

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
- National Blue Ribbon School, 2023
- Tuition-based half-day Pre-K
- Low-incidence centralized special education program
- Diverse population with a growing number of English learners
- Students living in multi-family housing

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?

Some of the key barriers that must be overcome at Roesland Elementary are:

- High numbers of students facing trauma
- Increasing number of identified Special Education students
- Lack of special education funding
- Lack of special education personnel
- Lack of or limited access to community health services and mental health services
- High percentage of students living in poverty
- 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 our current full-time social worker
- Increase a new administration position, through the allocation of a .5 administrative intern due to the Intensive Resource needs and the increasing need for behavior support
- Maintain our current full-time instructional coach
- Maintain our current low teacher ratio of 22/24 for great individualized instruction throughout the entirety of the school day
- Maintain our current full-time building substitute
- Increase to full-time placement for each of our Specials teachers (PE, Music, Art and Library teachers) without traveling to support other buildings, in return, they can help with Tier 3 student interventions and the 2 additional sections for our Intensive Resource Centralized Program
- Maintain our current paraeducator and teacher support in special education classrooms and classrooms
- Maintain our current 1.5 FTE Interventionist
- Maintain our current 0.5 FTE ELL-certified teacher
- Increase salary to recruit and retain highly qualified, certified and classified staff

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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?

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:

- An ever-changing student population with varying cognitive abilities and disabilities prevents us from guaranteeing a date when all students will reach a single level of proficiency.
 - The lack of constitutional funding of special education continues to impact our ability to meet the needs of all students fully.
 - 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 they should be the only measure of student proficiency, especially when the assessment has no 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 and efficiently, limiting central administrative costs to less than 5% of the total budget. Over the past several years, the district has risen to external challenges that have impacted our students educational experiences, with an increased focus on learning recovery, chronic absenteeism, and an enhanced need for social and emotional support.

The district has used information from needs assessments conducted at each building to make targeted staff allocations at the building level. Specific needs identified by large numbers of schools, included additional teacher allocations to maintain lower class sizes at the elementary level, providing a building substitute at each building, taking extra measures to ensure paraprofessional/teacher support in special education classrooms, and higher salaries for both certified and classified staff to strengthen retention and recruitment of employees. In addition, following a comprehensive analysis of student needs, the district continues to budget for 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 (at about 1,700 students each).

Even with the incremental restoration of state general education funding, (an increase to the base, along with a corresponding increase in the Local Option Budget) we were **not** able to add any new positions identified in individual building needs assessments across our 48 attendance centers/specialized programs (in fact we cut 19.2 FTE). Our budget situation for this year was challenging given the ongoing shortfall in Special Education funding from the State and a decline in student enrollment. Through our individual building needs assessment, our leaders identified a need for an additional 79.3 FTE that the district was unable to fund. Some positions that were unable to be funded were:

- 34 elementary counselors
- 10 Classified Special Education positions
- 5.25 Certified Special Education positions
- 5 high school instructional coaches
- 5 Interventionists
- 3 ELL Teachers

The district is maintaining the following positions in the operating funds for at least 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.
- 10 additional teachers at the secondary level to support learning recovery.
- 6 Attendance Specialists to continue our work towards curbing chronic absenteeism
- At least 1 building sub at each building in the district.

The district will continue to analyze budget funds for the 2027-28 school year, in order to determine the ability to maintain the positions listed above that were originally 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. Due to the shortfall in special education state aid, along with the uncertainty of federal funds, this recently restored capacity is tenuous.

In addition, the district will take steps to absorb cuts to state aid for professional development and teacher mentoring in order to continue support for the professional growth and retention of all teachers, with a focus on Professional Learning Communities and Response to Intervention. These types of budgetary needs to offset unfunded mandates erodes the inflationary adjustments to general education state aid. Additionally, resources will be allocated to the following items which also were identified through the needs assessment process:

- Expand implementation of iReady math resources and assessments from 6-8 to K-8.
- Continue expanding the number of LETRS trained staff (structured literacy)
- Adopt a new Learning Walkthrough platform for enhanced data collection and feedback.

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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