

Indian Woods Middle School

9700 Woodson
Overland Park, KS 66207
913-993-0600

Principal: Grant Dreiling
Grades Served: 7-8
KSDE Bldg #: 8880

Feeder Pattern: Shawnee Mission South HS



Notable School Characteristics

Academic Excellence:

- Promotes high academic standards while nurturing social and emotional growth.
- Commitment to creating a school culture where all students belong and feel valued.
- Teachers who continually engage in professional learning to engage all learners.
- Intervention structures are established to support all levels of learning.

Student and Family Involvement:

- 70% of students at Indian Woods participate in an extracurricular activity.
- Student-created after school clubs are available, including homework help 3 days each week.
- Our community is engaged in the learning environment supporting students and staff.

Achievements and Awards:

- Award-winning performing arts programs - band, choir, orchestra, and musical theater offerings.
Awards and distinctions include:

- Consistent level 1 ratings at the SMSD Solo and Ensemble Festival
- Annual representation at the KS John Philip Sousa Honor Band
- Annual Kansas Music Educators Association East Central District Middle Level Honors Choir and Honors Orchestra
- Indian Woods Choir performed with the band, *Foreigner*, on their National Tour
- 2023 Kansas Music Educators Association East Central District Outstanding Music Educator Award

- Over 60% of students participate in interscholastic and instructional league athletic teams.
Athletic accolades include:

- 2024 Girls XC, district champions
- 2024 Boys football, district champions
- 2024 girls and boys wrestling, district champions
- 2023 and 2024 boys basketball district champions
- 2024 girls soccer champions

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

[Indian Woods 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 must be overcome at Indian Woods Middle School include:

1. Lack of English Language Learner (ELL) staff to support students.
 - a. By increasing the support for our ELL students, we can decrease the percentage of ELL students scoring at a level 1 on the KAP from 76% in reading and 70% in math.
2. Lack of special education staff to support students.
 - a. By increasing the support for our special education students, we can decrease the percentage of special education students scoring at a level 1 on the KAP from 80% in reading and 63% in math.
3. Lack of student services staff to support students who need social, emotional, and academic support.
 - a. We are currently at a 407 to 1 ratio of students to counselor, when the ASCA recommended ratio is 250 to 1.
 - b. Students face daily trauma with limited access to county mental health services and therefore counselors and social workers can support struggling students and families to help them be more successful in school.
4. Lack of front office staff to support our growing building needs (attendance, enrollment, athletics)
 - a. Reducing chronic absenteeism rate from 16.9%. Front office staff will support administrators and counselors teams with attendance interventions.
 - b. Enrollment continues to increase with 822 enrolled during the 2025-2026 school year. To accurately and efficiently handle the attendance, bookkeeping, and scheduling, and registration needs of a growing student population, an additional front office staff member is necessary.
 - c. Over 70% of students at Indian Woods are involved in extracurricular activities including after school clubs, athletics, and performing arts. We know that involved students earn higher grades, perform better on tests, and attend school at higher rates, and therefore it's critical to have an additional front office staff member to handle the paperwork, communication needs, and scheduling for these activities.
5. Lack of staff members trained in the Science of Reading.
 - a. Currently 42% of students are scoring at a level 3 or 4 on the Kansas State Assessment. To increase this percentage overall and with key subgroups, additional professional development opportunities are needed in literacy.

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.

- b. Provide additional opportunities for ELA, ELL, and special education teachers to receive Science of Reading training.
6. Retain a building substitute due to lack of substitutes throughout the school year.

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

Our students face a growing number of barriers to success and Indian Woods Middle School continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

1. Fully fund ELL staff (NEW)
 - a. Increase certified staffing for English Language Learners from 1.0 to 2.0.
 - b. Increase ELL aide pay rate.
2. Fully fund Special Education staff (NEW)
 - a. Increase certified staffing for Special Education staff from 5.0 to 6.0.
 - b. Increase paraprofessional pay rate.
3. Fully fund student service team (NEW)
 - a. Increase certified staffing for counseling from 2.0 to 3.0
 - b. Increase certified staffing for social worker from 1.0 to 2.0
4. Fully fund front office team (NEW)
 - a. Increase classified staffing from 3.0 to 4.0.
5. Provide funding for ELA, ELL, and Special Education teachers to participate in the Science of Reading training. (CURRENT)
6. Retain a building substitute due to lack of substitutes throughout the school year. (CURRENT)

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 our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those include:

- With six elementary schools in our feeder pattern and an ever-changing population of students bringing a varying degree of cognitive abilities and disabilities prevents 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 and additional support programs continues to impact our ability to fully meet the needs of all students.
- While assessment scores are one measure, Indian Woods Middle School does not believe that students' assessment scores should be the sole measure of student proficiency, especially when the assessment has relevance to their day to day experience. 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.
- 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%

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.

student success. With these insurmountable factors, we will likely be unable to achieve 100% proficiency.

- Due to the different demographics of all of the feeder schools within our South area, parent involvement is sporadic due to different schedules of families.

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

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.

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.

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.
