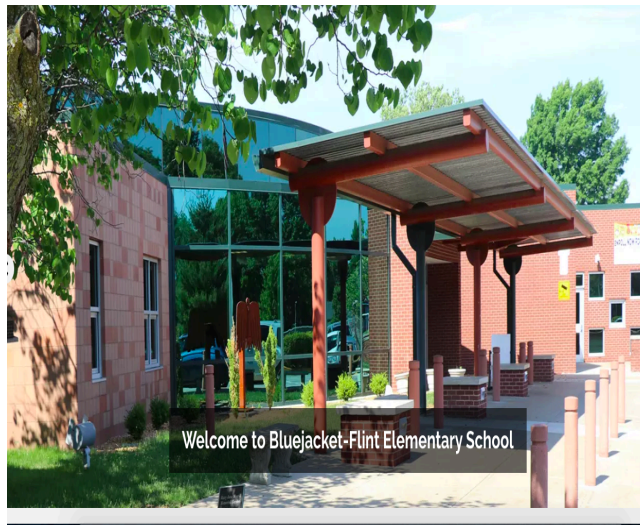


# Bluejacket-Flint Elementary

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](#)

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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.

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
- Free summer school opportunities for students who perform below grade level to receive intervention support.
- Additional staff members hired to meet the individual learning and SEL needs of all students:
  - Additional Educational Aides
  - ELL Teacher
  - A second social emotional support staff person
  - Assistant principal
- Additional substitute teachers including building substitutes
- Maintain low student to teacher ratio for great individualized instruction
- Increased funding for PreK

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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.

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.
  - An increased level of social emotional challenges continue to impact student learning post COVID-19.
  - 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 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.

Bluejacket-Flint Elementary students have experienced significant learning disruptions over the past few years. While the percentage of at-risk Apache 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. Bluejacket-Flint is committed to the challenge of providing all students with the 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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