

Indian Hills Middle School

6400 Mission Road
Prairie Village, KS 66208
913-993-0400

Principal: Blake Revelle
Grades Served: 7-8
KSDE Bldg #: 8874

Feeder Pattern:
Shawnee Mission East High School



Notable School Characteristics

School Mission:

1. We are a collaborative community that engages, empowers, and excites our learners to achieve at high levels now and always.

Achievements & Awards:

1. Multi-Year U.S. News and World Report Top 10 Middle School in Kansas
2. National Parent Teacher Association (PTA) School of Excellence
3. Multi-Year Kansas Association of Middle School Administrators (KAMSA) Middle School of the Year Finalist
4. Spring 2023: State Assessment Results:
 - a. **Math - Grade 7:**
 - i. 61% of our students scored level 3 and 4. This is 22% more level 3 and 4 scores than district average and 32% more than state average.
 - ii. 7% of our students scored level 1. This is 11% less level 1 scores than district average and 17% less than state average.
 - b. **Math - Grade 8:**
 - i. 53% of our students scored level 3 and 4. This is 21% more level 3 and 4 scores than district average and 29% more than state average.
 - ii. 19% of our students scored level 1. This is 19% less level 1 scores than district average and 27% less than state average.

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- c. **Reading - Grade 7:**
 - i. 62% of our students scored level 3 and 4. This is 19% more level 3 and 4 scores than district average and 29% more than state average.
 - ii. 16% of our students scored level 1. This is 12% less level 1 scores than district average and 20% less than state average.
- d. **Reading - Grade 8:**
 - i. 46% of our students scored level 3 and 4. This is 15% more level 3 and 4 scores than district average and 24% more than state average.
 - ii. 10% of our students scored level 1. This is 18% less level 1 scores than district average and 26% less than state average.
- 5. Spring 2023 MAP Testing Results:
 - a. Top reading and math proficiency scores in the Shawnee Mission School District
- 6. 2020: #1 in state of Kansas for Xello usage (100% of students with individual plans of study)

General Information:

- 1. Shawnee Mission East feeder middle school
- 2. Top-achieving middle school in the Shawnee Mission School District
- 3. Provides comprehensive education for grades 7 and 8 in the areas of English language arts, math, science, social studies and a variety of career pathway oriented elective courses
- 4. School and community-based [clubs and activities and service organizations](#)
- 5. School-based [athletic programming](#)

KSDE Building Report Card

[Indian Hills Middle School 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.

In our annual needs assessment, IH has systematically identified areas - based on relevant student achievement data - that support the district’s strategic plan, our building’s vision and mission, and that readily help us overcome the barriers necessary for each student to achieve grade level proficiency on

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assessments. Barriers and needs have been grouped into the headings found below and correlate to the actions found in the proposed budget actions:

Unique Learners and Supports Barriers:

- Our unique learners consistently score lower on state and standardized assessments than their typical peers. Barriers/needs in this area include:
 - Continued special education training and development for resource-based and center-based special educators.
 - Lack of ELL support (0.0 FTE allocated at IHMS).
 - Additional FTE allocation for SPED and ELL at IHMS.
 - Shallow pool of quality special education candidates and staffing (certified and classified).
 - Inadequate space for SPED staffing to host meetings, testing/pull-out groups, make confidential phone calls, etc.

Student Services and Supports Barriers:

- Our district and building have made stated commitments and have created goals to support the holistic needs of each student. Barriers/needs in this area include:
 - Guaranteed systemic middle level social emotional learning (SEL) curriculum, resource, training, and implementation. (e.g. Second Step, Panorama, PBIS, BIST).
 - Additional behavioral health and student services personnel and training to work with the significant and discrepant physical, mental, and social/emotional issues that have become increasingly present in our students post-pandemic.
 - Clerical work and record-keeping encumbering the time of our student services team members.

Organizational Framework Barriers:

- Our organizational framework has improved throughout the last decade. Continued barriers/needs in this area include:
 - 6th grade to 7th grade transition issues.
 - Cumbersome and non-intuitive data reporting, mining, and/or available tools for teacher teams and building.
 - Better 2nd semester student surveying options post-KS bill adoption (KCTC and Panorama).

Curriculum & Instruction:

- Our curriculum and instruction has taken steps forward post-pandemic. Continued barriers/needs in this area include:
 - Middle school standard proficiency scales for all curricular areas.

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- Pocketed gaps in prerequisite knowledge and/or training on high impact teaching methodology and practice.
- Limited building-dedicated professional development time.
- Unified teaching and learning practices (our SMSD Instructional Playbook aimed at this previously, but has not been reinforced and/or implemented with fidelity).
- Improved and consistent literacy instruction across all content areas.

