

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet [] Choice

Name of Principal Mr. Jared Grover
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Bostic Traditional Magnet Elementary School
(As it should appear in the official records)

School Mailing Address 8103 East Gilbert Street
(If address is P.O. Box, also include street address.)

City Wichita State KS Zip Code+4 (9 digits total) 67207-2341

County Sedgwick County

Telephone (316) 973-1800 Fax (316) 973-1810

Web site/URL http://www.usd259.org/bostic E-mail jpgrover@usd259.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Alicia Thompson E-mail athompson@usd259.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wichita Public Schools Tel. (316) 973-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Sheril Logan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 59 Elementary schools (includes K-8)
 - 16 Middle/Junior high schools
 - 10 High schools
 - 1 K-12 schools
- 86 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 26 | 15 | 41 |
| 1 | 28 | 16 | 44 |
| 2 | 26 | 23 | 49 |
| 3 | 21 | 25 | 46 |
| 4 | 25 | 24 | 49 |
| 5 | 22 | 26 | 48 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 148 | 129 | 277 |

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.4 % American Indian or Alaska Native
 - 21.2 % Asian
 - 20.1 % Black or African American
 - 14.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 37.4 % White
 - 6.5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 3%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year | 3 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year | 5 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 8 |
| (4) Total number of students in the school as of October 1, 2018 | 265 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.03 |
| (6) Amount in row (5) multiplied by 100 | 3 |

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Kannada, Vietnamese, Arabic, Cambodian,

English Language Learners (ELL) in the school: 9 %
24 Total number ELL

7. Students eligible for free/reduced-priced meals: 42 %

Total number students who qualify: 117

8. Students receiving special education services: 12 %

33 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>5</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>5</u> Developmental Delay | <u>9</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>21</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>7</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

| | Number of Staff |
|--|------------------------|
| Administrators | 1 |
| Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher. | 14 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc. | 4 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 6 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 1 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2018-2019 | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 96% | 96% | 97% | 97% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

| Post-Secondary Status | |
|---|----|
| Graduating class size | 0 |
| Enrolled in a 4-year college or university | 0% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Expect and value maximum academic performance from every child and prepare each child to be successful, productive, and responsible citizens.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

There is no testing or selection criteria to qualify for a magnet school such as Bostic. The only method into a magnet school is by application and random selection.

PART III - SUMMARY

Bostic Traditional Magnet is an elementary school located in Wichita, Kansas. Wichita is the largest city in the state of Kansas with a population of 389,965 (<https://wichita.gov/Pages/About.aspx>). Students in Wichita make up approximately eleven percent of all public school students in the state. Wichita Public Schools has 49,851 students who make up 105 spoken languages from 97 countries of birth. Bostic Elementary is one of ninety learning centers in the Wichita Public Schools District and one of four traditional themed elementary magnet schools in the city. Geographically, Bostic Traditional Magnet is located in the southeast part of Wichita.

Bostic is well balanced in diversity. Demographic data shows similar student numbers regardless of ethnicity. Our student population is 37% Caucasian, 20% African-American, 14% Hispanic, 21% Asian, 6% Multi-Racial, and 1% Native American. Languages of Spanish, Kannada, Vietnamese, Arabic, Cambodian and English are spoken in the homes of our families. Bostic's attendance boundary covers the entire southeast area of our city. This part of Wichita varies ethnically and is a reflection of our student population.

Forty-two percent of our students come from homes of poverty. However, because of Bostic's dress code, family affluence does not distract from the focus of academic achievement. Our school is diverse, and our diversity adds to the wonderful experience of being at Bostic. We celebrate our diversity annually through song and dance as students perform and sing in front of an audience of parents every fall.

The success of an organization cannot be attributed to a single policy or building expectation, but instead is a combination of purposeful work and school culture that supports learning. At Bostic, we believe that goal setting contributes to our success. Each 2nd through 5th grade student sets reading and math goals. When students reach their goals, teachers reward students in the classroom. A school wide recognition of reading goals happens weekly. Recognizing student accomplishments provides the feedback and encouragement our students need to strive for greater achievements.

Students can also be recognized for good behavior. A "Heart" slip is given to each student for exceptional behavior. "Heart" is an acronym that highlights our guidelines for success where each student must adhere to: Honesty, Expectations, Attitude, Respect, and Team support. To further strengthen our behavior focus, curriculum called Second Step helps form healthy skills that support student interaction as well as independence. Because of this curriculum and our guidelines for success, Bostic students learn citizenship, discipline, respect for others, and personal responsibility. Such practice allows us to educate the whole child as we prepare students for middle school.

