

Belinder Elementary

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

Principal: Dr. 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 involved PTA
- Two-time National PTA School of Excellence (2016-17, 2019-20)
- The Leader in Me participating school (“Lighthouse School” status review, March 2025)

KSDE Building Report Card

[Belinder 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?

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

- High percentage of high-achieving students who require academic extension of resources
- 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 – e.g. multiple educational aides

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

- CURRENT – 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.
- CURRENT – Continue providing a full-time social worker. This individual is key in supporting students experiencing trauma and serving as a resource for families in need. This person also serves as an important point of contact when student behaviors occur and require classroom support.
- CURRENT – Continue ensuring Belinder has a full-time Interventionist to support our Response to Intervention model. Belinder enrolls close to 500 students, and while our academic achievement continues to be a strength, providing consistent intervention and tiered support for students is a challenge. It is a district expectation that all SMSD schools implement a Response to Intervention model, and it is critical we have the necessary instructional support staff to do this effectively.

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- CURRENT – Continue to provide adequate special education staffing. This includes two certified staff members and adequate paraprofessional staffing needed to support the IEP minutes outlined in student plans.
- NEW – A gifted teacher who serves the school and students at Belinder, not only those students who meet the requirements for SEEK services. Having this person on our campus would raise the access to these resources for many more students and would build the instructional capacity of the classroom teachers.
- Continued coordinated and intentional professional development opportunities for all staff members (certified and classified) that focus on assessments, curricular resource implementation, balanced literacy, tiered instruction and support, and implementation of a Professional Learning Community culture.
- Continue keeping class sizes lower at the primary grades.
- CURRENT – Continue to provide at least one educational aide. Belinder staff have worked collaboratively to create a tiered system of support that provides for students a designated time to receive individualized and small group intervention in core content areas. Our educational aide is a critical position to help support this effort, especially in the area of math.
- CURRENT – Continue to permit community-funded positions. Our PTA, working in partnership with the building, has recognized the instructional support needs at our school, and has worked hard to raise funds to support a .5 certified Reading Specialist (or another half-time Interventionist). This individual's presence is key to helping carry the Intervention load and support our learners who struggle the most, especially in the content area of reading.

How much time will it take for each student to achieve grade level proficiency on the state assessments if the budget actions are implemented?

Our scores following the 2024-25 school year on the Kansas State Assessment are as follows:

In ELA

- 91% of Belinder 3rd grade students scored at/above Level 2.
- 90% of Belinder 4th grade students scored at/above Level 2.
- 92% of Belinder 5th grade students scored at/above Level 2.
- 90% of Belinder 6th grade students scored at/above Level 2.

In Mathematics

- 93% of Belinder 3rd grade students scored at/above Level 2.
- 89% of Belinder 4th grade students scored at/above Level 2.
- 92% of Belinder 5th grade students scored at/above Level 2.
- 96% of Belinder 6th grade students scored at/above Level 2.

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

Attached is Belinder's WIG scoreboard monitoring our most important school improvement efforts:

Belinder 2025-26 WIGs Scoreboard

The following Indicators have also been selected as priority items for our school improvement planning and KESA accreditation work:

- Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46) (TitleISW-Leadership)
- Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108) (Balanced Assessment, TitleISW-Instruction)
- All teachers engage all students (e.g., encourage silent students to participate). (167) (Quality Instruction, TitleISW-Instruction, TitleISW-SchlCommunity)
- The school regularly communicates with parents (families) about the importance of the curriculum of the home (parent responsibilities and what they can do at home to support their children's learning). (1570) (TitleISW-SchlCommunity)
- The school implements a tiered instructional system (such as Kansas MTSS) that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (3412) (TitleISW-Tiered)

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

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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:

- 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

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- 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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