

Shawnee Mission North High School

7401 Johnson Drive
Overland Park, KS 66202
913-993-6900

Principal: David Ewers
Grades Served: 9-12
KSDE Bldg #: 8888

Feeder Pattern:

- Santa Fe Trail Elementary School
- Rushton Elementary School
- Roesland Elementary School
- Merriam Park Elementary School
- East Antioch Elementary School
- Nieman Elementary School
- BlueJacket-Flint Elementary School
- Crestview Elementary
- Hocker Grove Middle School



Notable School Characteristics

- The original Shawnee Mission High School opened in 1922 which is located in the heart of the Kansas City Metropolitan Area. The school serves approximately 1500 students from 6 different municipalities.
- Diverse Population: Demographics - 51% Minority, 56% Economically Disadvantaged, 6.4% English Language Learners; 13% Students with Special needs
- Comprehensive school serving students in grades 9-12
- Host for 2 District Special Education Programs: Post-High School North and Access to Comprehensive Education
- State of the art Weight-room and Fitness Center
- Renovated Brantman Art Gallery
- College Now- College Credit Options offered through Johnson County Community College

Sec. 8. On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs-assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.

KSDE Building Report Card

[Shawnee Mission North 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.

Our teachers, students and families face a number of challenges that should be considered when evaluating student success in a district. Some of those challenges for Shawnee Mission North include:

- Transient population of students
- Increase in Teacher absenteeism rate.
- Students that do not speak English fluently
- Students with significant developmental disabilities
- Lack of special education funding; classified para educator staffing retention issues
- High levels of students facing trauma
- High percent of students living in poverty
- Declining enrollment that reduces funding and access to additional services and supports for all students

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

Shawnee Mission North faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Some barriers include:

- Increased salary to recruit and retain highly qualified certified and classified staff.
- Additional staff members hired to meet the individual learning and SEL needs of all students - social workers, academic counselors, real-world learning counselors, and special education support staff for Post High North and Accessing Comprehensive Education programs.
- Preserve the funding and time for PLCs to increase student achievement.
- Additional substitute teachers including building substitutes
- Increase paraeducator and teacher support in special education classrooms

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- Increased funding to expand extended school year and summer school programming for students.
- Maintain low teacher ratio for great individualized instruction

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, and we are proud of the work we do, many factors make it difficult to accurately estimate a time that every student will achieve a definite demonstration of grade level proficiency. Such factors include:

- Ever-changing population of students bringing a varying degree of cognitive abilities and disabilities which preclude 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 continues to impact our ability to fully meet the needs of all students.
 - An increased level of social emotional challenges and the unique needs of students, have and will continue to necessitate varied approaches to facilitate student achievement that reflects the success of each student.
 - While assessment scores are one measure, Shawnee Mission North 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. Here at SMN, we value the whole person and know that students are more than just a test score and have strengths that are not reflected in standardized measurements.
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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.

Shawnee Mission North is the oldest high school in the district with one of the most economically and racially diverse student populations. Given the demographics of the surrounding communities, the budget prioritizes investments in ELL teachers, paraprofessionals and special education instructional coaches, all of which are stated needs of Shawnee Mission North. The district's investment in Professional Learning Communities and sufficient time for collaboration by educators will be helpful to Shawnee Mission North and similar schools.

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