

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Kelly Swift
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Roesland Elementary School
(As it should appear in the official records)

School Mailing Address 4900 Parish Drive
(If address is P.O. Box, also include street address.)

City Roeland Park State KS Zip Code+4 (9 digits total) 66205-1370

County Johnson

Telephone (913) 993-4700 Fax _____

Web site/URL https://roesland.smsd.org E-mail kellyswift@smsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Michelle Hubbard E-mail MichelleHubbard@smsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Shawnee Mission Public Schools USD 512 Tel. (913) 993-6200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Dr. Mary Sinclair
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 34 Elementary schools (includes K-8)
5 Middle/Junior high schools
6 High schools
0 K-12 schools
- 45 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	20
K	51
1	60
2	47
3	43
4	47
5	50
6	38
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	356

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 2.5 % Asian
 - 11 % Black or African American
 - 26.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 53.6 % White
 - 6.1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 16%

If the mobility rate is above 15%, please explain:

Roesland's physical location lends itself to having a transient student population. Roesland is located in a cross section of two major regional divisions in the Kansas City metropolitan area. The first division being three blocks away from the county line, splitting Johnson County and Wyandotte County. The second division being eight blocks away from the state line, splitting Kansas and Missouri. Roeland Park has a wide variety of housing, which includes apartments, rental properties, and single-family homes.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	35
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	56
(4) Total number of students in the school as of October 1, 2021	356
(5) Total transferred students in row (3) divided by total students in row (4)	0.16
(6) Amount in row (5) multiplied by 100	16

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Afrikaans, Bosnian, Maay Maay, Somali

English Language Learners (ELL) in the school: 6 %

23 Total number ELL

7. Students eligible for free/reduced-priced meals: 51 %

Total number students who qualify: 183

8. Students receiving special education services with an IEP: 10 %
Total number of students served 36

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>4</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>5</u> Other Health Impaired
<u>5</u> Developmental Delay	<u>7</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 2

10. Number of years the principal has been in the position at this school: 3

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	95%	95%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 1994

16. In a couple of sentences, provide the school's mission or vision statement.

Roesland commits to establishing a culture of high expectations for learning, behavior, and citizenship. In partnership with families and the community to impact the success of all stakeholders. Roesland provides a safe, trusting, healthy, and caring environment for all students, staff, and community members. Roesland utilizes best practices for instruction at all tiers and in all subjects.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.smsd.org/about/public-notices/non-discrimination>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Home of the Panthers, Roesland Elementary is located in Roeland Park, Kansas, a suburb of Kansas City. Thirty-four elementary schools make up the Shawnee Mission District. With 356 students from Pre-K through sixth grade, Roesland is a hidden gem in the Shawnee Mission School District and one of the best-kept secrets in Roeland Park.

Roesland began as a one-room schoolhouse in 1873. It opened in its current location in 1916 to provide a quality education for more children in the community. In 1950, the Shawnee Mission School District bought the school and named it the Roeland Park School. In 1978 the Shawnee Mission School District combined two local schools and named the new school Roesland Elementary. The original building was rebuilt in 2008 to accommodate the growth and development of Roeland Park.

The majority of Roesland's student population resides in either Mission or Roeland Park, Kansas, in single-family and apartment homes. Approximately ninety students ride the bus to and from school, while many students walk to school, ride bikes, or are driven by family members. Before the beginning of every school year, all new and existing families are invited to two events, the Watermelon Welcome and Ice Cream Social. These face-to-face interactions between staff, parents, and students build an early relationship where all parties maximize student success and achievement.

Amid the pandemic, Roesland's staff was empowered to develop a mission statement to engage all members of the learning community and a comprehensive set of collective commitments. Roesland's mission statement consists of three basic tenets. To begin with, Roesland is committed to establishing a culture of high expectations for learning, behavior, and citizenship for all. Secondly, Roesland is committed to providing a safe, trusting, healthy, and caring environment for all students, staff, and the community. Finally, Roesland will utilize best practices for instruction at all tiers and in all subjects.

The Roesland community insists that all members encourage each other to strive to meet individual learning and citizenship goals. Students are expected to attend each day and be actively engaged and prepared to learn as well as to reflect on their learning and behavior. The students begin each morning by reciting the Roesland Panther Pledge during announcements: "Proud Panthers are peaceful, responsible, respectful, and safe. We are active learners who have empathy and show compassion." Roesland staff recites this pledge daily with students in their commitment to being actively engaged, prepared for the day's learning, and to be reflective on their efforts with students. Roesland's staff is committed to the district's strategic plan, building, and KESA (Kansas Education Systems Accreditation) goals through continued professional learning of evidence-based practices. Roesland staff motivates and encourages all student learning and positive behaviors by consistently implementing our Positive Behavior Intervention Supports (PBIS). Roesland's PBIS approach includes establishing and practicing schoolwide expectations and routines with students and the use of "Panther Praise Tickets" to reinforce expectations. The staff instructs and models how to set learning and behavioral goals with students, teaches self-monitoring techniques when progressing towards goals, and celebrates success for all students in diverse way.

