

Shawano Elementary

11230 W. 75th Street
Shawnee, KS 66214
913-993-5100

Principal: Tasha Howard
Grades Served: PreK-6
KSDE Bldg #: 8812

Feeder Pattern: Trailridge & Shawnee Mission
Northwest



Notable School Characteristics

- Title I
- Comprehensive school serving students in grades PreK-6
- Diverse learning community that represent more than 15 languages and 16 different countries
- Fully responsive RtI program designed to meet students' needs in areas of mathematics, reading, and social emotional learning
- Specialized instructional support team focused on meeting the individual needs of students
- Variety of extracurricular activities offered, including Student Council, Athletics, Choir, and Running Club
- Community partners that actively support students and their families

KSDE Building Report Card

[Shawano Elementary Building Report Card](#)

Needs Analysis

Sec. 8. On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs-assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.

What barriers must be overcome for each student to achieve grade level proficiency on assessments?

Some barriers to achievement at Shawnee include, but are not limited to:

- The lack of support for our new to the country ELL students.
- The college hours requirement for classified staff solely because you will be in a title 1 building
- The lack of staff who speak a second language.
- Lack of or limited access to community health services and mental health services.
- Difficulty in retaining and attracting quality support/classified staff.
- High level of students dealing with and/or facing trauma.
- Lack of Special Education funding.
- Student mobility and housing insecurity

*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 grade-level assessments. Some of those challenges include: a high number of families living in poverty, students who do not yet speak English fluently, students who have experienced high levels of toxic stress, chronic absenteeism, a high rate of student transience, and a lack of special education funding.

What budget actions should be taken to address and remove those barriers?

- Elementary Assistant Principal to promote consistency and support. *New Position*
- Elementary Administrative Intern *Current position*
- Maintain low teacher ratio for great individualized instruction
- Increased salary to recruit and retain highly qualified certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students - list those specific to your building. *Current Position*
- Increased funding and time for PLCs to meet.
- Additional substitute teachers including building substitutes. *New Position*
- Increase paraeducator and teacher support in special education classrooms. *Current*
- Increased funding to expand extended school year and summer school programming opportunities for students.

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- Increased funding to support a 2 week primary age student school camp that our ELL students who are new to the building and/or country to attend prior to the beginning of the school year.

Our students face a growing number of barriers to success and Shawanoe continually works to support them. Currently budget actions that impact our ability to successfully remove barriers for our students include:

- Maintain all Title1 positions currently in the building
- Maintain lower class size
- Increased salary to recruit and retain highly qualified certified and classified staff
- Monetary incentive for staff who are fluent in Spanish
- Increased funding to expand summer learning opportunities available to all students
- Additional staff members hired to meet the individual learning and SEL needs of all students:
 - Additional Spanish Interpreter
 - Additional ELL Aide
 - Assistant Principal in place of Administrative Intern
- Reallocation of time in the calendar to provide additional teacher professional development throughout the year.
- Additional funding to provide ongoing specialized professional learning opportunities for all staff.

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?

At Shawanoe, we recognize that there are multiple ways to measure student achievement, growth, and overall success. That said, we measure student growth each year and document that information. We work under the belief that ALL students will achieve academic success. Although we are working hard towards the goal of grade level proficiency for all students and we are proud of those efforts, many factors make it impossible to estimate a time when every student will achieve grade level proficiency

While our staff, families, and community partners 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 predict when all students will attain a specific level of achievement .

Some of those include:

- disruption to stable housing
- acquiring a second language
- lack of opportunities to sustain and extend learning during school breaks.

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- With that said, our team analyzes student and classroom data, and adjusts individualized plans of support to ensure that each student is on a trajectory of grade-level proficiency.
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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

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- 5 Interventionists
- 3 ELL Teachers

The district is maintaining the following positions in the operating funds for at least one more year:

- 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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