marsh elementary

5642 Rosehill
Shawnee, KS 66216
913-993-3400

Principal: Kasey Weishaar
Grades Served: K-6
KSDE Bldg #: 8816

Feeder Pattern: Trailridge MS & SMNW HS

notable school characteristics

- Comprehensive school serving students in grades K-6
- History of high academic success; state scores far above the state average
- High rate of teacher retention
- Attendance rates well above state averages
- Involved PTA who supports student growth and access to community
- Mission -Ensure high levels of learning for all
- Vision -Every student, Every day

ksde building report card

marsh elementary building report card

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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 to achieve grade level proficiency on assessments at Ray Marsh include:

- Lack of special education funding
- High level of students facing some form of trauma
- Increasing population of students where English is not their first language
- Increase in the number of enrolled students that do not begin their academic careers in kindergarten at Ray Marsh
- When subs are not available, the instructional coach or other staff personnel are pulled to cover. This takes away from intervention time for Ray Marsh students.

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

Shawnee Mission faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget consideration could have the biggest impact on student achievement:

- Increase support staff hired to meet the individual learning and SEL needs of all students. The support staff would help with tiered instruction on the academic and/or behavioral side.
- Increased funding to build time into the Elementary schedule for increased collaboration to occur between support staff, specialists, and general education teachers.
- Increase funding to support our English Language Learners through increased staffing and curricular programs.

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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?

At Ray Marsh, we measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth for all students. We are proud of the work and success we have, but there are factors that make it impossible to estimate a time that every student achieves grade level proficiency. Such factors include:

- An ever-changing population of students bringing a varying degree of cognitive abilities and disabilities which preclude 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 continues to impact our ability to fully meet the needs of all students.
- While assessment scores are one measure, Ray Marsh 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.

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Board Rationale/Comments

The Shawnee Mission School District faces challenging budget needs given the commitment to meeting aspirational state and district education goals for every student. The district continues to work to limit central administrative costs to less than 5% of the total budget. Following an analysis of student needs, the district has worked 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 following positions have been added to support buildings to better meet the needs of our 26,440 students: two (2) assistant principal positions at our larger middle schools; three (3) intervention specialists; two (2) Special Education instructional coaches; two (2) ELL teachers; six (6) additional teaching positions and thirty (30) paraprofessional positions. The district will continue to analyze budget funds for the 2024-25 school year, in order to determine the ability to maintain the following positions 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.

In addition, the district has increased professional learning opportunities for all teachers, including hosting a major conference on Professional Learning Communities and sending large numbers of staff to a conference on 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.

The percentage of Marsh students performing at or above grade level on the ELA and Math state assessments (Levels 2, 3 or 4) remains consistently above state averages in 2022. Slight declines in state assessment scores, triggered by the global pandemic, had yet to turn around as of Spring 2022. School staff continue to focus on culture, creating meaningful relationships, and developing effective Professional Learning Communities (PLCs) to increase student performance. Students have experienced significant educational and developmental disruptions over the past few years, and the school is challenged to provide all students with the social-emotional support they need to facilitate learning growth.

Our routine use of multiple measures to assess student growth, school climate and equitable practices will serve to inform the best use of finite resources looking ahead.