Roesland's commitment to providing an environment wherein everyone feels they can and will learn starts with daily class meetings to establish relationships and community. To be solution-focused problem solvers, Roesland's staff members work to be open to professional and student viewpoints differences. Regular professional development areas of Social-Emotional Learning (SEL) and Deep Equity and Inclusion (DEI) provide the basis of this work. Roesland's staff is also committed to team building and developing strong relationships through vertical articulation.

Roesland's final collective commitment revolves around applying best practices for instruction at all times throughout the school day. Roesland's staff has committed to a deeper understanding of the Response to Intervention (RTI) process and its implementation, using small groups, intervention time, and data-driven decisions. A commitment to research-based instructional and engagement strategies is key to Roesland's teaching philosophy and student success. Roesland's staff also utilizes research-based interventions as well as district instructional initiatives, such as LETRS, Science of Reading, 95% Group, Do the Math, Bridges,

and common formative assessments.

Roesland Elementary, in conjunction with the Shawnee Mission School District, focuses on three specific objectives for all students. First, every student will achieve academic success through a challenging, relevant, personalized learning plan. Second, every student will develop and utilize personalized resilience while mastering essential competencies that lead to college and career readiness. Lastly, every student will develop interpersonal skills to be an engaged, empathetic, local and global community member. Roesland Elementary implements the practice of Professional Learning Communities (PLC) to ensure these objectives are being met, which has profoundly affected student academic and social-emotional growth. In these PLCs, teams analyze student work and data to ensure students are mastering grade-level standards while also continuing to improve instructional practices through collaboration.

Roesland previously won a Blue Ribbon Award in the 1993-1994 school year. Due to the length of time and staff turnover since this honor, we do not know the specifics of how this honor impacted our school and community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The grade-level district objectives align with the Kansas College and Career Ready Standards for English Language Arts (ELA). Reading foundational skills are taught sequentially and systematically through direct, explicit instruction employing various learning styles to prepare students to become academic readers. Additionally, Roesland staff strives to create a lifelong love of reading. This process continues as readers move forward with this cumulative process adding more complex skills. These skills include deciphering new word meanings using context clues and studying morphology with a focus on Greek and Latin roots. Students then progress to focus more on comprehension skills, learning to read challenging text. There is an emphasis on finding the main idea, expanding background knowledge, and making connections to other texts and ideas. Students in grades four through six study more abstract skills in author's craft and structure, identifying themes, author's perspective, and distinguishing and comparing text structure. Writing skills are explicitly taught through modeling and shared writing beginning in kindergarten. All students learn and utilize the writing process through different genres. For example, kindergarteners begin writing narrative stories about family, dictate a class poem, and write a news story. First, second and third graders continue this process moving to more complex writing skills. Beginning in fifth grade, students begin to write independently, and assignments require more depth than in previous stages. Additionally, argumentative writing is added to their writing genres. Teachers in these grades use a writing method wherein students learn to defend their claims with three pieces of evidence.

Methods of instruction have been chosen to serve our students best and fit within current research on the Science of Reading. In addition, district curricular resources and professional development provide the tools needed to improve skills in comprehension through a continuous experience for teachers and students in building core knowledge seamlessly from grade level to grade level through complex grade-level text and promoting critical thinking as students become fluent, independent readers.

Our approach to instruction is grounded in the work of the Professional Learning Community (PLC) and is driven by a tiered system of support. This support system focuses on early intervention and prevention. In order to assess our students, staff begins with a diagnostic approach, a universal screener (Acadience). In addition, all students are evaluated with the Measure of Academic Progress (MAP) assessment. This data is then studied in our PLCs to drive tiered instruction and ensure each intervention matches our students' specific needs. Assessments continue through the year using progress monitoring through Acadience and assessments tailored to specific interventions and district goals. Teams of teachers from across the district applied for and formed grade-level ELA cadres. Each committee meets monthly to create and revise classroom assessments and proficiency scales. For example, the sixth-grade cadre utilized state and district standards along with the resources from StudySync to evaluate student learning and monitor progress. The data is then analyzed in PLC, where informed instructional decisions are made to serve each ELA student best.

