

Belinder Elementary

7230 Belinder Road
Prairie Village, KS 66208
913-993-1800

Principal: Steve Yeoman
Grades Served: K-6
KSDE Bldg #: 107

Feeder Pattern: Indian Hills MS, Shawnee
Mission East



Notable School Characteristics

- Comprehensive school serving students in grades K-6
- Tradition of high student achievement and academic excellence
- Exceptionally talented teaching staff with high level of teacher retention
- Notably supportive parent-community involvement, with an actively supportive PTA
- Awarded National Blue Ribbon School of Excellence (1994)
- Two-time National PTA School of Excellence (2016-17, 2019-20)
- The Leader in Me participating school

KSDE Building Report Card

[Belinder 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?

*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.

Like all schools, Belinder Elementary contends with obstacles that impact student achievement. These include:

- Students experiencing trauma
- Lack of special education staffing
- Students with severe special education needs
- Consistent instructional support for students identified as ELL
- Lack of support staff able to assist with tiered instruction

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

- Continue providing a full-time instructional coach to support staff. This individual is instrumental in helping to develop and implement learning systems and teacher’s capacity to respond to student need, providing professional learning opportunities that concentrate on curricular needs and understanding of priority standards, and supporting and retaining both new and veteran staff members.
- Continue providing a full-time social worker. This individual is key in supporting student’s experiencing trauma and serving as a resource for families in need.
- Continued coordinated and intentional professional development for all staff members (certified and classified) that focuses on assessments, curricular resources, and implementation of a Professional Learning Community culture.
- Continue keeping class sizes lower at the primary grades

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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.

Our scores following the 2022-23 school year on the Kansas State Assessment are as follows:

In ELA

- 93% of Belinder 3rd grade students achieved basic level of proficiency
- 91% of Belinder 4th grade students achieved basic level of proficiency
- 88% of Belinder 5th grade students achieved basic level of proficiency
- 94% of Belinder 6th grade students achieved basic level of proficiency

In Mathematics

- 90% of Belinder 3rd grade students achieved basic level of proficiency
- 98% of Belinder 4th grade students achieved basic level of proficiency
- 83% of Belinder 5th grade students achieved basic level of proficiency
- 93% of Belinder 6th grade students achieved basic level of proficiency

In both content areas, Belinder Elementary notably outperformed other schools in the district and the state.

Our two building KESA goals for Belinder Elementary have been updated following the last accreditation cycle and are:

- 1) Beginning in school year 2022-23, Belinder will refine and improve our RTI to appropriately provide instruction to students that meet their individual learning needs. Our goal will be to utilize district/state performance measures to evaluate building-wide and individual student achievement in Reading and Math.
- 2) Beginning in school year 2022-23, Belinder will work toward the goal of developing professional learning opportunities that reflect staff input and interest. We believe this investment in teacher empowerment will have a positive impact on culture and student achievement.

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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 Belinder students performing at College and Career Ready (Levels 2, 3 or 4) on ELA and Math state assessments remains significantly above the state's average, with improvement in 2023 Math and ELA state assessments following COVID disruptions to learning. The school has strong parent involvement, having been named a National PTA School of Excellence twice in the decade. Like many other schools, Belinder students have experienced significant educational and developmental disruptions over the past few years, and the school is challenged to provide all students with 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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