

Rosehill Elementary

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

Principal: Dr. Samantha Luchtel
Grades Served: PreK-6th
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?

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

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:

- Maintain our current full-time administrative intern to support district and building goals.
- Maintain our current full-time instructional coach to support district and building goals.
- Full-time Behavior Support Specialist to support intensive behavioral interventions at Rosehill (new position)
- Maintain our current recovery room aide to support behavioral needs.
- Increased funding directed to ELL, allowing us to increase certified ELL teachers allotted to our building. (currently have 1.5 positions and would like 2.0)
- The addition of a second building substitute would keep interventionists from having to cover classrooms when there are unfilled classroom jobs and allow them to continue providing interventions without interruption. (new position)

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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 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 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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