1b. Mathematics curriculum content, instruction, and assessment:

The Shawnee Mission mathematics curriculum supports the district's goals of providing students with number sense and critical thinking skills. The objectives studied in pre-kindergarten through fifth grade are grouped together in the following domains: numbers and number sense (pre-kindergarten only), counting, and cardinality (pre-kindergarten and kindergarten only), operations and algebraic thinking, number and operations in base ten, number and operations-fractions (grades 3-5 only), measurement and data, and geometry. The domains in grade six are expressions and equations, ratios and proportional relationships, the number system, statistics and probability, and geometry. District curriculum provides students with the tools needed to approach mathematics through perseverance in problem-solving. They develop abstract and quantitative reasoning, construct and critique mathematical arguments, and use math to model real-life situations. Strategic use of mathematical tools, precise calculations and communication, and generalizing

mathematical patterns and structures are also emphasized.

In grades one through five, skills are developmentally sequenced to move progressively in the domains. In first grade, there is an emphasis on addition and subtraction, which continues into second grade. In second grade, multiplication is introduced. Third grade involves an introduction to division and a continuation of basic multiplication. In fourth and fifth grade, multiplication and division are mastered using multi-digit numbers. In fifth and sixth grade, the operations are also applied to decimals and fractions.

District curriculum provides students with the tools needed to approach mathematics through perseverance in problem-solving. They develop abstract and quantitative reasoning, construct and critique mathematical arguments, and use math to model real-life situations. Strategic use of mathematical tools, precise calculations, communication, and generalizing mathematical patterns and structures are also emphasized. Teachers from all over the district met in math cadres to create assessments with the Engage New York Math Curriculum. To aid with assessments, the cadres created proficiency scales each building utilizes to ensure our students were working towards specific grade-level goals.

1c. Science curriculum content, instruction, and assessment:

The Shawnee Mission School District's Science curriculum, aligned with the Kansas College and Career Ready Standards for Science, centers around students developing and understanding the physical sciences, life sciences, earth/space sciences, and engineering design. The elementary science classroom is an active environment that promotes curiosity. Students are immersed in engineering design challenges as well as problem-based learning opportunities. Students will demonstrate their knowledge by developing models, completing investigations, interpreting data, and engaging in argument evidence. The district Science cadre identifies priority standards for every grade level within each of these four topic areas to help guide planning and instruction. Grade levels are then given access to a scope and sequence which identifies the standard, essential questions, essential understandings, approximate time frame for the unit, cross-curricular references, as well as the scientific practices that will be explored during the unit. During the PLC, teachers at Roesland plan together using various research-based resources using the district-provided scope, sequence, and maps. Some of these resources included Project Lead the Way, National Geographic, Mystery Science, and Discovery Education.

Teachers focus on making cross-curricular connections between ELA, math, and science. Through the Project Lead the Way, resource teachers can easily integrate investigations, analysis of data, and designing solutions as they create products through different grade-level modules. For example, the kindergarten is reading *The Three Little Pigs* and is challenged with designing a structure that can withstand the force of air, which comes from an air blower from the big bad wolf. Then, the first grade research different habitats. Next, teachers challenge students to create an ideal shoe that a traveler would wear in extreme conditions while applying concepts they've learned about animal and plant adaptations. Sixth grade explores the world of robotics and researches the different styles of mechanical systems and prototypes. The sixth grade then takes these prototypes and automates them with programmed input and output devices.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The elementary social studies curriculum aligns with Kansas College and Career Ready Standards for History, Government, and Social Studies. The objectives studied at each grade level are developmentally sequenced and are the building blocks for later learning as students continue their education. For example, students in the third-grade study their community. Engaging students with people from the community and local government allows them to become informed community members. Students' knowledge about local government helps build background knowledge for fifth and sixth-grade studies. Fifth-grade students explore United States history and our government's creation, building upon what they learned in third grade. Finally, this cumulates in sixth grade, where they apply the knowledge they have gained from previous years to explore ancient civilizations. Our Social Studies curriculum provides opportunities for students to participate in inquiry-based learning where they apply content knowledge, increase intellectual skills, and develop civic values necessary to become engaged citizens.

When possible, content and core knowledge are built by integrating the texts being used in reading into the knowledge and content required for understanding social studies. The district-provided Social Studies resources allow for this integration to occur seamlessly. Impact Social Studies, the district's kindergarten through fifth grade resource, and Discovering Our Past, the district's sixth-grade resource, provide traditional assessments. These assessments can be adapted to fit students' needs. The district also provides The DBQ (Document Based Inquiry) Project notebook for sixth graders. This age-appropriate inquiry resource allows students to analyze primary and secondary source documents and synthesize their meanings around an essential question. Additionally, many teachers design projects for students to demonstrate their knowledge using social studies, English Language Arts skills, and students' artistic talents. This assessment method allows students to showcase multiple skills in a format that makes them more comfortable. Students engage with history, government, economics, and geography concepts to creatively support claims with evidence and reasoning.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

The developmentally and educationally appropriate pre-kindergarten program emphasizes students' need for active learning. Teachers provide a stimulating environment comprised of challenging materials and engaging activities essential to the growth and development of each child. Research suggests that a preschool program structured around these components best serves students.

