

Westwood View Elementary

4935 Belinder Ave
Westwood, KS 66205
913-993-5800

Principal: Kathy Keith
Grades Served: K-6
KSDE Bldg #: 8864

Feeder Pattern: Indian Hills MS & SME HS



Notable School Characteristics

- We provide each student a diverse education in a safe supportive environment that promotes self-discipline, motivation and excellence in learning.
- Currently serving slightly over 300 students in 5 different municipalities; Westwood, Westwood Hills, Mission Woods and a portion of the cities of Fairway and Mission Hills.
- Our ongoing emphasis for our school is to provide all students with real world learning opportunities by utilizing the integration of technology to its fullest potential.
- We are a community centered, family-oriented school in which both academics and personal growth are emphasized.
- We have a newly built, state of the art building facility with two outdoor classrooms and many collaborative spaces to maximize student learning.
- We have three designated, state of the art Makerspaces. Makerspaces foster innovation through hands-on experimentation. Students have the opportunity to be creative and apply personalized learning strategies.
- Our playground is state of the art, with a turf soccer field to support our community's interest. Our goal is to create a sense of community by building on the interest and strengths of our students.

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KSDE Building Report Card

[Westwood View Elementary Building Report Card](#)

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.

Some of the key barriers that must be overcome at Westwood View include:

- Teachers’ need for curriculum support and building a collaborative learning environment is a need. A full-time instructional coach, focusing on building professional learning environments would support the barrier by supporting this need.
- Focusing on closing the gap between special education students and general education students is a barrier. The need for more specialized intervention instruction and support staff would support this need.
- Providing coverage for classrooms is a challenge with limited availability. A building substitute would increase student learning and give stability to the school culture. A full time substitute for the building would support this need.
- Building Strong relationships,with COVID, relationships were affected with on-line learning. Supporting a SEL curriculum, a full-time social worker and full time counselor to focus on rebuilding strong relationships with students, teachers and parents.
- Small class sizes of K-2 22 and 3-6 24 would remove barriers that limit access to instruction.

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

At Westwood view, our students face an increasing number of barriers to success and we continually work to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

- Increased funding and time for PLCs to meet, supporting a full time Instructional Coach to continue to build a collaborative learning environment.
- Support funding to keep and retain quality full time para support, and interventionist to support closing the gaps between special education and general education.
- Increase funding for full time building substitute.
- Additional staff members hired to meet the individual learning and social emotional learning needs of all students; to continue to support a full time social worker and additional funds to support a district funded full time counselor.
- Increase funding to support small class sizes.

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.

Many factors come into play that makes us unable to determine when all students will reach grade level proficiency on state assessments. These factors include:

- Lack of constitutional funding of special education continues to impact our ability to full meet the needs of all students.
- An increased level of social emotional challenges and needs of students due to the impact of COVID.
- Lack of funding for additional staff; Instructional Coach, Building Substitute and small class sizes.

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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:

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

The percentage of Westwood students performing at College and Career Ready (Levels 2, 3 or 4) on ELA and Math state assessments remains significantly above the state's average, with improvement in 2023 Math and ELA state assessments following COVID disruptions to learning. School staff continue to focus on culture, creating meaningful relationships, and developing effective Professional Learning Communities (PLCs) to increase student performance. Westwood View staff are also committed to the challenge of providing all students with the social-emotional support they need.

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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