

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 and 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, 53.7% Economically Disadvantaged, 8.4% English Language Learners; 11.1% Students with Special Needs.
- Comprehensive school serving students in grades 9-12
- Focus on the learning and growth of each student with a variety of programs in place to ensure ALL of our students are college and career-ready with the interpersonal skills for life success.
- Commitment to creating a school culture where all students belong and feel valued.

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- Host for 3 District Special Education Programs: Post-High School North, Post-High School North Structured Learning Classroom (PH-SLC), and Grades 9-12 Structured Learning Classroom (SLC).
- Commitment to create opportunities for students to earn a Market Value Asset (MVA) to align with our focus to prepare students for college and career opportunities.
- We compete in the Sunflower League and Class 6A, the largest classification in Kansas, and have earned 45 KSHSAA State Championships
- 42 Event NJROTC National Championships; 2016 Overall NJROTC National Champions
- 2025 State EcoMeet Champions
- Renovated Brantman Art Gallery
- College Now- College Credit Options offered through Johnson County Community College
- Notable Alumni: General Richard Myers, Paul Edgerley, Phil McGraw

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?

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

- Increasing enrollment of transient students who attend “partial semester/years” has created a greater need for ELL and intervention resources.
- Lack of specific programming and space for construction trades and advanced manufacturing. This leads to a feeling of school being “irrelevant” among students.
- Students with chronic absenteeism continue to need additional support to attend school regularly. The root cause of the absences varies greatly, ranging from anxiety and mental health needs to maintaining a full-time work schedule while attending school. Students in our ELL programs and students receiving free or reduced lunch support have the highest rates of chronic absenteeism reflected in our data.

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- Students learning English as a second language face a larger skill gap to attain grade-level proficiency at the high school level. For example, grade level proficiency on the KAP for ELA requires ELL students to build eleven years of skills after a limited amount of attendance in our school. Many of our students in our ELL program have limited and/or interrupted formal education experiences. Some students have not been in school since early elementary grades. Our data reflects the challenges
- Students who have a prior history of trauma. Trauma impacts students from all socioeconomic and racial or ethnic backgrounds. Supporting students affected by trauma requires specialized training for staff and skilled support from social workers, counselors, and administrators. Progress is most effective when partnering with community organizations to provide a continuum of social-emotional support, yet those services are often understaffed or under-supported to meet all needs.
- Lack of or limited access to community health services and mental health services to provide necessary care for students to be ready to engage in academic studies.
- Difficulty in retaining and attracting highly qualified teachers and counselors. This has improved over the last two years and we are benefiting from prioritizing teacher salaries. Due to the complex nature of educating the whole student, our teachers and counselors at the high school level provide challenging academic experiences while serving as trusted adults to support social and emotional needs. They serve many roles and meet the needs of so many diverse students, often at the expense of their own self-care and/or personal budget.
- Difficulty attracting staff in roles such as educational aides in our ELL program, who provide integral support in building students' skills and confidence.
- Students may struggle to recognize the value of one assessment at a given moment in time rather than a comprehensive assessment plan.
- Declining overall enrollment reduces funding and access to additional services and supports for all students.

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

- List from highest priority to lowest.
- Indicate whether the request is a NEW position or CURRENT position that you want to maintain.

Given an appropriate level of funding for both general education and special education, there are a number of budget actions Shawnee Mission North could take to remove some barriers. Some of them include:

Personnel/Staffing

- Lower teacher-student ratio or increase the base at-risk weighting ratio to provide for highly effective intervention structures within our RTI programming. Allows for lower class sizes in

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courses where the intervention supports are provided. These intervention structures are essential for course programming to ensure success for our most at-risk learners and enrichment for our most advanced learners. Adjusting current staffing allocation allows us to provide these supports while maintaining reasonable class sizes across all courses and content.

- ELL Staffing -
 - Annually review ELL enrollment numbers in the spring to add staffing allocations for the following school year. Increase personnel to support ELL students in Level 1 and 2, including new enrollments.
 - Establish a financial partnership with local universities to increase the number of staff earning an ELL endorsement.
- Current-Maintain staff previously allocated from ESSER funds to continue to address learning loss among all students and opportunity gaps reflected in our data among identified student groups.
- Current-Maintain building substitutes to ensure quality instruction when staff need to be absent.
- Current-Maintain the attendance specialist position to continue to address chronic absenteeism.
- Current- Maintain competitive salaries of teachers and support staff to retain and attract high-quality teachers.
- New-Add a Dean of Students position to assist with administrative tasks to continue to build a pipeline of future administrators at the secondary level.
- New-Add an administrator position that is directly responsible for the 3 district special education programs housed at Shawnee Mission North. These 3 programs take a dedicated amount of time and energy and have highly intensive needs and demands.

Supports

- Funding to provide more intensive social-emotional and programming supports for identified groups within the school to reduce rates of chronic absenteeism.
- Alternate Programming Options, including alternative school options for at-risk students. Specifically, students who do not meet the current profile of a learner at Horizons High School.
- Maintain time for teacher teams to meet within our Professional Learning Communities to deeply explore student achievement data and determine appropriate, research- based interventions for students identified as below grade level proficiency.

Real World Learning

- Increase the opportunities and space for construction trades and advanced manufacturing.
- Rebuild the Career & Technical Campus to allow for additional construction trades and advanced manufacturing coursework that cannot fit into our current spaces.
- Review and updates of high school CTE spaces to match labor market needs.
- Identify consistent Client Connected Projects that are sustainable year to year.

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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?

The staff at Shawnee Mission North is committed to continuous professional growth and learning as we strive to improve how we serve our students and our community. Through practices such as Response to Intervention (RTI), our staff are focused on tiered interventions to support our students and their individual needs. At Shawnee Mission North, we collaborate using Professional Learning Communities (PLC's) as our vehicle to define what our students need to learn and how they will learn; then we look at data to determine next steps for individuals of remediation or extension. 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:

- A diverse population of students who have varying degrees of cognitive abilities. This creates difficulties in guaranteeing a date when all students will meet a singular level of proficiency. These factors include, but are not limited to, transient students, students with significant gaps in formal education, and students with learning disabilities.
 - A lack of constitutional funding for special education continues to impact our ability to meet the needs of all students.
 - An increased level of social-emotional challenges and trauma has and will continue to necessitate varied approaches to facilitate student achievement that reflect 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. 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.
 - Given adequate resources with long-term funding to support our students, our goal would be to decrease the percentage of students scoring at level one by 3% per year.
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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 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

The district is maintaining the following positions in the operating funds for at least 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.
- 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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