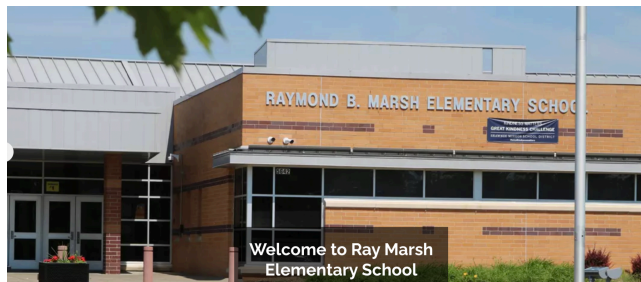


Marsh Elementary

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?

*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.

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
- Long-term sub in place for a special education resource position
- Inconsistent staffing of full-time para educators throughout the year.
- Lack of behavioral coaches in the district.
- High level of students facing some form of trauma
- Increasing population of students where English is not their first language
- No Spanish speaking adults in the building.
- Increase in the number of enrolled students that do not begin their academic careers in kindergarten at Ray Marsh
- Teacher’s feedback in the building suggests the calendar should be looked at closer to include more frequent days off in 2nd and 4th quarters to avoid teachers not taking off for mental health/sick days.

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. This includes adding a counselor, ESL aide/teacher, and SpEd teacher/paras.
- Increase from 1.5 to 2.0 interventionists.
- Funding to add a calm down/sensory room.
- Increase funding to support our English Language Learners through increased staffing and curricular programs.

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- Continue housing a long-term sub to support in-house meetings, collaboration and emergencies when teachers need to leave or a sub job is not filled.

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.

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, social emotional needs, 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 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 Marsh 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. 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.

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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