Rushton Elementary

2511 W 50th
Westwood, KS 66205
913-993-4900

Principal: Kristy Fornal
Grades Served: K-6
KSDE Bldg #: 8844
Feeder Pattern: Hocker Grove MS, North HS

Notable School Characteristics

- Comprehensive school serving students in grades K-6
- A celebrated diverse population
- Strong and collaborative community and school partnership
- Newly constructed building coming 2024 SY
- Highly qualified staff invested in Rushton students and families

KSDE Building Report Card

Rushton 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?

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact Rushton Elementary include, but are not limited to:

- Lack of special education funding
- Lack or limited access to quality PreK programs
- Lack of or limited access to community health services and mental/behavioral health services
- Need for additional staff to address Social Emotional Learning

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

Our students face a growing number of barriers to success and Rushton Elementary continually works to support them. Current budget constraints that impact our ability to successful remove barriers for our students include:

- Increased salary to recruit and retain highly qualified certified and classified staff
- Additional staff members hired to meet the individual learning and Social Emotional Learning needs of all students -
  - SPED teachers and paras
  - Trauma Informed Practices
- Increased funding for PreK

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

- Increased funding and time for Professional Learning Community teams to meet
- Increase paraeducator and teacher support in special education classrooms
- Increase the number of Specialized teachers for student intervention for both academic and social emotional learning
- Continue to have a full-time Social Worker
- Continue to have a full-time Instructional Coach
- Continue to have a full-time building substitute teacher

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.
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?

We measure growth each year and document in our Kansas Education Systems Accreditation (KESA) plans of success on a variety of student success factors. We emphasize growth for all students. 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. Such factors include:

- 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, Rushton Elementary 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.
- 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.
- An increased level of social emotional challenges and needs of students and families due to the impact of COVID.

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 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 Rushton students performing at Levels 2, 3 or 4 on state assessments is above the state average for the past three years, through 2022. However, Rushton students have experienced significant trauma over the past few years, where ELA and Math assessments have yet to recover from COVID Spring 2021 declines. Rushton staff continue to focus on culture, creating meaningful relationships, and developing effective Professional Learning Communities (PLCs) to increase student performance. School staff remain 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.

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.