Rising Star Elementary

8600 Candlelight Lane
Lenexa, KS 66215
913-993-4500

Principal: Jessica Risinger
Grades Served: preK-6
KSDE Bldg #: 8836

Feeder Pattern: Westridge MS & SM West HS

Notable School Characteristics

- Title I
- Comprehensive school serving students in grades preK-6
- Transient Population
- Growing ELL Population
- Diverse Demographic
- Pre-K Program
- Involved PTA

KSDE Building Report Card

Rising Star 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?

Our teachers, students, and families of Rising Star face a number of challenges in ensuring student proficiency on assessments. Some of these challenges for Rising Star include:

- Transient population of students
- Insufficient special education funding
- High percent of students facing trauma
- High or increased levels of homeless students and families in foster care
- Limited access to community health services and mental health services
- Decreased fill rate of substitutes

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

Our students face a growing number of barriers to success, and Rising Star continually works to support ALL students. Current budget constraints that impact our ability to successfully remove barriers for our students include:

- Increased salary to recruit and retain highly qualified certified and classified staff
- Increased paraeducator and teacher support in special education classrooms
- Maintain low teacher ratio for increased individualized instruction
- Funding for Full-Time Building Sub
- Additional staff members hired to meet the individual learning and SEL needs of all students
  - Administrative Intern (full or part time)
  - Additional Educational Aides
  - ELL Aide(s)
  - Full-Time Behavior Specialist
  - Additional Innovation Specialist or Interventionist
  - Additional recovery room support aide
  - Retaining our current recovery aide in the event we lose Title status, this role is ESSENTIAL to the day to day SEL support of our students and increased instructional time (data can be provided to show use and impact)
- Increased funding and time for PLCs to meet
- Maintain ELL funding and support

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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?

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. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve grade level proficiency. First and foremost, while state assessment scores are one measure, Rising Star does not believe that students' state assessment scores should be the sole measure of student proficiency, especially when the assessment has zero impact on their future. Additionally, there has been an increased level of social emotional challenges and needs of students due to the impact of COVID.

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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.

Rising Star is working hard to address the needs inherent in being a Title I building, serving a large population of students living in poverty, a high number of transient students, and a growing number of English Language learners (over 15%). Beating the odds, the percentage of students performing at Levels 2, 3 or 4 on the state assessments has been consistently above the state average for all students. Both Math and ELA assessment scores have rebounded from Spring 2021 COVID declines and returned to pre-pandemic performance levels in 2022. As a building that has relatively new leadership, the focus remains on culture, creating meaningful relationships, and developing effective Professional Learning Communities (PLCs) to increase student performance. Rising Star students have experienced significant trauma over the past few years. Yet 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.