This year we established a schoolwide focus to implement questioning techniques that require students to think deeper and elaborate on academic content in all classrooms. This means that even in Music, PE, Library, and STEM classes, students are challenged to be thinkers no matter who their teacher is throughout the day. This adds rigor to the academic work we do.

Bostic Traditional Magnet prides itself in focusing on the mastery of foundational skills that equip learners for the next level; however, Bostic also adds additional learning opportunities that benefit each student's elementary experience. Unique to Bostic is the focus on handwriting for our primary students. We believe that legible handwriting is critical toward success in written communication and is an essential life skill. Along with legible handwriting, the process of writing and the sequential order of ideas or thoughts presented in the writing is explicitly taught so information is clearly expressed in informative and narrative writing.

Additionally, third grade students pair up with first grade students once a month and practice reading books to each other. These are Bostic's reading buddies. Older students reading with younger students not only provides the opportunities for kids to practice reading fluency, but also creates a sense of community among our student body that allows for positive connections between students of different grade levels.

Bostic believes that a student should appreciate our country by showing respect for the American Flag. Each morning students volunteer to help hoist the American Flag. Our Flag Helpers maintain a culture of patriotism and pride among students, teachers, and families. Their work compliments our morning procedures nicely as each class recites the Pledge of Allegiance.

Family partnerships are also unique to our school as Bostic parents and teachers come together to support a chess and robotics team. In a display of dedication, students, teachers, and parent coaches meet on Saturdays to practice for the matches and competitions they will have throughout the school year. Another competition that happens annually is the Bostic spelling bee. The winner of the Bostic spelling bee then goes on to compete in the county spelling bee. Many students at Bostic practice in anticipation of being the school spelling bee winner for that year. Also, a district tournament known as Battle of the Books brings kids together to read as many books as possible and answer questions about their reading. Battle of the Books begins as a school wide competition where the winning team then competes against other schools in the district. Thanks to the support of our families, our staff continue to encourage students to learn and grow through these academic contests.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

At Bostic Traditional Elementary, we understand that academic success begins with a strong foundation of reading and math skills. Ensuring that students are ready for the next level involves rigorous teaching and checking for understanding. The classroom approach to learning basic skills involves a gradual release of the students working independently. This approach begins with students observing the teacher modeling the work and thought processes needed for mastery. Next, the teacher and students work together as the instructor monitors the work and achievement of the students. Once students have a grasp of content, they are allowed to work independently with teacher monitoring.

As educators, we establish the expectations for success. Therefore, what we ask our students to know, do, or think about, is critical to bridging prior knowledge to new learning. This is why Bostic has a building wide focus on inquiry based questioning techniques that promote deeper thinking for our students. Going deeper in content is important to develop student problem solving and critical thinking skills. This instructional approach can be used in any subject area.

Each subject of Math, Reading, Science, and Social Studies has standards specific to its content area. This year, those subjects had their standards organized according to difficulty. This work combined standards into categories labeled either foundational or target. This allows teachers to see which students need support to reach foundational levels and which students need support reaching greater levels of mastery. Depending on student needs, greater focus in that particular content area occurs throughout the day and week. Resources specific to the academic needs are used to help the student succeed. These resources may be technology or non-digital resources depending on which better supports the student.

1b. Reading/English language arts

Reading fluently and comprehending text is not only a life skill, but essential to understanding all other subjects. Regardless of grade level, each instructor plays an important part in developing readers. Our primary learners receive reading instruction that focuses on the fundamentals of letter names and letter sounds. Once students grasp this concept, they move into letter blends and sounding out simple words. All reading standards are meant to be taught and practiced in the classroom with students listening, speaking, reading, and writing the content. Because the English language is so complex, building automaticity in our youngest students takes time.

We know that not all students learn at the same rate. In this journey to helping students become fluent readers, it is critical that we check on how each student is moving through the process. This information is gathered by administering a screener to each student multiple times per year. This screener can quickly tell if the student is meeting fall, winter and spring benchmarks as the child progresses toward becoming a fluent reader. When data reveals that students are meeting the benchmark, then we know core reading instruction is meeting the academic needs of the student. Some students do not make the benchmark score when they are assessed by the screener. This means that there are gaps in the student's phonics understanding and we need to discover where those gaps are. To find the gaps we assess the student's phonics skills in a much deeper way using a diagnostic assessment. Diagnostic assessments show what the student knows and doesn't know so that instruction can be directed at the weaker phonics areas. When a student is missing a particular phonics skill, an intensive focus in that area must occur until the student shows mastery. This time of intensive focus is called intervention. Core and intervention time are also referred to as tiered instruction. Tier one is considered core reading instruction, and Tier two and Tier three are intervention times. Tier three is the most intensive intervention time and lasts one hour so the student has as many opportunities as possible to reinforce the weaker phonics areas.

