

Corinth Elementary

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

Principal: Kasey Weishaar
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.
- 598 students from kindergarten through sixth grade.
- The largest elementary school in the district.
- Ranked #1 Elementary School in Kansas by US News and World Report 2024 & 2025
- 2001 and 2019 Blue Ribbon School
- Most Corinth students reside in Leawood, Kansas, in single-family homes.
- 76 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 heavily involved at the school throughout the year through volunteering, PTA events, and Site Council meetings.
- PTA consists of 515 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:

- High Student enrollment. In 1st grade we had to hire an aide due to lack of space for another classroom section.
- Minimal time provided for teacher collaboration for long-term planning.
- Lack of funding for ongoing and continuous professional development to support staff
- Lack of special education funding
- High levels of students facing trauma
- Students with severe special needs
- Lack of access to mental health supports
- Finding time in the schedule to extend and ensure growth of our high achieving students
- Lack or limited access to quality PreK programs
- Lack of classroom space for additional programming

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

- List from highest priority to lowest.
- Indicate whether the request is a NEW position or CURRENT position that you want to maintain.
- Add additional classrooms at Corinth. We currently have one grade level (1st) over the recommended cutoff of 22 students but no ability to add an additional classroom. In the 27-28SY, we anticipate enrollment numbers to hold steady meaning we would need 28 or 29 classroom spaces. We currently only have 27 classroom spaces and they are all used. (New)
- Add a full time, or part time, intervention teacher to support the needs of our high achieving students. The current intervention teacher supports those students below grade level in reading and math. We need an intervention teacher to support those on the high end who are above grade level. (New)

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- An admin intern is needed to support the varying needs of Corinth due to Corinth being the biggest school in the district. They would support the evaluations of teachers, many IEP meetings for SEEK and special education, 504 meeting support, SIT meetings, parent requested time with administration, discipline calls, walkthroughs, etc. (New)
- Increased funding for aide support in the building. We currently have 2 aide positions that are community funded that are a need for a building of Corinth's size to serve all students and to supervise the lunchroom. Aides currently meet with students that are below grade level to reinforce instruction and skill acquisition. They also work in our cafeteria to provide supervision for up to 200 students at a time. (New)
- Purposely build into the calendar a long-term planning day each quarter. To effectively plan, teachers need more than what they are given daily to map out a plan for all levels of learners in their classrooms. (New)
- 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 personalized individualized instruction. (Current)
- Provide building substitutes in each building to support staff and building needs. (Current)
- Continue to provide a full-time social worker to support social and emotional support for students. (Current)
- Continue to provide a full-time instructional coach to support teachers and best practices for instruction. (Current)
- Increased funding for paraeducator and teacher training for the special education classrooms. (New)

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 and have been ranked the #1 school in Kansas based on state assessments by the US News and World Report for the past two years. Although we've accomplished this ranking and are proud of the work we've done, 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 social emotional disabilities which preclude us from being able to guarantee a date when all students will meet a singular level of proficiency.

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- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students including gifted and talented 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 minimal impact on their future.

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 and efficiently, limiting central administrative costs to less than 5% of the total budget. Over the past several years, the district has risen to external challenges that have impacted our students educational experiences, with an increased focus on learning recovery, chronic absenteeism, and an enhanced need for social and emotional support.

The district has used information from needs assessments conducted at each building to make targeted staff allocations at the building level. Specific needs identified by large numbers of schools, included additional teacher allocations to maintain lower class sizes at the elementary level, providing a building substitute at each building, taking extra measures to ensure paraprofessional/teacher support in special education classrooms, and higher salaries for both certified and classified staff to strengthen retention and recruitment of employees. In addition, following a comprehensive analysis of student needs, the district continues to budget for 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 (at about 1,700 students each).

Even with the incremental restoration of state general education funding, (an increase to the base, along with a corresponding increase in the Local Option Budget) we were **not** able to add any new positions identified in individual building needs assessments across our 48 attendance centers/specialized programs (in fact we cut 19.2 FTE). Our budget situation for this year was challenging given the ongoing shortfall in Special Education funding from the State and a decline in student enrollment. Through our individual building needs assessment, our leaders identified a need for an additional 79.3 FTE that the district was unable to fund. Some positions that were unable to be funded were:

- 34 elementary counselors
- 10 Classified Special Education positions

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- 5.25 Certified Special Education positions
- 5 high school instructional coaches
- 5 Interventionists
- 3 ELL Teachers

The district is maintaining the following positions in the operating funds for at least one more year:

- Elementary class size will remain at 22 for Kindergarten through 2nd grade and 25 for 3rd through 6th grades.
- 10 additional teachers at the secondary level to support learning recovery.
- 6 Attendance Specialists to continue our work towards curbing chronic absenteeism
- At least 1 building sub at each building in the district.

The district will continue to analyze budget funds for the 2027-28 school year, in order to determine the ability to maintain the positions listed above that were originally 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. Due to the shortfall in special education state aid, along with the uncertainty of federal funds, this recently restored capacity is tenuous.

In addition, the district will take steps to absorb cuts to state aid for professional development and teacher mentoring in order to continue support for the professional growth and retention of all teachers, with a focus on Professional Learning Communities and Response to Intervention. These types of budgetary needs to offset unfunded mandates erodes the inflationary adjustments to general education state aid. Additionally, resources will be allocated to the following items which also were identified through the needs assessment process:

- Expand implementation of iReady math resources and assessments from 6-8 to K-8.
- Continue expanding the number of LETRS trained staff (structured literacy)
- Adopt a new Learning Walkthrough platform for enhanced data collection and feedback.

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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