Pre-kindergarten students are exposed to learning experiences that promote social, emotional, physical, language, and cognitive development. In addition, they learn skills such as taking turns cooperatively, sharing, and following directions — all essential components for future social and academic success.

Math, English Language Arts (ELA), science, and social-emotional learning are the foundation of the preschool curriculum. Our pre-kindergarten curriculum across all subject areas aligns with the Kansas Early Learning Standards, designed to align vertically with the kindergarten through third grade standards providing foundational skills necessary for success. The early childhood teaching team identified priority standards and developed proficiency scales to create consistency regarding progress and mastery of skills. For example, early numeracy focuses on counting, one-to-one correspondence, recognition of shapes, matching sets to numerals, measuring, addition, subtraction, and many other skills throughout the year. Pre-kindergarten uses the World of Wonders curriculum resource for ELA, which instructs on letter and sound knowledge, phonological awareness, and book knowledge. Social Emotional standards are instructed using the Second Step to teach listening, identifying feelings of self and others, and managing behavior. The opportunity within the pre-kindergarten – sixth grade elementary for pre-kindergarten teachers to connect vertically with kindergarten and other grade level teachers helps to strengthen the connections in kindergarten readiness efforts.

Our teachers use PLC time to review data and collaborate on instructional needs. Our program initially utilizes assessments to gain parent feedback regarding student potential needs. In addition, teachers administer the myIGDIs (Individual Growth and Development Indicators) in literacy and numeracy during the year to measure progress and growth. Teachers provide a stimulating environment of challenging materials and engaging activities essential to the growth and development of each child.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Our art program supports students' acquisition of essential skills and knowledge through projects, assessments, collaboration, and small groups. Art class is attended by students in grades Kindergarten

through sixth weekly. Students from kindergarten through sixth grade are assessed quarterly in the art room based on their ability to create art that aligns with the Kansas State Visual Arts Standards. Each project students create is tied to visual arts standards, learning goals, district-selected design elements, principals of design, art vocabulary, or skill sets. Beyond the art curriculum, reading, writing, mathematics, and history are explored in the art room. Second-grade students through sixth-grade students expand on their reading and writing as they publish each art project onto their digital Artsonia portfolio with artist titles and personalized statements. Mathematics is represented in the art room through measuring, incorporation of shapes and forms, symmetry, and one-point perspective. While all students explore historical artists, sixth graders individually design their own art projects to connect to their end-of-year history unit. In addition, a first-grade extended reading group is held daily in the art room. Students read and explore books through literature circles and reading interventions. These assessments, collaborative skills, and small groups completed through the art department have positively impacted Roesland's ability to progress student skills and knowledge further.

2b. Physical education/health/nutrition

Physical literacy is the “motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life.” With this goal in mind, physical education at Roesland supports the essential skills and knowledge of all students. Kindergarten through sixth-grade students attend Physical Education once or twice a week for fifty minutes. Through the SHAPE America standards, students are assessed on their locomotor, social, sport, and health-related skills. By teaching team games and sports (basketball, soccer, football) students are learning how to handle a ball, while also learning the importance of teamwork. and winning or losing a game. With games like adaptive volleyball, and volleyball for athletes with disabilities, students can learn about empathy by practicing a sport they've never heard of before. With the support of the community, we raised enough money to build a climbing wall in the gym. Because of cross-body movements from climbing across the wall, students are developing skills such as balance, coordination, reaction time, and power, which are all components of skill-related fitness. Using their body weight to climb across the wall has a positive impact on their body composition, flexibility, muscular strength, and muscular endurance which are the health-related components of physical fitness.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

All students, kindergarten through sixth grade, attend library classes weekly. Grade-level standards are incorporated with grade-level standards and classroom teachers' input to drive library instruction. The options for cross-curricular teaching are limitless in the library. Lessons support topics students learn in class through read-aloud, book options for independent reading, and instruction on researching a topic or project. An example is when sixth-grade students complete a social studies unit on ancient civilizations. The library offers additional instruction and support by creating a lesson wherein the goal is for the students to create an ancient Egyptian artifact. While students begin to research ancient Egypt and artifacts found there, instruction is provided about website evaluation, copyright, and citations. In addition, we read books about Ancient Egypt in fiction and nonfiction genres. After completing the research and artifacts, the students present their creations and discuss how their artifact fits into Egyptian culture. As a conclusion to the project, the students create a museum to showcase their project in the library.

