

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
- National Blue Ribbon School, 2023

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?

*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 at Roesland Elementary are:

- High numbers of students facing trauma
- Lack of personnel to serve ELL students
- Increasing number of ELL students, especially newcomers
- Lack of parental knowledge around resources for ELL students
- Lack of special education funding
- Lack of or limited access to community health services and mental health services
- High percent of students living in poverty
- 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?

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:

- Maintain low teacher ratio of 22/24 for great individualized instruction throughout the entirety of the school day
- Additional funding to provide teacher professional development to achieve academic student success
- Increased funding and time for PLCs to meet
- Increase paraeducator and teacher support in special education classrooms
- Increased salary to recruit and retain highly qualified certified and classified staff
- Continue full time social worker
- Continue full time instructional coach
- Continue full time building substitute
- Continue 1.5 FTE Interventionist
- Need for .5 ELL certified teacher
- Need for student behavior support staff member

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- Need for full time placement at Roesland for PE, Music, Art and Library teachers, in return they can help with student interventions

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.

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.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students.
- 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 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 Roesland 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, ELA state assessment improved in Spring 2023. The school staff are committed to the challenge of providing all students with the social-emotional support they need to facilitate learning growth. This work was noted. The U.S. Department of Education recognized Roesland Elementary as a National Blue Ribbon School for 2023. This recognition is based on a school's overall academic performance or progress in closing achievement gaps among student groups on assessments. Only 353 schools in the United States received the recognition this year. Roesland is one of four schools in Kansas to be named a National Blue Ribbon School.

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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