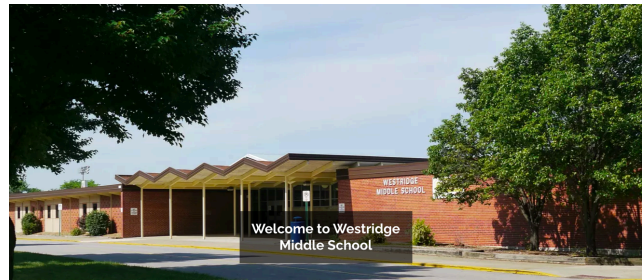


Westridge Middle School

9300 Nieman Road
Overland Park, KS 66214
913-993-1200

Principal: David Kanne
Grades Served: 7 & 8
KSDE Bldg #: 8868

Feeder Pattern: West



Notable School Characteristics

- Comprehensive school serving students in grades 7 & 8
- Meets the needs of a diverse body of students
- Works collaboratively with a variety of community partners
- Title 1 School
- Flexible learning spaces have been developed to meet the needs of all learners
- Implementation of student leadership programs including Jag K, Sources of Strength and Student Council
- One-to-one technology
- Students scheduled by interdisciplinary team for student support
- PLC's in place: interventions discussed and planned
- Both a PBIS and a BIST school

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KSDE Building Report Card

[Westridge 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.

Some of the key barriers that must be overcome at Westridge Middle School include:

- Student absences
- Transient population
- Students that do not speak English fluently
- Retaining high quality teachers
- Social emotional well-being of students
- Shortage of teachers and support staff

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

The Shawnee Mission School District including Westridge Middle School has taken several measures to remove barriers to student growth. Increased salary to recruit and retain highly qualified certified and classified staff. Maintain additional staff members hired to meet the individual learning and SEL needs of all students (including a social worker, Recovery Room aide, and an instructional coach). Maintain funding and time for PLCs to meet, and additional substitute teachers including building substitutes.

Further needs:

- Staff training on best practices for Literacy Instruction across content areas.
- Staff training on best practices for ELL instruction in the general education classroom.
- Staff training on integration of social emotional learning into classroom instruction.
- Reading specialist
- Math specialist

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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 assessment scores are one measure, Westridge 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. We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth for all students. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student achieves grade level proficiency. Such factors include:

- Student absences
- Transient population
- Students that do not speak English fluently
- Retaining high quality teachers
- Social emotional well-being of students

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

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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.
- 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.

Westridge Middle School is the only Title 1 middle school in the Shawnee Mission School District. The building reports struggling with student absenteeism and meeting the needs of English Language Learners. This budget includes additional investment in ELL teachers to support schools like Westridge. SMSD middle schools have continued to implement a late-start

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on Thursday, which creates additional time for professional development, particularly for Professional Learning Communities (PLCs) and developing plans to better meet the unique needs of Westridge learners.

In addition, the district will continue to support increased professional learning opportunities for all teachers, with a focus on Response to Intervention as well. 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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