Intermediate teachers tend to focus more on fluency and comprehension. Much like phonics instruction,
NBRS 2020

reading fluency is measured through a screening process multiple times per year to evaluate a student's progress in meeting benchmarks. Students not meeting fluency benchmarks receive interventions.

Whether the student is a primary or intermediate student, curriculum content and standards build upon themselves as the year progresses. In the language arts block, each class conducts units of study that last several weeks. This unit of study covers multiple aspects to a particular topic. Teachers regularly supplement lesson material that bring in real world current events so that students can apply learning to the world around them. Each lesson involves asking questions based on what students are reading so that students can relate their reading to their own personal experiences and also deepen their understanding of the subject matter.

1c. Mathematics

Mathematical concepts are necessary for daily life, and are critical in helping bring understanding to other subject areas as well. Each teacher at Bostic plays an important role in developing math skills for all students. Whether the student is a primary or intermediate student, curriculum content and standards build upon themselves as the year progresses.

Our primary learners receive math instruction that focuses on the fundamentals of counting as well as adding and subtracting. Once students grasp these concepts, they begin to compare quantities and work in problems of greater complexity.

We know that not all students learn at the same rate. In this journey to helping students develop math skills, it's critical that we check on how each student is moving through the process. This information is gathered by administering a math screener to each student multiple times per year. This screener can quickly tell if the student is meeting fall, winter and spring benchmarks as the child progresses in understanding math concepts. When data reveals that students are meeting the benchmark, then we know core math instruction is meeting the academic needs of the student. Some students do not make the benchmark score when they are assessed by the screener. This means that there are gaps in the student's mathematical understanding and we need to discover where those gaps are. Finding the gaps means we need to assess the student's math understanding in a much deeper way using a diagnostic assessment. Diagnostic assessments deliver vital information to the teacher. They show what the student knows and doesn't know so that instruction can be directed toward the weaker math skills. When a student is missing a particular concept, then an intensive focus in that area must occur until the student shows mastery. This time of intensive focus is called intervention. Core and intervention time are also referred to as tiered instruction. Tier one is considered core math instruction that all students receive. Tier two and Tier three are intervention times. Intervention is time set aside that creates as many opportunities as possible to reinforce the weaker math areas.

Intermediate teachers focus more on advanced concepts of problem solving that involves multiplication and division. A screening process that occurs multiple times per year evaluates a student's progress in meeting benchmarks. Students not meeting math benchmarks receive interventions. Intervention resources can either be digital or paper form.

1d. Science

Bostic students utilize reading and math skills to excel in science concepts as well. This year, science standards were organized according to difficulty. This change put science standards into categories labeled as either foundational or target. Grade level standards to be mastered by the end of the year are called target standards. Each target standard is made of multiple foundational standards that must first be mastered before the rigorous target standard, can be completed. The expectation is that each student should be able to complete all target standards by the end of the year. Science lessons involve forming a hypothesis and then recording data on the information gained from testing the hypothesis. Even at the elementary level, we work to help our students become thinkers as they engage in a process that allows them to identify patterns and relationships and ask deeper questions to discover the world around them. This study is done through some experimentation as well as paper and digital resources. Bostic teachers have a standards guide that outlines

initial science standards to focus on at the beginning of the year, and then progress toward greater complexity as the year continues.

1e. Social studies/history/civic learning and engagement

At Bostic Elementary, Social Studies standards are often integrated into the reading block as students relate current events to their own experiences. This year, social studies standards were organized according to difficulty. This change placed social studies standards into categories labeled either foundational or target. Grade level standards to be mastered by the end of the year are called target standards. Each target standard is made of multiple foundational standards that must first be mastered before the rigorous target standard, can be completed. Social Studies lessons involve work that allows students to make connections to current events in the world around them. This study is done through paper and digital resources. Bostic teachers have a guide that outlines initial social studies standards to focus on at the beginning of the year, and then progresses toward greater complexity as the year continues.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Educating the whole child means that Bostic Traditional Magnet gives students the opportunity to express what they know through the arts and kinesthetic movement. Art, music and physical education (PE) sequencing guides outline target standards to focus on at the beginning of the year, then progress toward greater complexity as the year continues. These learning targets align with standards all elementary students should know in the state of Kansas.