There is also a focus for all students on how to be respectful digital citizens as more students access technology daily. Students develop an appreciation for literature and learn important library skills such as how to find a book, parts of a book, using an encyclopedia, and more. The library is the heart of a school. All students are welcome, and all students can explore information and stories within and outside the curriculum and beyond the walls of the school building. Author visits, book fairs, and more connect Roesland to the outside community. When students open a book, they start making connections to their own world or glimpse into understanding others' lives and times in history.

2e. Any other interesting or innovative curriculum programs you would like to share

Band, Choir, and Orchestra Choir are programs students enrolled in fifth and sixth grade have the option for participation. Students have evening performances throughout the year to showcase their musical talents to families.

Mathletics is a program where fourth, fifth, and sixth-grade students work with teachers to compete on teams solving mathematical problems. Teams practice regularly after school and in competitions against other surrounding Shawnee Mission Schools. This is a time for students to learn to work as a team by solving complex math problems. Teams earn points throughout the competitions and are recognized after each event for their efforts.

Roesland has a music program that incorporates cross-curricular lessons. With kindergarten students, Roesland reinforces concepts such as the identification of letters and sounds with sounds, movement, and print. In addition, fourth-grade Social Studies standards address concept identification of the fifty United States and capitals. The music program reinforces this learning by teaching students a song to identify the fifty states and capitals.

3. Academic Supports

3a. Students performing below grade level:

Roesland assessment data for the 2021-2022 school showed discrepancies in the following subgroup populations: Hispanic 19%, African-American 29%, and Special Education (SPED) 27%. It should be noted that the African-American and SPED population included was a small group size.

To address the needs of the students in the identified discrepancies, Roesland staff uses the PLC process to analyze student formative and summative data weekly. The PLC team includes the classroom grade-level teachers, instructional coach, and principal. Students who are achieving below grade level are identified, and the Response to Intervention (RTI) process is implemented. Students are given universal screeners to determine the correct intervention placement and are then taught by the most qualified teacher. Roesland implements reading, math, and social-emotional interventions. These include, but are not limited to, 95% Group, Early Interventions in Reading, Read Naturally, Do the Math, Bridges, and the Little Spot. The academic intervention programs are selected by first studying the latest research, such as articles and methods related to the Science of Reading. Methods are systematic, multi-sensory, structured, and explicitly taught for thirty to forty-five minutes daily. To ensure students are moving towards their reading goals, these students are progress monitored weekly using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. Grade-level teams analyze this weekly data. Once data shows three mastery data points on a skill, the student's personalized learning plan is adapted to fit the student's next area of focus needed. Likewise, if a student is not showing mastery, the student's intervention is adjusted to a new area of focus to achieve success. In addition, math is monitored with assessments embedded within the intervention provided to the students. When students do not show progress at the rate and duration in comparison to a typical grade-level peer, the PLC team collaborates with the Student Intervention Team. This team consists of the classroom teacher, interventionist, instructional coach, social worker, principal, and parents to problem-solve further and plan for these individual students.

3b. Students performing above grade level:

Roesland assessment data for the 2021-2022 school showed discrepancies above the mean in the Caucasian subgroup at 12%. Staff addresses this through the Shawnee Mission School District's strategic plan initiative and the Roesland PLC process students' individualized learning plans are created using classroom and standardized assessment data. The PLC team identifies an area of need for enrichment, then brainstorms appropriate intervention possibilities, and follows the RTI processes. Enrichment is often cross-curricular in nature, involving the application of reading and math skills within the science and social studies curriculum. Extending the depth of grade-level standards is the focus of Roesland Elementary's enrichment activities. This could include systematic instruction in a small group setting or a self-guided inquiry approach based on

student interests. Teachers monitor student progress through student interviews, project rubrics, and performance tasks. Students are encouraged to showcase their extended learning to various audiences within the school community. For example, a group of students applied fourth-grade standards to research engineering concepts and created a model of a bridge. The students presented their bridge to a professional engineer through Skype, allowing them to learn more about the process and receive feedback.

Our core reading resources provide research-based enrichment opportunities. Open Court, Roesland's kindergarten through fifth-grade resource, utilizes the literature circle instructional strategy with challenging novels that offer opportunities to work with higher-level concepts. In each unit, students are provided with inquiry questions to research and support in building new background information. StudySync, the sixth-grade ELA resource, offers enrichment activities within the program that allow students to dive deeper into grade-level standards. Because StudySync is a sixth-twelfth grade resource, higher-level literature opportunities are readily available. In addition, enhanced skill work with grammar and writing allows students to achieve mastery above a sixth-grade level.

