

McAuliffe Elementary

15600 W. 83rd Street
Lenexa, KS 66219
913-993-3500

Principal: Michael Orr
Grades Served: K-6
KSDE Bldg #: 8791

Feeder Pattern: Westridge MS & SM West HS,
Trailridge MS and SMNW HS



Notable School Characteristics

- Comprehensive school serving students in grades K-6
- Along with our general education K-6 classrooms, we also house a Center-based, Social Emotional Resource (SER) Special Education Program.
- Our building is located in the heart of Lenexa, KS and is surrounded by established neighborhoods, city parks and pools. We are located just a short drive from the newest addition to Lenexa... the Lenexa City Center multi purpose living, shopping and dining area, along with the SMSD District Aquatics Center.
- McAuliffe is currently home to approximately 430 students and a staff of approximately 50 individuals who work in tandem to offer a well rounded support system for all students academically, socially and emotionally.
- At CME we consider all members of the community, students and staff as the McAuliffe "family". Our goal is to offer a well rounded education to ALL students while also helping them develop into high quality members of society who can leave our building with a solid foundation in place academically, personally and socially.

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.

At Christa McAuliffe we...

“Are committed to developing the well-rounded child through a positive community culture”

- Create a welcoming and caring environment within the building which supports all students, parents and community members from all backgrounds.
- Staff open to new ideas and challenging themselves and their students to take risks

“Focus on building positive, meaningful relationships with each other, based on trust, accountability and relevant expectations”

- Hold ourselves and others accountable for high expectations
- Maintain a growth mindset and use our mistakes as learning opportunities
- Foster open communication in all situations with all stakeholders
- Recognize talents of students, staff and community
- Appreciate, accept and encourage individuality and diversity among students and staff

“Strive to provide differentiated instruction and support to ALL students”

- Set goals, review and update them throughout the school year
- Make data-driven decisions regarding instruction of children
- Open collaboration with others
- Provide appropriate accommodations as needed
- Provide rigorous and relevant learning opportunities to all

“Encourage everyone in the community to strive for excellence through a growth mindset”

- Practice positive thoughts daily
- Help students and staff persevere through struggles
- Learn when and how to self advocate

KSDE Building Report Card

[McAuliffe 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.

- Lack of support staff able to assist with tiered instruction.
- Students with severe special needs
- High levels of students facing trauma

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

Our students at McAuliffe continue to face a growing number of barriers to success. The current budget constraints that impact our ability to successfully remove barriers for our students include:

- Need for increased salary to recruit and retain highly qualified certified and classified staff
- Need for additional staff members hired to meet the individual learning and SEL needs of all students
- Need for increased funding and time for PLCs to meet
- Need for additional substitute teachers including building substitutes
- Need for increased paraeducator and teacher support in special education classrooms
- Continue to support and fund full time Social Worker position in our building
- Continue to support and fund full time Instructional Coach position in our building

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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?

*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 board of education, administration, teachers and classified staff 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 assess when all students will be at a certain level. Some of those include:

- An 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.
 - While assessment scores are one measure, Christa McAuliffe Elementary does not believe students assessment scores should be the sole measure of student proficiency, especially when the assessment has zero impact on their future.
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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 McAuliffe Elementary students performing at or above grade level on the Math and ELA state assessments (Levels 2, 3 or 4) has consistently remained above state averages. While students experienced significant learning disruptions over the past few years, both Math and ELA state assessment improved in Spring 2023. McAuliffe is 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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