Roesland Elementary

4900 Parish Drive
Roeland Park, KS 66206
913-993-4700

Principal: Kelly Swift
Grades Served: preK-6
KSDE Bldg #: 8838

Feeder Pattern: Hocker Grove MS and SM
North HS

Notable School Characteristics

- Comprehensive school serving students in grades preK-6
- PBIS School
- ESEA National Distinguished School Award Recipient

KSDE Building Report Card

Roesland 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 at Roesland Elementary are:
- High numbers of students facing trauma
- Lack of personnel for Response to Intervention for academic student success
- Lack of personnel to serve ELL students
- Lack of or limited access to community health services and mental health services
- High percent of students living in poverty
- Transient population of students
- Increasing number of students having attendance concerns
- Lack of personnel to support student behavioral needs

What budget actions should be taken to address and remove those barriers?
- Maintain low teacher ratio for great individualized instruction throughout the entirety of the school day
- Additional funding to provide teacher professional development to achieve academic student success
- Increased salary to recruit and retain highly qualified certified and classified staff
- Basing building personnel staffing numbers on building need in conjunction with student enrollment numbers
- Continue full time social worker
- Continue full time instructional coach
- Continue full time building substitute
- Need for full time innovation specialist for student tier interventions
- Need for .5 ELL certified teacher
- Need for student behavior support staff member
- Need for full time placement at Roesland for PE, Music, Art and Library teachers
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:

- 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.
- An increased level of social emotional challenges and needs of students due to the impact of COVID.
- Similar to how other professionals, such as doctors, lawyers, etc. cannot ensure 100% success due to a variety of obstacles, we will likely be unable to achieve 100% proficiency.
- While assessment scores are one measure, Roesland does not believe that students' assessment scores should be the only 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 Roesland students performing at Levels 2, 3 or 4 on state assessments is consistently above the state average. However, students have experienced significant learning disruptions over the past few years. A drop in ELA and Math assessments Spring 2021, triggered by the global pandemic, returned to or close to pre-pandemic performance levels by Spring 2022. Yet, the school staff are committed to the challenge of providing 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.

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