3c. Students with disabilities:

The Roesland Special Education Department includes a group of personnel from multiple disciplines who collaborate to meet the diverse and individual needs of students with varying disabilities. Our students receive services in both the special education and the general education settings. Staff member cooperation promotes the generalization of skills taught within the small group setting throughout their school environment. It is common to see special education teachers co-teaching in the general education classroom. The special education teachers and general education teachers often collaborate around lesson planning, modifications of curriculum resources, and ensuring exposure to grade-level standards and materials. The implementation of each student's Individualized Education Program (IEP) not only requires the commitment of the special education team but the dedication of each staff member at Roesland. For example, the occupational therapist and the special education teachers collaborate with the cafeteria staff. They work together to ensure students can independently choose options from the lunch menu, enter student ID numbers on keypads, and open containers with minimal assistance. Likewise, the speech and language pathologist (SLP) will target a student's articulation, while the special education teachers will focus on the same sound when the student is working on their fluency reading goal. Then, paraprofessionals, teachers, administrators, and custodial and cafeteria staff will support student goals throughout their day through positive reinforcement, such as verbal praise, tangible rewards, and personal celebrations. Because the special education department collaborates so effectively with the entire Roesland staff, many students reach their goals before their annual review date, have a reduction in service minutes within the special education classroom, or are dismissed from some or all their services. One can see that the implementation of each student's program not only rests on the shoulders of one individual, but it takes the dedication and commitment of the entire Roesland staff.

3d. English Language Learners:

English Language Learners (ELL) instruction at Roesland Elementary focuses on knowing exactly what a student's language learning abilities are and then implementing instruction that best suits those abilities. Because these students have a diverse range of needs, Roesland uses multiple strategies and resources to serve these students.

Every new ELL student is given the IPT (Individual Proficiency Test) upon arrival at Roesland. All ELL students, whether they receive language services or not, take the state administered KELPA (Kansas English Language Proficiency Assessment) each year. Information from the IPT and KELPA are used to determine how each student will be serviced. Weekly DIBELS assessments in reading and math, along with formative teacher data, help ensure that our services are effective.

English Language Learners typically need more scaffolding than their native-speaking peers. Roesland addresses this additional need for support with the use of Individualized Learning Plans for each ELL student. These ILPs designate how to tailor instruction for ELL students.

Classroom environments at Roesland are rich in opportunities for students to practice their oral language skills. The physical location of ELL students in the classroom is intentional to maximize teacher and peer support. Roesland teachers plan cooperatively across each grade level, with a focus on building background knowledge while explicitly teaching vocabulary and intentionally integrating hands-on learning.

Roesland uses a team approach when it comes to providing small-group instruction for ELL students. This support team is made up of classroom teachers, special education staff, ELL support staff, an innovation specialist, the instructional coach, and the principal. Small-group interventions are targeted and flexible. This allows ELL students to experience explicit language instruction that is best suited to their learning needs across multiple settings with varied instructors. This double and even triple exposure to instruction builds student confidence that can bridge the achievement gap for these children.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Roesland Elementary engages and motivates students and staff by creating a positive environment where all stakeholders are encouraged to participate in our school community. Roesland implements Positive Behavior Intervention and Supports philosophy and practice. Each day, students have opportunities to earn the school-wide behavior support incentive of “Panther Praise Tickets.” Students earn tickets for following school-wide expectations, displaying academic effort, and showing peer support. Students can redeem their tickets weekly when the Peppy Cart visits the classroom. The Peppy Cart contains prizes and highly motivating incentives. In addition, Roesland staff organizes high-energy assemblies each spring to promote academic success and effort during testing windows. Once the school year is over, the entire school community comes together to celebrate student growth.

To promote a positive environment within the classroom, many teachers have a variety of incentives that they utilize daily. Each classroom can be rewarded with Class Paws to save for special spirit days or activities that are selected through student voice and choice. Panther Praise Tickets are also used as a classroom incentive as many teachers have their own “classroom store,” where tickets are used as currency to engage students in their goals. The entire classroom makes a point to celebrate every step toward students’ academic goals.

Roesland has created a culture around student-led goal setting to help students see and seek progress. Teachers and students set personalized goals to help each student achieve personal academic, social, and emotional growth. Roesland classrooms start each morning with a morning meeting. Teachers develop activities and lesson plans for morning meetings based on monthly grade-level social-emotional learning standards and student goals. Discussions around strategies engage students through various activities pertaining to our monthly theme.

An additional stakeholder that is very important to Roesland’s success is our Parent Teacher Association (PTA). The partnership between the PTA and the school community benefits our students in several ways. One notable example is the Roesland PTA designs fundraisers that involve the city of Roeland Park. This relationship allows students to feel connected to their community. Fundraisers have involved a Walk-a-Thon, selling chocolate bars and plants to raise money for field trips, peppy cart items, and additional classroom learning resources.

