

Rosehill Elementary

9801 Rosehill Road
Lenexa, KS 66215
913-993-4800

Principal: Jennifer Duke
Grades Served: preK-6
KSDE Bldg #: 8842

Feeder Pattern: Indian Woods MS & SM South HS



Notable School Characteristics

- Title I
- Comprehensive school serving students in grades Pre-K - 6th
- Focus on strong community relationships to support student success
- Celebrates the individual and collective diversity of our school community

KSDE Building Report Card

[Rosehill 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.

Our teachers, students and families face a number of challenges in ensuring student proficiency on assessments that should be considered. Some of the key barriers and challenges for Rosehill include:

- Transient population of students/inconsistent attendance
- High levels of students that require intervention services related to language acquisition
- High levels of students facing trauma and/or demonstrating extreme behavior difficulties
- High or increased levels of homeless students and families in foster care
- Lack of special education funding

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:

- Fully funding special education would provide more support for our students with the greatest needs.
- Full-time Behavior Support Specialist to support intensive behavioral interventions.
- Maintaining a full-time administrative intern to support district and building goals.
- As a Title building, maintaining smaller class sizes can help us address academic deficiencies.
- Increased funding directed to ELL, allowing us to increase certified ELL teachers allotted to our building.
- Students deserve access to innovative learning spaces. A new building would provide opportunities and access to increased engagement and collaboration. Routine issues with heating, cooling, and plumbing can impact focus on learning. With changes in transfer and

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personnel frameworks, it is imperative that Rosehill have the opportunity to appeal to our community and not be at a disadvantage due to the aesthetic/appearance of our facility.

- Increasing the number of full-time interventionists would allow us to more effectively meet the diverse needs of our learners.
- Increasing the number of classified staff allocated to our school would support additional support of tiered instruction and intervention, as well as increase effective supervision to support behavior.

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.

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 achieves a definite grade level proficiency. Such factors 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.
- We believe there is a high correlation between chronic absenteeism & extreme transiency and academic/SEL achievement.
- 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, Rosehill does not believe that students assessment scores should be the sole measure of student proficiency. We believe that multiple measures of student assessment (state/nationally-normed assessments, common formative assessments, classroom observations/performance, SEL/Behavior rubric, daily interactions) paint a picture of the whole child and help determine future success.

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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.

Rosehill Elementary is working hard to address the unique needs serving a large population of students living in poverty (60%) and English Language Learners (11%). Yet beating the odds, the percentage of Rosehill 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. Rosehill remains committed to the challenge of providing 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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