub at each building in the district.

The district will continue to analyze budget funds for the 2024-25 school year, in order to determine the ability to maintain the positions listed above 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.

Crestview is working hard to address the needs inherent in being a Title I building, serving a large population of students living in poverty (60%) and a number of English language learners (11%). Yet, the percentage of Crestview Elementary students performing at or above grade level on the Math and ELA state assessments (Levels 2, 3 or 4) has consistently remained above state averages. While students experienced significant learning disruptions over the past few years, both Math and ELA state assessment improved in Spring 2023. Like many other schools, Crestview students have experienced significant trauma over the past few years, and the school is challenged to provide all students with the social-emotional support they need to facilitate learning growth.

In addition, the district will continue to support increased professional learning opportunities for all teachers, with a focus on Professional Learning Communities and 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.

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