Non-Assessment Related Areas:

Although the purpose of this needs assessment is closely aligned with proficiency on state assessments, we believe that positive school culture has an imperative part to play in holistic student development. The area below has a greater impact on school culture and functionality than it does on assessment scores, but the following area indirectly supports student learning and achievement and are worth noting in this needs assessment.

Co/Extra-Curricular Activities:

The SMSD has both supported existing co-curricular and extracurricular programming and added to these co/extracurricular activities and athletic offerings throughout the past decade. Continued barriers and needs in these areas include:

- Adequate middle school facilities to host sports events.
- Additional storage lockers or areas for band/orchestra instruments currently taking space in practice rooms.
- Additional supplemental or stipends to support the club and activity offerings at IHMS.

Facilities:

Despite the 2020 bond upgrades to both facilities and furniture that our school is about to go through in the summer of 2024, barriers and needs that remain in this area include:

- Adequate storage space for a building our size is needed with the addition of multiple team sports.
- A larger cafeteria is needed for a building our size.
- Student services offices are inadequately designed and require overhaul.
- The IH front office needs to be reoriented to separate our community-oriented front from our school/student/business oriented back due to student privacy consideration
- Additional camera coverage in stairwells and in problematic interior/exterior areas.

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

Unique Learners and Supports:

- Fully funded SPED and ELL programming and resources.
- Higher paying classified positions starting at \$20/hr.
- One dedicated reading and math interventionist.

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- One additional SPED case manager
- Continued special education training and development for resource-based and center-based special educators.
 - *Note: Required monthly SPED trainings on Tuesday mornings during the 2022-23 school year started this work. Continued and ongoing work in this area is imperative.*
- Guaranteed systemic middle level English language learner (ELL) teachers and supports:
 - 2022-23 school year, IHMS had 0.0 allocated full time employees (FTE) for ELL support.
 - 2021-22 school year, IHMS had 0.0 allocated full time employees (FTE) for ELL support.
 - 2020-21 school year, IHMS had 0.2 allocated FTE for ELL support.
 - 2019-20 school year, IHMS had 0.2 allocated FTE for ELL support.

Student Services and Supports:

- One additional aide position to assist with clerical responsibilities of both athletics and student services (1 position split between both responsibilities).
- Guaranteed systemic middle level social emotional learning (SEL) curriculum, resource, training, and implementation. (e.g. Character Strong, Second Step, Panorama, PBIS, BIST).
- Second semester student surveying options since current 2nd semester responses are too low to provide valid SEL growth data.
- Additional behavioral health and student service supports to work with the significant and discrepant physical, mental, and social/emotional issues that have become increasingly present post-pandemic:
 - The Indian Hills student to counseling ratio is 430:1. The national average is 415:1 and the American School Counselor Association ([ASCA](#)) recommends a 250:1 ratio.
- Alternative educational programming options for middle school students are inadequate comparative to the discrepant needs that present themselves at the middle level.

Organizational Framework:

- Continued budget allocation for a 5:7 teaching model at the secondary level
 - *Note: SMSD secondary 5:7 teaching model has been implemented since the 2021-22 school year. Continued budget allocation for this framework is imperative.*
- Continued prioritization of unencumbered weekly time to collaborate within professional learning communities:
 - *Note: Late start Thursday mornings began at the middle level in the 2022-23 school year, and have continued into the 23-24 school year. Continued allocation of this collaboration time is imperative.*
 - Although this practice has been extremely beneficial each week, middle school teachers remain on supervisory rotation once per 6 weeks. That equates to 3 hours of collaboration per semester. PLCs that do not meet during that week have found it difficult to design assessments and respond to student needs on weeks they are on supervision.

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- District and building joint-initiative to move to a truly unencumbered collaboration time where certified staff, classified support staff, and building administrators can continue collaborating each week rather than supervising on occasion.
- A unified transition sequencing from elementary to middle school to better prepare students for their transition to middle school:
 - Budget allocation or dedicated times to plan for transitions to middle school: during 6th grade year:
 - Vertical alignment of 6th grade teachers to middle school curricular resources and content bands - even if still housed in the elementary school setting.
 - Vertical alignment and collaboration between/among feeder elementary schools and middle school at least 1/quarter.
 - Specific IEP/504/ELL requirements for elementary to middle school transitions
 - Tier 2/3 and/or intervention plan collaboration, alignment, and guaranteed/viable transfer of supports.
- A more user-friendly student management system that allows student records, reporting, and integration between and among programs (e.g. Canvas).
 - Skyward reporting is clunky and slow
 - Skyward-based document creation (e.g. IEPs and 504s) is cumbersome and problematic for users.

