

Lenexa Hills Elementary

8650 Haven Street
Lenexa, KS 66219
913-993-5700

Principal: Mike Brewer
Grades Served: PreK-6
KSDE Bldg #: 8805

Feeder Pattern: Westridge MS & SM West HS



Notable School Characteristics

- Located near a rapidly growing area in western Lenexa, Kansas
- Flexible learning spaces located throughout the school
- A dedicated science room and maker space are available for science and STEM activities
- A nature trail and 16 outdoor gardens have helped increase student engagement
- Comprehensive elementary school serving pre-K through 6th grade students
- A trend of improved student achievement over the past five years
- Home to the District's Active Learning Classroom (ALC) Program
- Home to the Lenexa Hills Lions where students ROAR everyday!
(Respectful, Open-minded, Always kind and Responsible)

KSDE Building Report Card

[Lenexa Hills Elementary 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?

*Grade level proficiency is defined by state law as scoring “above level 2” on state assessments, yet actual grade level performance is most closely related to state assessment scores above level 1.

There are many factors that come into play when looking at student performance trends at any particular school. Some of the barriers that we have identified at Lenexa Hills include the following:

- We have an increasing number of our students who come to school with significant levels of need, including trauma, special learning needs, and mental health concerns.
- We continue to experience a challenge in filling some of our job vacancies, which puts added pressure on the Lenex Hills’ Team and makes it difficult to meet the unique needs of our at-risk learners.
- We have many apartment complexes in our attendance area which causes us to have a fairly transient student population.
- Our Active Learning Classroom (ALC) students have significant challenges when it comes to taking their state assessment since many of them are non-verbal and have trouble responding to a prompt.
- Our small school requires us to have half-time specials teachers and interventionists, which limits our options when it comes to scheduling intervention time for our students. This also limits our specials teachers and interventionists ability to participate in PD, staff meetings, and other community and relationship building activities.

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

- It would be helpful if we could find additional ways to attract and retain staff, especially in the areas that are difficult to fill such as special education and support positions.
- Additional funding for special education and trauma-informed services would be helpful in meeting some of the significant needs of our at-risk learners.
- Maintaining our lower class sizes would help us continue to differentiate instruction in a way that we could not do when the class sizes were at the pre-pandemic levels.
- Continue to provide powerful adaptive learning resources such as IXL which enhances immediate feedback, student ownership of learning, and differentiated instruction.
- Additional Social Emotional Learning resources and training would help our team be better equipped to help students who come to us with significant trauma and other SEL needs.

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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?

*Again, state law defines grade level proficiency as scoring “above level 2” while actual grade level performance is most closely related to scores above level 1 on state assessments.

It is difficult to determine how much time it will take to implement school improvement plans for any particular school since there are many unique and unpredictable factors involved. We are making steady progress in getting an increasing number of students to perform at grade level. It is our hope to have 80 percent of our students at a level 4 or 5 within 3 years.

It would be ideal to have 100 percent of our students at grade level within 5 years. However, many of our new lions come to Lenexa Hills scoring well below grade level. There are also a few students who fail to make the progress we are hoping for. We will always strive to help all our students achieve at the highest level possible so they can experience success in school, and in life!

Although the state assessment is an important measure, we believe that the measure of student success should be measured by more than just one assessment score. There are many ways students can show us that they are “smart” and are ready for their next step in their life and learning journey—the state assessment is just one of those measures. Also, we do not feel that the state assessment is an accurate measure when it comes to gauging learning for our students who have significant verbal challenges, which is the case for many of our ALC lions.

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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, working to limit central administrative costs to less than 5% of the total budget. Over the past several years, the district has focused on responding to challenges caused by the COVID-19 pandemic, including learning recovery, an increase in chronic absenteeism, and an enhanced need for social and emotional support for students.

The district has used information from needs assessments conducted at each building to make focused staff allocations at the building level. These include specific needs identified by large numbers of schools, including additional teacher allocations to maintain lower class sizes at the elementary level, providing a building substitute at each building, increased paraprofessional/teacher support in special education classrooms, and higher salaries for both certified and classified staff. In addition, following a comprehensive analysis of student needs, the district continues to maintain in the district budget 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.

The district was able to use additional state funding, (including an increase in the at-risk weighting and an increase to the base, along with a corresponding increase in the Local Option Budget) to add positions identified in individual building needs assessments across our 48 attendance centers/specialized programs. These positions include the following:

- 10 special education teachers, 5.25 para-educators, an autism coach, 2 speech language pathologists, an occupational therapist, 2 school psychologists, and 2 special education coordinators.
- 5 elementary interventionists
- An additional instructional coach for Horizons and for Early childhood
- 4 ELL teachers
- A teacher on assignment
- 3 floating nurses and
- 2 administrative interns

The district is also maintaining the following positions in the operating funds at least for 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.
- Ten additional teachers at the secondary level to support learning recovery.
- At least one building sub at each building in the district.

The district will continue to analyze budget funds for the 2024-25 school year, in order to determine the ability to maintain the positions listed above that were 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.

The percentage of Lenexa Hills Elementary students performing at or above grade level on the Math and ELA state assessments (Levels 2, 3 or 4) has consistently remained above state averages. While students experienced significant learning disruptions over the past few years, both Math and ELA state assessment improved in Spring 2023. Yet, the school is challenged to provide all students with the social-emotional support they need to facilitate learning growth.

In addition, the district will continue to support increased professional learning opportunities for all teachers, with a focus on Professional Learning Communities and Response to Intervention. 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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