

# 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
- Large influx of non-english speaking families moving to the United States.

## KSDE Building Report Card

[Nieman 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.

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:

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- Additional social worker and/or counselor
- Full time behavior specialist
- 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 (17.6%) and growing.
- Maintain building substitutes
- Maintain Recovery Room Aide
- Maintain ELL specialists
- Maintain low student to teacher ratio for individualized instruction
- 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.
- Add transportation availability for free and reduced lunch option families. We have families that Uber to and from school, walk extended distances, and are dropped off extremely early which is a safety concern as they are not supervised before 7:50 am.

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 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. With the addition of the open borders statute, it will make it even more difficult to identify a time when grade level proficiency for all would be achievable.
- 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

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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 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 at-risk Nieman students performing at or above grade level on both ELA and Math state assessments (Levels 2, 3 or 4) exceeds statewide performance among at-risk peers, meaningful academic growth and moving all students out of Level 1 remains a priority.

Nieman is working hard to address the needs of the large population of students living in poverty (68% FRL), including a number of English Language Learners (12%). The percentage of at-risk Nieman students performing at or above grade level on both ELA and Math state assessments (Levels 2, 3 or 4) exceeds statewide performance among at-risk peers. While students experienced significant learning disruptions over the past few years, Math state assessment scores improved in Spring 2023.

The building 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.

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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