Curriculum and Instruction:

- Middle school standard proficiency scales for all curricular areas (including remastered scales for curricular areas that already have them defined).
- Annually, at least 3 additional building-level professional development days, or its equivalent in allocated time, built into the annual professional learning calendar to address both strategic plan initiatives and building-wide teaching and learning focus areas.
 - These days should be spaced throughout the school year rather than clustered together during 1 quarter or semester. 2 during semester 1 and 1 during quarter 3 would be preferable.
- District-adopted teaching and learning framework that allows for continued development, support, and training/coaching.
 - Examples include SMSD Instructional playbook, Marzano’s 9, etc.
 - We’ve started each one of these, but haven’t seen them through implementation.
 - IH implements instructional frameworks based on the former SMSD instructional playbook to help fill this gap, but a unified front across the district allows for us to gain instructional momentum.

Non-assessment related areas:

Co/Extra-Curricular Activities:

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- Adequate middle school facilities to host events.
 - Our basketball courts are not standard-sized courts, and when painted to standard-size, bleacher space is taken away.
 - Outdoor bleachers or stands to host home football or soccer games. These may not be hosted at home sites due to facility constraints which is problematic since it does not allow for middle school students to easily attend games.
 - Outdoor event lights on field - along with accompanying. Safety/security lights need to be installed.
 - Our outdoor scoreboard needs to be connected and utilized.
 - Dual scoreboards in gyms for athletic competitions are needed.
 - Outdoor power and water need to be run to the turf field.
- Band/Orchestra equipment storage:
 - You will see additional storage considerations listed under facilities, but currently, our practice rooms in the band and orchestra room is being used to house equipment and instruments.
- 5 additional stipend or supplemental positions to support student activities, clubs, and the payment of those adults staffing/sponsoring these clubs/activities.
 - Middle school is allocated 10 annual supplementals while high school is allocated around 60. A reallocation of these supplemental positions is in order.

Facilities:

- Additional budget allocation or capital outlay allocation to provide adequate storage for a building of our size.
 - The storage rooms/facilities that have either been built in the original areas or added over the years is beyond limited for a modern school. Addition of small-group spaces for learning in the 2020 bond (construction during 24-25) are planned, but budget constraints due to inflationary costs did not allow for additional rooms for storage.
 - Locker rooms with adequate storage for the added/additional middle school sports and seasons.
- A larger cafeteria for a building our size is needed. IHMS has the smallest cafeteria of all 5 middle schools, but hosts the largest student population.
- A larger cafeteria is needed for a building our size
- Student services offices are inadequately designed and require overhaul:
 - Due to proximity to our building's bond add-on, this was included in the first iterations of our bond upgrade plans. Unfortunately, although still a stated need, it was cut from the bond upgrade due to cost.
- The IH front office needs to be reoriented to separate our community-oriented front from our school/student/business oriented back due to student privacy consideration:

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- When a patron comes to the IH office, they are able to see/hear everything in the entire office. This poses problems when student are emotionally/behaviorally escalated, engaged in learning or testing in our student learning lounge, etc.
- Addition of 8 cameras (three exterior and 5 interior) to cover stairwells, outdoor equipment storage, exterior areas currently uncovered, and generalized areas of poor coverage.

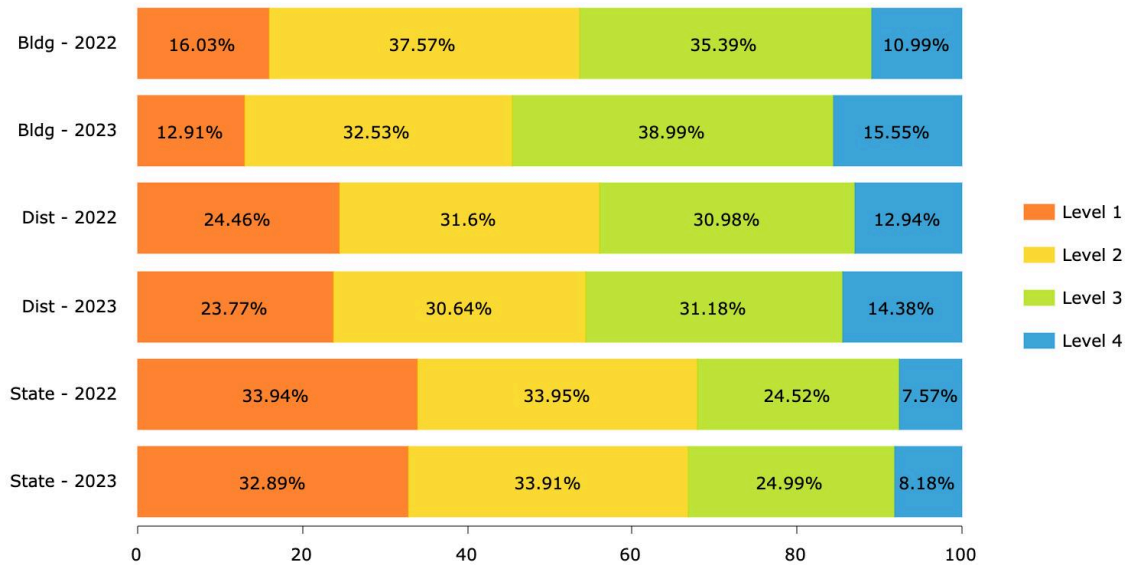
How much time will it take for each student to achieve grade* level proficiency on the state assessments if the budget actions would be implemented?

