

Shawnee Mission West High School

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

Principal: Blake Revelle
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 since 1962
- Inclusive school culture that embraces all learners:
 - 2024-25: ranked most diverse high school in Johnson County, KS - [Niche.com](https://www.niche.com)
- Rigorous, engaging curriculum and instruction that supports varied levels of learning
- Quality extra-curricular and co-curricular programming including clubs, activities, athletics, career/tech. education.
-

KSDE Building Report Card

[Shawnee Mission West Building Report Card](#)

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.

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 Shawnee Mission West High School include:

- Percentage of transient students and/or students with a disrupted educational history.
- Percentage of students that do not speak English proficiently.
- Percentage of students living in poverty and/or considered houseless.
- Percentage of students who are chronically absent.
- Percentage of student course failures.
- Building state assessment scores below district and state average.
- Recruitment and retention of highly qualified teachers and staff -
- Aging building with significant upgrades necessary for both functional and aesthetic purposes.

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

Staffing Actions:

- Dean of Students or administrative intern at SMW that manages:
 - Student positive interventions and supports
 - Student minor infractions including attendance and behavior
 - Associate Principals (APs) continue to take care of all major/significant infractions for students
 - Because our current APs have a litany of additional responsibilities associated with their role, SMW is consistently forced to prioritize the most significant infractions - losing much of our ability to coach/redirect students earlier in the process to correct before significant issues arise. .
- Continued increases to annual salary to recruit and retain highly qualified certified and classified staff.
- Continued prioritization of at risk and/or Title I funds Increases to highly qualified certified staff (FTE) to increase student support (reduce teacher-student ratio):
 - 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 courses where the intervention supports are prioritized/provided.
 - These intervention structures are required/essential for course programming to ensure success for our most at-risk learners and enrichment for our most advanced learners.

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.

- Adjusting current staffing allocation allows us to provide these supports while maintaining reasonable class sizes across all courses and content.
- Maintain feeder-pattern attendance specialist role to continue to combat chronic absenteeism.
- Maintain at least 2 high school building substitutes to ensure quality instruction when staff need to be absent.
- Additional ELL staffing and/or (see Diverse Learner Needs section below).

Diverse Learner Needs/Actions:

- **English Language Learners (ELL):**
 - A dedicated, secondary, West-area ELL instructional coach - housed at SMW - to serve either SMW and Westridge ELL students, or SMW and SMNW ELL students due to the significant influx of beginning ELL students in these two locations.
 - Establish an ELL enrollment ratio similar to special education and general education where staff are allocated based on the staffing ratio. Adjust ELL staff assigned across the high school level accordingly.
 - Annually review ELL enrollment numbers in the spring to add staffing allocations for the following school year. Increase needs to support ELL students in Level 1 and 2, including new enrollments.
 - Adjustment to the staffing ratio to align with our current practices in general and special education. Addresses the concerns when most SMSD schools have seen increased ELL enrollments.
 - Consistent training and professional learning opportunities for supporting students who are ELL (certified and classified).
- **Special Education (SPED):**
 - Increase paraeducator and teacher support in special education classrooms.
 - Consistent training and professional learning opportunities for supporting unique learners with disabilities (SPED certified and classified).
 - Continue training and support for district-adopted student intervention programming (e.g. Reading Foundations, etc.).
 - Fully funded Special Education department and resources.

Facilities Actions:

- **Alternative Educational Options:**
 - Alternate programming options including alternative school options for at risk students. Specifically students that do not meet the current profile of a learner at Horizons High School.
- **CTE/Trades:**
 - Lack of specific programming and space for construction trades and advanced manufacturing.

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.

- Rebuild of 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.
- **Shawnee Mission West:**
 - Aesthetic improvements to SMW including:
 - Updated/upgraded signage and modernization of building look:
 - Downstairs area and maintenance areas need significant improvement for functionality/usability.
 - Change bridge flooring to a better and cleaner product
 - Safety Improvements to SMW including:
 - Upgraded front entrance security. Secure entrance does not connect through the front office.
 - New/updated/working bell/intercom and fire integration system (currently not-fully functional).
 - Increased interior camera coverage across the building - including stairways and current blind spots (10 cameras requested).
 - An articulated and/or ongoing pest/rodent control plan to ensure safe and compliant practices.
 - Athletics/Activities:
 -

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 the symbolic importance of each child (100%) achieving grade-level proficiency on state assessments should continue to be the stated goal, there will likely never be 100% of our students, for 100% of the school years ahead of us, achieving grade level proficiency on state assessments. This is similar to how other professionals, such as doctors, lawyers, etc. cannot ensure 100% success due to a variety of obstacles unique to their respective profession, individualized situation, etc.

With that said, SMW should see significant growth in student proficiency and a significant reduction in student achievement gaps when we measure achievement data over their four-year high school education. Here are some growth areas to note comparative to previous school year:

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.

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:

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.

- 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.
