

# 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?

\*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.

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
- Students with severe special needs
- 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 programming,

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.
- Maintain the classroom cap sizes at 22 for grades K-2 and 24 for grades 3-6 to support students' needs with low teacher ratio for great individualized instruction.
- Provide building substitutes in each building to support staff and building needs.
- Fully fund a full-time interventionist in each building to support the use of research based instructional practices and to ensure high levels of learning for all students.
- Provide additional administrative support staff to support the large building numbers and student and building needs
- Increased salary to recruit and retain highly qualified certified and classified staff

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- Increased funding and time for PLCs to meet
- Continue to provide a full-time social worker to support social and emotional support for students.
- Continue to provide a full-time instructional coach to support teachers and best practices for instruction.
- Increased funding for PreK

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.

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 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.

The percentage of Corinth students performing at College and Career Ready on the ELA and Math state assessments (Levels 2, 3 or 4) remains significantly above the state average, with improvement in 2023 Math and ELA state assessments following COVID disruptions to learning. While students have experienced significant educational and developmental disruptions over the past few years, 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.

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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