*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 the symbolic importance of each child (100%) achieving grade-level proficiency on state assessments should continue to be the stated goal, there will likely never be 100% of our students, for 100% of the school years ahead of us, achieving grade level proficiency on state assessments. With that said, we should see significant growth in each student’s proficiency and a significant reduction in each student’s achievement gaps when we measure achievement data over a two to three year period.

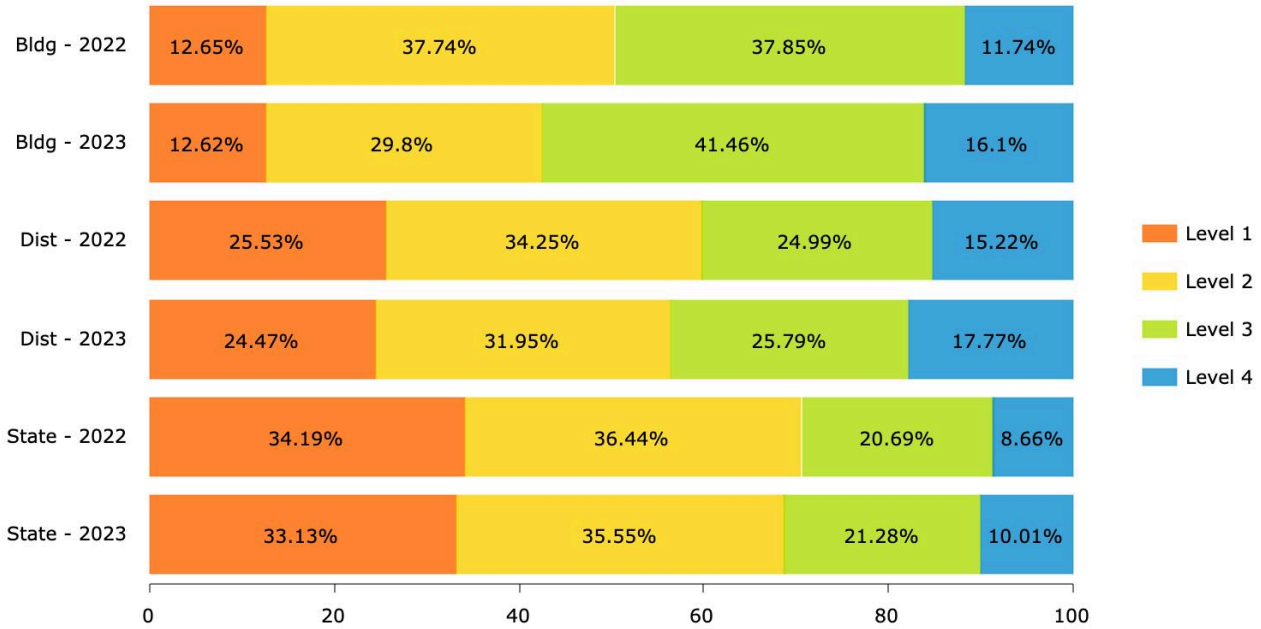
IHMS’s data - pictured on the following page - indicates a positive growth trend from spring 2022 to spring 2023 in both reading and math. Level 3 and 4 student scores have increased in percentage while level 1 student scores have decreased.

IHMS Spring 2023 Reading (KSA):



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IHMS Spring 2023 Math (KSA):



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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.

Indian Hills continues to be at the forefront of SMSD middle schools in terms of creating individual plans of study, as demonstrated by Xello usage. Indian Hills would benefit from SMSD continuing to make progress toward the ASCA recommended ratio of one school counselor for every 250 students, with commitment from state aid. SMSD's investments in middle school soccer and football programs should be well-received by the engaged student body at Indian Hills. SMSD middle schools continue to implement a late-start on Thursday, which allows our educators additional time for professional development, particularly for Professional Learning Communities (PLCs), which should support Indian Hills educators in addressing the unique needs of their student body.

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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