

McAuliffe Elementary

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

Principal: Brian Quick
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
- Our school includes general and special education, and also houses a Center-based, Social Emotional Resource (SER) Special Education Program for students with behavioral disorders or emotional disturbances.
- Our building is located in 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 Aquatics Center.
- McAuliffe is currently home to approximately 390 students and a staff of approximately 60 individuals who work in tandem to offer a well rounded support system for all students academically, socially and emotionally.
- Our focus is on academic success, belonging (social emotional learning), and providing high-quality instruction at grade level for all students. We also provide tiered instruction to help students achieve grade level success. Our resource team serves students who need specialized instruction, and our SER team teaches on and off grade level subjects while giving specialized behavioral instruction.

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- 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, emotionally, and socially.

Christa McAuliffe Elementary:

Mission: Our mission is to advocate for our students to be successful in school and in life. We develop our student’s academic and social skills, focusing on creating happy, kind, empathetic and open-minded life-long learners. Our students have a voice, are leaders, problem-solvers, and purpose-driven. Together we create an inclusive, respectful, academically-rich, and data-driven environment where students, families, and staff can all feel heard, seen, and valued.

Instructional Collective Commitments:

Christa McAuliffe is a school where:

- *All feel seen, heard, and valued
- *We focus on both high-level academics and the growth of the whole child.
- *We hold high expectations of ALL students, ourselves, and one another.
- *Data drives differentiation and instructional decisions.
- *We reflect on our practice and adjust when things don’t go as planned.

Professional Collective Commitments:

Christa McAuliffe is a school where:

- *Relationships are essential to student success
- *We are collaborative, open to new ideas, and build each other up
- *We are accountable for high expectations for all
- *We are professional, positive, encouraging, flexible, and honest
- *We care about students, families, and each other as individuals

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KSDE Building Report Card

[McAuliffe Elementary Building Report Card](#)

Needs Analysis

What barriers must be overcome for each student to achieve grade* level proficiency on assessments?

- Our school has performed well on standardized assessments, but our teachers are stretched very thin to help students achieve across all subject areas. We have one interventionist and two aides (who cover lunch duty for part of their day). These staff members are focused on reading instruction and small groups. Our building needs a second interventionist who will focus on math interventions. We have an amazing staff, but we are staffed to a minimum level. When a para, aide, or even teacher is out (without a sub), we really have to scramble to provide appropriate coverage, and staff our student lunch periods, which then creates a barrier for some of our tier instructional groups, or removes the iCoach, principal, or social worker from taking instructional leadership steps on a consistent basis. This can also cause our aides to miss small group time, which creates a barrier for the teacher and students. Having an additional interventionist would allow us to have one focused on reading, while another is focused on math, and we could really fill math gaps our students may have. This would make a significantly positive difference for our building.
- We have a comparably high special education rate, and our students would benefit from a third full-time resource teacher (compared to the 2.5 we have now). We would also benefit from an additional paraprofessional to help ensure we are meeting all of our required minutes, and more importantly, continue to meet all of our student needs.
- Our teachers benefit greatly from two existing positions, instructional coach and building substitute. Please maintain both of those positions.
- Our community Site Council advised that additional reading and math support would be seen as beneficial for the community, especially for students who need additional support but do not qualify for special education support.
- Our BLT voiced strong support for adding an interventionist and increasing our SPED teacher FTE from 2.5 to 3. They believe this would help us reach more students, and do so with more consistency across grade levels.

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

Highest Priority:

- A second (full or part-time) interventionist (New)
- Maintain full-time instructional coach (Current)
- Increase from 2.5 FTE Resource Teachers to 3.0 FTE Resource Teachers (New)
- Maintain full-time building substitute (Current)
- Add one additional full-time paraprofessional for resource (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?

- There is not way to accurately predict how children will respond to our interventions because we cannot fix the daily challenges they face. Many factors impact students' academic achievement, such as: mental health issues, socioeconomic factors, environmental and societal factors that are beyond our control. Our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students. 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 achieves grade level proficiency. We continue to do the important work and take care of our students with the goal of helping them all achieve grade level proficiency or beyond.
- Other elements we are working on:
 - We have a strong focus on tiered instruction. As a staff we have begun the process of streamlining and providing consistency to our SIT process, and ensuring we are making those (and all instructional) decisions based on data, and not anecdotal information. This began last year and continued to improve this year.
 - Our PLCs are strengthening their work around grade level standards, tier instruction, interventions with fidelity.
 - We are committed to achieving our school academic and belonging WIGs, and grade levels are focused on adding data to our scoreboards to ensure we are focused on student achievement.
 - Any of our requests above would strengthen our ability to be consistent in our work, and would help achieve school-wide success for all students.

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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 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
- 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:

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- 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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