

Westwood View Elementary

4935 Belinder Ave
Westwood, KS 66205
913-993-5800

Principal: Kathy Keith
Grades Served: K-6
KSDE Bldg #: 8864

Feeder Pattern: Indian Hills MS & SME HS



Notable School Characteristics

- We provide each student with a diverse education in a safe supportive environment that promotes self-discipline, motivation, and excellence in learning.
- Currently serving slightly over 320 students in 5 different municipalities; Westwood, Westwood Hills, Mission Woods, and a portion of the cities of Fairway and Mission Hills.
- We are a community-centered, family-oriented school in which both academics and personal growth are emphasized.
- We have a newly built (2021), state-of-the-art building facility with two outdoor classrooms and many collaborative spaces to maximize student learning. .
- The building is LEED certified (Silver) and includes sustainability features built in as learning tools.
- Our goal is to create a sense of community by building on our students' interests and strengths.

KSDE Building Report Card

[Westwood View Elementary Building Report Card](#)

Needs Analysis

What barriers must be overcome for each student to achieve grade-level proficiency on assessments?

Every school faces challenges as we focus on our vision of instilling in students critical thinking skills and respect for the core values of loyalty, perseverance, and compassion.

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Some of the key barriers that must be overcome at Westwood View include:

1. Teachers' need for curriculum support and building a collaborative learning environment is a need. A full-time instructional coach, focusing on building professional learning environments, would support the barrier by supporting this need.
2. A need for a full-time social worker to build strong relationships by supporting the mental, social, and emotional well-being (tier 2 & 3) of our students, teachers, and parents.
3. Focusing on closing the gap between special education students and general education students is a barrier. The need for a full-time interventionist, educational aide, and para would support this need.
4. Providing coverage for classrooms is a challenge with limited availability. A building substitute would increase student learning and give stability to the school culture. A full-time substitute for the building would support this need.
5. Not having full-time specialist teachers limits our ability to utilize their strengths in building a positive learning culture for all students and increasing consistency in staff from year to year. Currently, our librarian is .5 with a need to increase this position to a 1.0.
6. Small class sizes of K-2 22 and 3-6 24 would remove barriers that limit access to instruction.

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

At Westwood View, our students face an increasing number of barriers to success and we continually work to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

1. Maintain funding for full-time instructional coach.
2. Maintain funding for full-time social worker.
3. Maintain funding for full-time interventionist.
4. Maintain funding for full-time educational aide.
5. Maintain funding for full-time building substitute.
6. Maintain funding for full-time para.
7. Increase our .5 library position to a 1.0 .
8. Increase funding to support small class sizes.

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?

Many factors come into play that make us unable to determine when all students will reach grade-level proficiency on state assessments. These factors include:

- An increased level of social-emotional challenges and academic needs of students.

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- The lack of funding for maintaining current staff; Full-time Instructional Coach, Full-time Social Worker, Full-time Interventionist, Full-time Educational Aide, Full-time Building Sub, Full-time Para.
- The lack of funding to increase our library specialist from a split position .5 to a full-time position of 1.0.

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 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

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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.

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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