

Shawnee Mission West High School

8800 W. 85th Street
Overland Park, KS 66212
913-993-7800

Principal: Steve Loe
Grades Served: 9th - 12th
KSDE Bldg #: 8894

Feeder Pattern:

- Apache Elementary
- Christa McAuliffe Elementary
- Comanche Elementary
- Lenexa Hills Elementary
- Overland Park Elementary
- Pawnee Elementary
- Rising Star Elementary
- Sunflower Elementary
- Westridge Middle School



Notable School Characteristics

- Comprehensive high school serving students in grades 9-12
- We embrace diversity among our students, staff, and community
- An inclusive environment that embraces all types of learners
- Multiple extra-curricular and co-curricular opportunities for student involvement
- Rigorous and engaging curriculum that supports multiple levels of learning

KSDE Building Report Card

[Shawnee Mission West 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 Shawnee Mission West High School include:

- Transient population of students
- Students that do not speak English fluently
- Lack of special education funding
- Significant percent of students living in poverty
- Difficulty in retaining and attracting highly qualified teachers and staff
- Lack of opportunities to obtain a Market Value Asset

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

Our students face a growing number of barriers to success and Shawnee Mission West High School continually works to support them. An increase in budget opportunities that would positively impact our ability to successfully remove barriers for our students include:

- Increased salary to recruit and retain highly qualified certified and classified staff
- Increase highly qualified certified staff (FTE) to increase student support (reduce teacher-student ratio)
- Additional staff members hired to meet the individual learning and Social and Emotional Learning needs of all students and staff (i.e. counselor, social worker, life coach, interventionist, additional nurse, full-time behavior specialist in building, etc.)
- Increase ELL Aide and certified ELL teacher support in core classrooms
- Increase paraeducator and teacher support in special education classrooms
- Increase paraeducator and general education teacher training for supporting students with IEPs.
- Additional certification training for staff (i.e. ESL Endorsement, etc.)
- Increase training and professional learning opportunities revolving around supporting students who are ELL for current certified and classified staff member
- Increase hours of operation for our Health Partnership Clinic

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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.

There is no way to accurately predict how children will respond to our interventions because we cannot fix the daily challenges they face. Many factors impact students’ academic achievement, such as:

- While assessment scores are one measure, Shawnee Mission West High School does not believe that student assessment scores should be the sole measure of student proficiency, especially when the assessment has zero impact on their future.
 - Ever-changing population of students bringing a varying degree of cognitive abilities, disabilities, lack of formal educational experiences, and language barrier 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.
 - Similar to how other professionals, such as doctors, lawyers, etc. cannot ensure 100% success due to a variety of obstacles, we will likely be unable to achieve 100% proficiency.
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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 West is home to a diverse population of learners, including some with special education and English language learning needs. The budget prioritizes investments in ELL teachers, paraprofessionals and special education instructional coaches, all of which are stated needs of Shawnee Mission West. The district's investment in Professional Learning Communities and sufficient time for collaboration by educators will be helpful to Shawnee Mission West and similar schools.

In addition, the district will also 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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