

# Benninghoven Elementary

6720 Caenen  
Shawnee, KS 66216  
913-993-1900

Principal: Anna Jensen  
Grades Served: preK-6  
KSDE Bldg #: 8834

Feeder Pattern: Trailridge MS & SM  
Northwest HS



## Notable School Characteristics

- Comprehensive school serving students in grades preK-6
- Talented, dedicated teacher team that is committed to ensuring high achievement for all students
- SM Northwest feeder SEEK Program
- Newly constructed building with flexible learning spaces
- Partnered programs with SMNW High School
- High levels of community engagement
- Effective partnership with PTA

## KSDE Building Report Card

[Benninghoven 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 Benninghoven include, but are not limited to:

- Lack of special education funding
- Increasing levels of students facing trauma
- Difficulty in retaining and attracting highly qualified teachers
- Declining enrollment that reduces funding and access to additional services and supports for all students
- Student class sizes are expanding due to fewer class sections.
- Adequate professional development in trauma informed strategies, de-escalation of behaviors, and students with disabilities

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

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

- Addition of full time Counselor hired to meet the individual learning needs and SEL needs of all students at Benninghoven
- Increased salary to recruit and retain highly qualified certified and classified staff
- Increased funding and time for PLCs to meet
- Continuation of the fulltime building substitutes beyond ESSR dollars
- Increase paraeducator and teacher support in special education classrooms
- Increase instructional aides to support students with ELL, SEL, and RTI needs (not just remediation but also enrichment)
- Addition of Administrative Intern availability at the Elementary Level to meet building needs and student behavior
- Maintain low teacher ratio for great individualized instruction

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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:

- 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. Benninghoven does not believe that students' assessment scores should be the sole measure of student proficiency, especially when the assessment has zero impact on their future.
  - Similar to how other professionals, such as doctors, lawyers, etc. cannot ensure 100% success due to a variety of obstacles, we will likely be unable to achieve 100% proficiency.
  - 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 Rhein Benninghoven 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. School staff continue to focus on culture, creating meaningful relationships, and developing effective Professional Learning Communities (PLCs) to increase student performance. Benninghoven 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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