

Indian Woods Middle School

9700 Woodson
Overland Park, KS 66207
913-993-0600

Principal: Lacy Warren
Grades Served: 7-8
KSDE Bldg #: 8880

Feeder Pattern: Shawnee Mission South HS



Notable School Characteristics

- A school environment that promotes high academic standards while nurturing the social and emotional growth of each individual student
- Quality visual and performing arts with outstanding band, choir, and orchestra programs.
- High participation in interscholastic and instructional league athletic teams with cross country, volleyball, wrestling, and basketball and the addition of soccer.
- Wide variety of student created after school clubs and activities
- Real world learning through digital citizenship and technology implementation with 1 to 1 MacBook
- 100% Highly Qualified classroom teachers who continually engage in professional learning in delivering the best instruction, creating supportive classroom management skills, and building classroom cultures that are equitable in supporting our diverse student needs
- Built into Tier 2 and 3 Interventions
- Large Participation and membership of PTA

KSDE Building Report Card

[Indian Woods Middle School 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.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact Indian Woods Middle School include, but are not limited to:

- Understaffed in providing needed support to our English Language Learner students - Indian Woods has the highest “beginning service level” populations for middle schools in the district. (IWMS is currently staffed at 1.0 FTE where other buildings have 2.0 FTE)
- Underfunded and understaffed special education programming and support
- Understaffed regarding counselor and social work student social/emotional support with a high percentage of students facing daily trauma and limited access to mental health services
- Meeting the needs of struggling parents and families that do not know how to best help their student be successful in school
- Understaffed in positions that are designated to provide Workshop Classes to struggling students without dramatically impacting class sizes in core mathematics and ELA classes.
- Understaffed in order to provide a systematic and effective tiered level of student academic support interventions
- Scarce professional learning opportunities to focus teaching and learning on the SMSD Priority Standards and fully utilizing Response to Intervention models in every classroom
- Limited time to determine levels of student ability, achievement, and needs arriving from six different feeder elementary schools because of the lack of vertical teaming and the absence of common assessments and terminology from elementary to middle school - Standards Based Report Cards would help tremendously in this process
- Students continually being distracted and pressured by the influence of cell phones, on-line social media communities, and unlimited freedoms on 1 to 1 devices
- We only have two years to get to know the student and make a difference
- Students have limited opportunities for additional elective classes that make them larger than ideal

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

Our students face a growing number of barriers to success and Indian Woods Middle School continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

- Increased salary to recruit and retain highly qualified certified and classified staff
- Increase the staffing numbers to decrease class size
- Fully fund special education
- Provide for 1.5 or 2.0 FTE position for additional English Language Learner support
- Develop a staffing formula that allows for more certified staff to teach reading and math workshops while still providing staff to support robust opportunities for students through fully staff elective options.
- Provide funds for additional social worker or counselors to meet suggested ratio 250:1 (ASCA)
- Increase paraeducator and teacher support for students with special education plans
- Give the opportunity for paid summer professional learning/building support activities to teachers

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 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:

- With six elementary schools in our feeder pattern and an ever-changing population of students bringing a varying degree of cognitive abilities and disabilities prevents 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 and additional support programs continues to impact our ability to fully meet the needs of all students.
- While assessment scores are one measure, Indian Woods Middle School does not believe that students' assessment scores should be the sole measure of student proficiency, especially when the assessment has relevance to their day to day experience. However, with that, the building has set specific goals and benchmarks to reach towards to help students meet growth and move their scores from a level 1 and 2 to a level 3.
- Due to circumstances outside of our control that have tremendous influence on academic effort, social/emotional interactions, and soft-skills (girt, perseverance, etc) we cannot ensure 100%

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student success. With these insurmountable factors, we will likely be unable to achieve 100% proficiency.

- Due to the different demographics of all of the feeder schools within our South area, parent involvement is sporadic due to different schedules of families.
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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.

As one of SMSD's larger middle schools, Indian Woods Middle School is benefitting from the addition of a second assistant principal. This added capacity is beginning to create more opportunities for collaboration and among educators and paraprofessionals at Indian Woods. As the school's English Language Learner population grows, it's important to ensure that SMSD is appropriately allocating ELL resources across the district. This budget included additional ELL teachers to be distributed across buildings according to 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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