Indian Hills Middle School

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

Principal: Dr. Kelley Capper
Grades Served: 7-8
KSDE Bldg #: 8874

Feeder Pattern:
Shawnee Mission East High School

Notable School Characteristics

School Mission:

1. The IHMS Community fosters a growth mindset, critical thinking, and engagement by exploring ideas and working together in a supportive learning environment.

Achievements & Awards:

1. Multi-Year U.S. News and World Report Top 10 Middle School in Kansas
2. Multi-Year National Parent Teacher Association (PTA) School of Excellence
3. On the 2025 Reading State Assessment, 78% of our student body scored at levels 3 and 4, which is 34% higher than the state average.
4. Top NWEA MAP reading and math proficiency scores for the secondary buildings in the Shawnee Mission School District.

General Information:

1. Top-achieving middle school in the Shawnee Mission School District.
2. 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.
3. High participation in athletic teams with football, cheerleading, cross country, volleyball, wrestling, basketball, and soccer.
4. Over 16 student and community-created school clubs and activities.

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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?

Some of the key barriers that impact Indian Hills Middle School include, but are not limited to:

- Lack of front office secretary to support growing building needs (i.e. athletics, enrollment, etc.)
    - We have three full-time front office staff who complete the same duties as ten full-time office staff at the high school level (Principal secretary, front office/door secretary, attendance, interpreter, athletics, registrar, counseling secretary, computer clerk, bookkeeper, and office aide)
- Lack of special education applicants and staffing (certified and classified)
- Student Council is a district supplemental for elementary and high school, but it comes out of the 12 random supplementals at the middle school level. If this were a district supplemental, then we could use the additional supplemental to support real-world learning and additional student supports.
- Only 2 counselors and one social worker to serve over 880 students.
- Our building is projected to be above capacity for the foreseeable future and currently we do not have enough space in our cafeteria, we do not have enough lockers, we do not have enough classrooms, and we lack storage space for educational materials in our building to educate all students
- Insufficient time to address the specific needs of all learners in core content areas.
- Lack of special education funding.

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

- An additional secretary position to assist with registrar, athletics, and front office responsibilities.
- Moving the Middle School Student Council building supplemental to a district supplemental, so we can have an additional supplemental to support real-world learning and additional student supports.
- Maintain or increase current FTE to support a low teacher-to-student ratio for quality individualized instruction as our population grows.
- Retain a building substitute due to a lack of substitutes throughout the school year.
- Maintain a full-time Instructional Coach, Librarian, and .5 ELL Teacher at the building level.
- An additional counselor to effectively support our growing population.

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- Build 5 additional classrooms to serve our growing student population and decrease the number of teachers sharing classrooms throughout the school day.
- Add on to our existing cafeteria due to our current and foreseeable enrollment. We currently have the smallest cafeteria out of all five middle schools.
- IXL is currently used to address individual student needs in English standards and is being implemented building-wide across all middle schools. We would like to request an extension of the IXL English contract.
- Additional budget allocation or capital outlay allocation to provide adequate storage for a building of our size, and additional lockers.

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?

- While assessment scores are one measure, Indian Hills Middle School asserts that students' assessment scores should not be the sole measure of student proficiency. 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.
- The lack of constitutional funding of special education and additional support programs continues to impact our ability to fully meet the needs of all students.
- Due to circumstances outside of our control that have tremendous influence on academic effort, social/emotional interactions, and soft-skills (grit, perseverance, etc) we cannot ensure 100% student success. With these insurmountable factors, we will likely be unable to achieve 100% proficiency.
- Despite the challenges, when the budget items proposed above are enacted, Indian Hills Middle School will guarantee increased student achievement on a variety of measures including, but not limited to, the Kansas Assessment Program.

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 and efficiently, limiting central administrative costs to less than 5% of the total budget. Over the past several years, the district has risen to external challenges that have impacted our students educational experiences, with an increased focus on learning recovery, chronic absenteeism, and an enhanced need for social and emotional support.

The district has used information from needs assessments conducted at each building to make targeted staff allocations at the building level. Specific needs identified by large numbers of schools, included

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additional teacher allocations to maintain lower class sizes at the elementary level, providing a building substitute at each building, taking extra measures to ensure paraprofessional/teacher support in special education classrooms, and higher salaries for both certified and classified staff to strengthen retention and recruitment of employees. In addition, following a comprehensive analysis of student needs, the district continues to budget for 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 (at about 1,700 students each).

Even with the incremental restoration of state general education funding, (an increase to the base, along with a corresponding increase in the Local Option Budget) we were **not** able to add any new positions identified in individual building needs assessments across our 48 attendance centers/specialized programs (in fact we cut 19.2 FTE). Our budget situation for this year was challenging given the ongoing shortfall in Special Education funding from the State and a decline in student enrollment. Through our individual building needs assessment, our leaders identified a need for an additional 79.3 FTE that the district was unable to fund. Some positions that were unable to be funded were:

- 34 elementary counselors
- 10 Classified Special Education positions
- 5.25 Certified Special Education positions
- 5 high school instructional coaches
- 5 Interventionists
- 3 ELL Teachers

The district is maintaining the following positions in the operating funds for at least one more year:

- Elementary class size will remain at 22 for Kindergarten through 2nd grade and 25 for 3rd through 6th grades.
- 10 additional teachers at the secondary level to support learning recovery.
- 6 Attendance Specialists to continue our work towards curbing chronic absenteeism
- At least 1 building sub at each building in the district.

The district will continue to analyze budget funds for the 2027-28 school year, in order to determine the ability to maintain the positions listed above that were originally 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. Due to the shortfall in special education state aid, along with the uncertainty of federal funds, this recently restored capacity is tenuous.

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In addition, the district will take steps to absorb cuts to state aid for professional development and teacher mentoring in order to continue support for the professional growth and retention of all teachers, with a focus on Professional Learning Communities and Response to Intervention. These types of budgetary needs to offset unfunded mandates erodes the inflationary adjustments to general education state aid. Additionally, resources will be allocated to the following items which also were identified through the needs assessment process:

- Expand implementation of iReady math resources and assessments from 6-8 to K-8.
- Continue expanding the number of LETRS trained staff (structured literacy)
- Adopt a new Learning Walkthrough platform for enhanced data collection and feedback.

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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