Nieman Elementary

10917 W. 67th Street
Shawnee, KS 66203
913-993-4000

Principal: Kiley Tenbrink
Grades Served: preK-6
KSDE Bldg #: 8822

Feeder Pattern: Hocker Grove MS & SM North HS

Notable School Characteristics

- Title I
- Comprehensive school serving students in grades preK-6; with at risk and Title I funded PreK
- Serving Private/Parochial students in special education
- Diverse student population with English Language Learner supports
- Highly developed Response to Intervention model to support students’ academic and behavior needs

KSDE Building Report Card

Nieman Elementary Building Report Card

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.
Needs Analysis

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

In any building there will always be barriers in place that must be considered when looking at student achievement. Some of the barriers that impact Nieman include:

- Students that do not speak English fluently
- New special education team and limited special education funding
- Students facing high levels of trauma
- High levels of poverty prevalent amongst families
- Lack of or limited access to community health services and mental health services
- High absenteeism and truancy
- Transient population over time—students not starting elementary school and ending elementary school at Nieman
- Historical trends of students not performing at grade level
- Lack of behavior support to help address the social emotional needs and behaviors causing disruptions to the general education environment.
- Documentation status and comfortability filling out and applying for available resources.
- Availability of wrap around care for PreK students
- Lack of substitutes taking jobs and having to utilize in-house support to cover classrooms, which leads to no/limited intervention groups being able to take place.
- Lack of professional development time to focus on instruction with teachers.
- High levels of students identified with disabilities and the percentage continues to grow.
- Lack of building space for all needed parties including: special education groups, intervention groups, wrap around care, related services, meeting spaces, etc.

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

At Nieman our students face a growing number of barriers that we are continually working to overcome. Given our population, the following budget consideration could have the biggest impact on student achievement:

- Increased salary to recruit and retain highly qualified certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students including:
  - Additional social worker and/or counselor
  - Full time behavior specialist

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○ Full time assistant principal (not an intern, looking for long-term consistency in the building)
  • Relocating private parochial special education services to another building to allow our staff to tend to the high identification rate in our building (15.8%) and growing.
  • Maintain building substitutes
  • Maintain Recovery Room Aide
  • Maintain ELL specialist
  • Maintain low student to teacher ratio for individualized instruction
  • Adding a section to my 22-23 4th grade class/23-24 5th grade class to lower teacher to student ratio due to extremely low academic performance, extremely high levels of behaviors including ISS/OSS and office referrals.
  • Make PreK either full day, or provide wrap-around care for families.
  • Increased monies to support programming and professional learning related to: social emotional learning, bringing in community resources, real world learning, professional learning of staff.

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?

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:
  • Ever-changing population of students bringing varying degrees of cognitive abilities, school readiness, disabilities, and behavioral challenges 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.
  • Until the state starts analyzing multiple data measures for all students they will not have an accurate understanding of student proficiency and growth over time. While state assessment scores are one measure, Nieman does not believe that they show an accurate picture of what students are learning in school and should not be the sole measure of student proficiency.
  • An increased level of social emotional challenges and needs of students due to increased student trauma has an extremely large impact on the ability of classroom teachers and the school to be able to place our main focus on instructional gains.

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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.

Nieman is working hard to address the needs inherent in being a Title I building, including serving a high population of English Language Learners (nearly 25%). The percentage of students performing at or above grade level on the state assessments (Levels 2, 3 or 4) improved from the Spring 2021 COVID decline, reaching just above the state’s average for all students Spring 2022. Math assessments remain below the state average through Spring 2022. As a building with relatively new leadership, the focus remains on culture, creating meaningful relationships, and developing effective Professional Learning Communities (PLCs) to increase student performance. Students at Nieman have experienced significant trauma over the past few years, and the school is challenged to provide all students with the social-emotional support they need to facilitate recovery and learning growth.

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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