

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?

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, and continual increase in enrollment of non-english speaking students. ELL levels 29% beginners, 23% early intermediate- percentages based off total number of ELL students, not total enrollment of school.
- Students facing high levels of trauma
- High levels of poverty prevalent amongst families
- Families lacking consistent access to community health (dental, vision, primary care, urgent care) and mental health services
- 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.
- Subs not provided for interventionists and ell teachers when they are out sick or personal days, which leads to intervention groups not being seen.
- Transient population over time- students not starting elementary school and ending elementary school at Nieman.
- Increase in enrollment of students with major educational gaps or no formal prior education.
- Historical trends of students not performing at grade level
- Continued need to support students with intensive social emotional and behavioral interventions.
- Documentation status and comfortability filling out and applying for available resources.
- High levels of students identified with disabilities and the percentage continues to grow.
- Scheduling and providing special education services for private parochial students with already high levels of identified students in the building. Major impacts on human resources and scheduling capacity.
- Lack of building space for all needed parties including: special education groups, intervention groups, wrap around care, related services, meeting spaces, etc.
- Understaffed for certified and classified positions in special education and general education areas.
- Limited parental participation, support, or back and forth communication for many of our students.
- Discrepancies in outside funding/resources from outside partners.

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- Lack of personnel to help support PreK intervention needs.
- Lack of availability of school psychologists due to the number of schools they are assigned to.

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 considerations could have the biggest impact on student achievement:

- Maintain all current support positions in the building (current)
- Maintain building substitutes (current)
- Maintain ELL specialists (current)
- Maintain full time interpreter (current)
- Maintain low student to teacher ratio for individualized instruction
- Returning our Recovery Room Aide position to meet the individual SEL needs of our students. (new)
- Turn the Administrative Intern position into a full-time assistant principal to provide long-term consistency for academic and behavioral support in the building. (new)
- Add a PreK interventionist to support data collection and analysis and provide academic and behavioral intervention to students. (new)
- Relocating private parochial special education services to another building to allow our staff to tend to the high identification rate in our building (17.2%) and growing.
- Add lunchroom aides to allow for instructional aides to be available for academic groups and our interpreter to be available to translate (new)
- Increase pay for classified staff that are required to have college credit to work there.
- Additional pay for staff who are asked to translate throughout the day when our interpreter is already translating for others.
- 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.
- Increased salary to recruit and retain highly qualified certified and classified staff.
- Increased monies to support the building needs around academics and social emotional learning (paying for subs for data chats and planning days, allowing subs for interventionists and ell teachers, academic or SEL resources and professional learning).

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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?

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:

- The ever-changing population of students bringing varying degrees of cognitive abilities, school readiness, disabilities, behavioral challenges, and more.
- Lack of constitutional funding of special education
- Lack of appropriate school funding for Title Needs.
- An increased level of social emotional challenges and needs of students

Along with the above factors, 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.

These factors above, as well as many more, preclude us from being able to guarantee a date when all students will meet a singular level of proficiency.

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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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