2. Engaging Families and Community:

In the Shawnee Mission School District, each building has a Site Council and Caring for Kids Committee. These committees include students, teachers, parents, and community business partners. These committees examine Roesland’s data trends, bring new innovative ideas, collaborate around planning events that support students and staff, and create pathways to achieve student goals. One of the community members is the United Methodist Church. The church organizes a school supply drive every August, collects donations of hats and gloves every October, provides gifts for Teacher Appreciation Week, and monetary assistance to the school each year.

Roesland works closely with the City of Roeland Park. This partnership provides families with meals and gifts during the holidays. The Police Department regularly helps greet students and parents at arrival and dismissal and routinely visits to build positive relationships with students. It is common to see them at Roesland during lunch periods sitting and talking with students. The City of Roeland Park has collaborated with Roesland to create a city-paid position for a school crossing guard. This new position has helped keep a high level of safety for students, staff, parents, and the community. In addition, primary teachers collaborate with the Fire Department during fire safety month to teach hands-on fire safety. Students can tour a firetruck and test out safety equipment. Roesland Elementary prioritizes frequent communication with families and the community.

Roesland's Parent Teacher Association is a valued partner in building school and home relationships. The PTA has its own Facebook page and advertises events, volunteer opportunities, and fundraising activities in the Panther Preview newsletter. The PTA organizes many events throughout the year. The Watermelon Welcome event in August provides an opportunity for new and existing families to meet each other. The PTA hosts an Ice Cream Social the evening before the first day of school. This event allows students and families to meet their teachers and see their classrooms. At the end of the year, PTA hosts a free school carnival, which all incoming, current, and previous families can attend. PTA collaborates monthly with local restaurants to bring the community together. The proceeds from these events directly benefit the school and promote interactions between families outside of the regular school day. Twice a month, families receive the "Panther Preview," a digital publication outlining the latest school news and upcoming events. Teachers also send home weekly classroom newsletters to keep families informed of specific classroom news and events.

3. Creating Professional Culture:

Roesland Elementary has created an environment that does an exceptional job of valuing and supporting its teachers. The many formal and informal structures put in place help teachers work to their full potential each day. This begins during our Building Leadership Team's summer retreat. Teachers gather with the administration to create systems that will make Roesland's school year successful. Each grade level has a seat at the table in the development of the master schedule, creating a sense of ownership that makes each staff member a stakeholder. In addition, our PLC time is integral to our schedule. As a result, Roesland has been on the cutting edge of our district's PLC work.

Roesland's commitment to the PLC process has been evident for many years. Our district brought in Solution Tree last summer, and over fifty percent of the Roesland staff attended this conference on their own time and without pay. When Roesland's staff experienced funding cuts, the principal and the specials' team committed to carving out a weekly, fifty-minute PLC time. The collaborative conference time and creativity of the administration have paid great dividends during our weekly PLCs.

While the PLC process is embedded in Roesland's culture, Roesland's staff boasts nine staff members who sit on six different district-level cadres. This allows Roesland to be on the cutting edge of district initiatives and able to provide the staff with outstanding professional development (PD). Roesland staff members are responsible for sharing both district PD and building-specific PD. Each professional development day built into our calendar is intentionally designed to enhance student learning. Roesland's professional development culture empowers staff and benefits student achievement.

All of this being said, Roesland's staff functions more like a family than a staff. The principal has implemented several activities that help build Roesland's staff community. Every Friday, a rally cart designed for teachers serves snacks and drinks to staff. Roesland teachers enjoy ten days of pampering, with the principal offering everything from a coffee bar to personalized lunch orders before winter break. Roesland's team is so dedicated that every staff member was present the day after our Kansas City Chiefs won the Super Bowl. The principal bought everyone a Sonic drink as a token of appreciation. These are just a few ways that Roesland's staff is appreciated above and beyond activities like staff potlucks and baby or wedding showers. Teachers at Roesland enjoy a highly functioning professional learning environment that feels like a fun-loving family.

4. School Leadership:

Roesland Elementary believes in emphasizing leadership roles at the student and teacher levels. As a result, all adults in the building are empowered to contribute, support, and collaborate to uphold the mission of our learning community. It is with this belief that Roesland has created a variety of leadership opportunities for students and staff.

Within our school community, the Building Leadership Team (BLT) consists of one grade level teacher (K-6), a specials teacher, a special education teacher, the principal, the social worker, and the instructional coach. The BLT meets monthly to collaborate, reflect, and provide input on building-wide student achievement and instructional practices. Building leadership team members then report back to the grade-

level teams.

