

Shawnoe Elementary

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

Principal: Lisa Marino
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 Rtl 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, Mathletics, Choir, and Running Club
- Community partners that actively support students and their families

KSDE Building Report Card

[Shawnoe 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 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?

Our students face a growing number of barriers to success and Shawnee continually works to support them. Currently budget actions that impact our ability to successfully remove barriers for our students include: maintaining lowered class size, increased salary to recruit and retain highly qualified certified and classified staff, increased funding to expand summer learning opportunities available to all students, full time staff that includes an administrative intern, social worker, instructional coach, and behavior support teacher, reallocation of time in the calendar to provide additional teacher professional development throughout the year, and additional funding to provide ongoing specialized professional learning 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?

*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 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

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to sustain and extend learning during school breaks. 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, 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.

While the percentage of at-risk Shawnee students performing at or above grade level on both ELA and Math state assessments (Levels 2, 3 or 4) is near statewide performance among at-risk peers, meaningful academic growth and moving all students out of Level 1 remains a priority.

Shawnee is working hard to address the needs inherent in being a Title I building, serving a large population of students living in poverty (87%), a high number of transient students, and about a quarter are English Language learners (26%). Although these students have experienced significant trauma over the past few years, Spring 2023 state assessments reflect an improvement in both ELA and Math scores. The percentage of at-risk Shawnee students performing at or above grade level on Math state assessments (Levels 2, 3 or 4) is near statewide performance among at-risk peers.

The building focus remains on culture, creating meaningful relationships, and developing effective Professional Learning Communities (PLCs) to increase student performance. School staff are 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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