Corinth Elementary

8301 Mission Road
Leawood, KS 66206
913-993-2900

Principal: Michelle Lord
Grades Served: K-6
KSDE Bldg #: 8794

Feeder Pattern: Indian Hills and SM East HS

Notable School Characteristics

- Located in Prairie Village, Kansas, a suburb of Kansas City.
- 560 students from kindergarten through sixth grade.
- Second-largest elementary school in the district.
- 2001 and 2019 Blue Ribbon School
- Most Corinth students reside in Leawood, Kansas, in single-family homes.
- 80 students travel by bus to and from school, while the remainder walk, ride bikes, or are driven by family members each day.
- The community is directly involved at the school throughout the year.
- PTA consists of 366 members strong.

Our Mission Statement: Corinth’s Mission is to educate, inspire, and care for all learners every day.

Our Vision: Corinth is a united community where we set goals, believe in ourselves and others, and achieve our highest potential to make a positive impact.

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Our Values: We are respectful to all. We focus on relationships. We show kindness and are caring to all. We are welcoming to all. We put students first and focus on a growth mindset. We value creativity.

- Positive Behavioral Interventions and Supports (PBIS) celebrates behaviors that demonstrate students are respectful, on task, acting safely, and responsible (ROAR).
- ROAR provides a framework for each classroom’s management system.
- We lead by example in order to help all learners reach excellence. Each and every day we say, “It’s a great day to be a Dragon!”

KSDE Building Report Card
Corinth 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?

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact Corinth include, but are not limited to:

- Lack of special education funding
- High Student enrollment
- High levels of students facing trauma
- Lack of access to mental health supports
- Ensuring growth of our high achieving students
- Lack or limited access to quality PreK programs
- Minimal time provided for teacher collaboration in the master schedule.
- Lack of funding for ongoing and continuous professional development to support staff
- Lack of classroom space for additional programing,

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

- Increased funding for paraeducator and teacher support in the special education classroom.
- Increased funding for support in the general education classroom.
- Fully fund an instructional coach in each building to support the use of research based instructional practices and to ensure high levels of learning for all students.
- Increased salary to recruit and retain highly qualified certified and classified staff
- Increased funding and time for PLCs to meet
- Provide a full-time social worker to support social and emotional support for students.
- Additional substitute teachers including building substitutes
- Maintain low teacher ratio for great individualized instruction
- Increased funding for PreK

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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 will achieve 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.
- 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, Corinth does not believe that student’s assessment scores should be the sole measure of student proficiency, especially when the assessment has zero impact on their future.
- An increased level of social emotional challenges and needs of students due to the impact of COVID.

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Board Rationale/Comments

The Shawnee Mission School District faces challenging budget needs given the commitment to meeting aspirational state and district education goals for every student. The district continues to work to limit central administrative costs to less than 5% of the total budget. Following an analysis of student needs, the district has worked 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 following positions have been added to support buildings to better meet the needs of our 26,440 students: two (2) assistant principal positions at our larger middle schools; three (3) intervention specialists; two (2) Special Education instructional coaches; two (2) ELL teachers; six (6) additional teaching positions and thirty (30) paraprofessional positions. The district will continue to analyze budget funds for the 2024-25 school year, in order to determine the ability to maintain the following positions 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.

In addition, the district has increased professional learning opportunities for all teachers, including hosting a major conference on Professional Learning Communities and sending large numbers of staff to a conference on 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.

The percentage of Corinth students performing at College and Career Ready on the ELA and Math state assessments (Levels 2, 3 or 4) remains consistently and significantly above the state average. While students have experienced significant educational and developmental disruptions over the past few years, state assessment performance reflected minimal academic decline. Corinth is committed to the challenge of providing all students with the social-emotional support they need to facilitate learning growth. The Corinth community is strengthened by active parent involvement and a strong PTA.

Our routine use of multiple measures to assess student growth, school climate and equitable practices will serve to inform the best use of finite resources looking ahead.

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SHAWNEE MISSION SCHOOL DISTRICT

School Needs Assessment for 2023-2024