Bluejacket-Flint Elementary

11615 W. 49th Terrace
Shawnee, KS 66203
913-993-2000

Principal: Tasha Howard
Grades Served: PreK-6
KSDE Bldg #: 8784

Feeder Pattern: Hocker Grove MS & SM North HS

Notable School Characteristics

- Comprehensive school serving students in grades PreK-6
- Apple Distinguished School
- TraumaSmart Certified School
- Positive Behavior Interventions & Supports (PBIS)
- Project Lead the Way Certified School
- Self-Contained Special Education program

KSDE Building Report Card

Bluejacket-Flint 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?

Some barriers to achievement at Bluejacket-Flint include, but are not limited to:
- Lack of support staff positions (educational aides).
- Difficulty in retaining and attracting quality support/classified staff.
- High level of students dealing with and/or facing trauma.
- Lack of or limited access to community health services and mental health services.
- Lack of Special Education funding.

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

At Bluejacket-Flint, we will continue to support our students as they face a growing number of barriers to their academic success.

Some budget actions we feel should be taken are:
- 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:
  - Additional Educational Aides
  - ELL Teacher and ELL Aide to support
  - Aide or Assistant to the Social Worker
  - Administrative Intern or Assistant principal
- Additional substitute teachers including building substitutes
- Increase paraeducator and teacher support in special education classrooms
- Maintain low student to teacher ratio for great individualized instruction
- Increased funding for PreK
- Increased instructional coaching

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?

At Bluejacket-Flint, we recognize that there are multiple ways to measure student achievement, growth, and overall success. That said, we measure student growth each year and document that information. We work under the belief that ALL students will achieve academic success. Although we are working
hard towards the goal of grade level proficiency for all students and we are proud of those efforts, many factors make it impossible to estimate a time when every student will achieve grade level proficiency.

Such factors include:

- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students.
- While assessment scores are one measure, Bluejacket-Flint does not believe that state assessment scores should be the sole measure of student proficiency, especially when the assessment being used has zero impact on their future.
- An increased level of social emotional challenges and the increased needs of students due to the impact of COVID complicate attempts to get all students to proficiency.
- As a public school, Bluejacket-Flint accepts all students, who come to school from a variety of backgrounds and with a broad range of levels of achievement. This willingness to serve all students is one of the things that makes public schools great, but it also makes it impossible to guarantee future levels of achievement.
- 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. We will continue to strive for that 100%.

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Board Rationale/Comments

The Shawnee Mission School District faces challenging budget needs given the commitment to meeting aspirational state and district education goals for every student. The district continues to work to limit central administrative costs to less than 5% of the total budget. Following an analysis of student needs, the district has worked 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 following positions have been added to support buildings to better meet the needs of our 26,440 students: two (2) assistant principal positions at our larger middle schools; three (3) intervention specialists; two (2) Special Education instructional coaches; two (2) ELL teachers; six (6) additional teaching positions and thirty (30) paraprofessional positions. The district will continue to analyze budget funds for the 2024-25 school year, in order to determine the ability to maintain the following positions 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.

In addition, the district has increased professional learning opportunities for all teachers, including hosting a major conference on Professional Learning Communities and sending large numbers of staff to a conference on 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.

The percentage of Bluejacket-Flint 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. However, students have experienced significant learning disruptions over the past few years. The Math state assessment dipped a bit but has begun to rebound in Spring 2022 since a COVID decline. ELA state assessment scores have yet to rebound. Bluejacket-Flint is committed to the challenge of providing all students with the social-emotional support they need to facilitate learning growth.

Our routine use of multiple measures to assess student growth, school climate and equitable practices will serve to inform the best use of finite resources looking ahead.