The principal advocates the use of a team approach using the PLC model. Teachers are encouraged to pursue professional development opportunities to advance their knowledge and reach professional goals. The principal is focused on improving teaching and learning by providing effective professional development of all staff and highly functioning PLCs. In addition, the principal has created strong, positive relationships with parents, students, and the community to support the education of all students.

Within Roesland Elementary, students are encouraged to hold leadership positions. As sixth graders, students participate in the student council and sit on committees to serve the school community. These positions include safety patrol, technology, and morning announcements. Leadership positions allow all sixth graders to gain responsibility as they work alongside staff toward making Roesland a successful school. Another opportunity for student leadership is students reporting to other grade levels to help build academic support, social skills, and positive role models for others. For example, students will read with another student, practice math facts, and review sight words to help with academic needs. In the area of social-emotional needs, students will spend time coloring with each other and talking about school expectations which helps build relationships and sets all students up for a successful day.

Many staff members are involved in leadership roles within the district that support our students. For example, some teachers are members of Math and English Language Arts cadres that meet monthly. Teachers then bring their knowledge back to facilitate professional development that will help guide instruction. Other teachers meet with grade-level PLCs throughout the district to discuss vertical alignment. This, in turn, fosters relationships between grade levels within the school and at the district level to ensure students are mastering grade-level standards every year.

5. Culturally Responsive Teaching and Learning:

The Roesland staff fundamentally believes that all students can learn, and all learning can be relatable and accessible to students through culturally responsive teaching and learning. This process starts with the environment that staff creates through bulletin boards, posters, and classroom libraries, which include images that students see themselves in. Teachers set up, decorate, and plan to make classrooms welcoming, whether they have lamps, bright signs, and flexible seating options. The staff provides students with what they need to gain a sense of belonging and feel comfortable and safe. Before students even walk through the doors, Roesland's safety patrol acts as a welcoming committee. Patrol members greet students and parents by helping students exit their vehicles and provide friendly smiles to help start each day with positive interactions. Staff and teachers make a point to build and create relationships with students. Before the school year officially begins, Roesland hosts the "Watermelon Welcome" for incoming Pre-K and kindergarten students and families. With the help of the PTA, an ice cream social is held, resulting in students arriving on their first day already with a sense of belonging. "Back to School Night" is another opportunity for families to understand classroom routines and curriculum and familiarize themselves with the school and staff.

Teachers have a curriculum that embraces diversity. This is evident in the Open Court curriculum, with stories representing cultures and traditions worldwide. Classrooms discuss social and political issues, not teaching students how or what to think but how to become more informed and respectful members of society. This can be done through discussion and participation in current events. Roesland's library and classroom libraries celebrate diversity by having literature available so every student can see themselves more in the text and relate to others' lived experiences. Throughout the school, students are introduced to projects and experiences that are inclusive of all cultures. Students are encouraged to share their prior knowledge and background experiences to help connect and understand one another. Community and family members alike are invited into classrooms to share their experiences. Field trips and assemblies are intentionally planned to enrich students' cultural experiences. As a culturally responsive school, Roesland sees an increase in student effort and participation, which leads to student growth.

PART VI - STRATEGY FOR EXCELLENCE

Roesland Elementary strives to ensure high levels of learning for every student daily. We accomplish this by incorporating and fully committing to Professional Learning Communities or PLCs. Rick DuFour, author of Professional Learning Communities at Work; Best practices for Enhancing Student Achievement, links increases in student performances to schools where there is a shared vision of leadership, and where each member of the Professional Learning Community collectively plans activities and then reflects together upon completion.

In the summer of 2022, the Shawnee Mission School District held a two-and-a-half-day PLC Institute provided by Solution Tree. This was the first time Solution Tree partnered with an individual district to present the institute to all employees. Roesland had over 50% certified staff members attend, including at least one representative from each grade level, special education staff, specials teachers, and interventionists. It provided Roesland teachers with an amazing opportunity to make a huge impact on our students.

Roesland instructional staff dedicate intentional time twice a week in each grade level and department to join in this student-focused, collaborative work. This is a time for teachers to come together as a team, problem-solve, dig into research and data, and figure out how they can best meet the needs of all students. Our teachers work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

During these PLC times, teachers explicitly collaborate and plan based on the four questions of PLCs: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?

Teachers engage in the teaching, assessing, and learning cycle process within these designated times. Teacher teams unpack standards, create common formative assessments, analyze data from common formative assessments and intervention groups, and plan intentional reteaching and reassessment. These teams bring student work to have collaborative discussions, individually plan for students, and intentionally plan future instruction.

Roesland's staff finds the use of Professional Learning Communities to be the most valuable practice for identifying and closing the learning gaps as well as providing data to enhance each student's learning experience. With the implementation of Professional Learning Communities, all students' needs are met through individualized instruction in conjunction with the Shawnee Mission School District's Strategic Plan.