Every student at Bostic attends art at least one time per week. During art class, students create projects using lines, shapes, and colors. This creative work requires the use of vocabulary words that can be used in other subjects too. When students see that academic terms in art class can be applied to math or reading content, this increases the likelihood that the students will retain the information.

All students attend one weekly library class that provides an opportunity for students to strengthen comprehension and research skills used during core reading instruction. Students love going to the library to checkout new books that will help them reach their reading goals. Additionally, our library hosts a book fair twice a year that is supported by the school PTO.

Each kindergarten through fifth grade student attends music class twice a week. This is where students learn rhythm, melody, and harmony through singing and movement. This is important because, music involves counting and patterns that can support math skills too. During the school year, students at each grade level display their musical talents during fall and spring performances for families to enjoy. Our fourth and fifth grade students can join the Bostic Ukulele Club or audition for the area Honor Choir where they will participate in singing competitions throughout our community.

Students in kindergarten through fifth grade have PE at least twice a week. The students work on motor skills and learn to live healthy and be active through the physical activities. In PE class, students also learn to work as a team and develop strategies to win friendly competitions.

This academic work is beneficial for Bostic students; however, it is not complete without an emphasis on building strong character also. A curriculum Bostic uses called Second Step focuses on students handling uncomfortable feelings as well as peer to peer and peer to adult relationships. Second Step gives students coping strategies to handle situations they may find stressful. This curriculum aligns nicely with our guidelines for success which are recited at the start of each school day. Students who model behavior that meets and exceeds expectations receive a "Heart" slip. "Heart" is an acronym that stands for: Honesty; Expectations; Attitude; Respect; and Team support. A heart slip is sent home to the family of the student to

communicate the success the student is having at school. Combining academic rigor with personal responsibility gives students the chance to develop the needed life skills for success.

3. Academic Supports:

3a. Students performing below grade level

Bostic data shows that we have teaching and instruction that benefits all children. Students do learn at different rates, but Bostic trends show that students are reading with high accuracy as the school year progresses. Depending on the grade level, the number of accurate readers is between 98% to 100% of the total number of students. While we want students to often read at a faster rate, we need to first develop accuracy. This is important because accurate readers are more likely to comprehend their reading text even if they read slower. Students also make gains in understanding math concepts too. This success can be attributed to our tiered intervention model. Helping students who fall behind means we need an intensive intervention to accelerate growth so they can catch up with their peers. Information about the student's weakness is obtained by administering a screener to each student multiple times during the school year. This screener can quickly tell if the student is meeting fall, winter and spring benchmarks as the child progresses through the year. Some students do not make the benchmark score when they are assessed by the screener. This usually means that there are learning gaps that need to be addressed. Drilling down deeper with a diagnostic assessment will give the teacher vital information about the student's academic weakness. They show what the student knows and doesn't know so that instruction can be directed accordingly with an intensive focus. This time of intensive focus is called intervention. Core and intervention time are also referred to as tiered instruction. Tier one is considered core instruction, and tier two and tier three are intervention times. Tier three is the most intensive intervention time and lasts one hour so the student has as many opportunities as possible to reinforce the weaker areas.

3b. Students performing above grade level

All students should be challenged and engaged in learning activities that support academic growth. Bostic teachers know that focusing on high performing students is just as important as focusing on low performing students. For every child to receive a rigorous academic experience, Bostic Traditional Magnet establishes a block of time each day dedicated toward enrichment. Enrichment is a focus on expanding skills and understanding of concepts. Students participating in enrichment are performing ahead of their peers and show ambition and cognitive maturity to think, respond, and problem solve content that is more complex than the standards at their current grade level. Data is always used to determine if a student is going to benefit from an enrichment focus. Our current standard referenced grading system rates student performance on a scale of 0 to 4. When a student achieves a 3 they are determined to be working on grade level for that standard. Completed student work that reflects a rating of 3.5 and 4.0 is more rigorous and is an indication that a student is performing above their grade level classmates. A student who shows consistent data that is above grade level can be allowed to work with our Gifted Teacher during enrichment time. When a student shows mastery of concepts beyond the level of their peers, there is potential that the student could be formally evaluated to determine if gifted services are needed to further challenge the student beyond their grade. Data along with academic rigor are used to meet the needs of higher achieving students.

3c. Special education

At Bostic Traditional Magnet, we believe all students are capable of learning. Special Education students need experiences with the same grade level content as their peers. To educate the whole child, initial effort is made to support the special education student in their own classroom. This means that another adult is helping the special education student in the same setting the child is most familiar with. If the student's academic needs can't be met in their own classroom, then the child will be pulled into the special education room for a more intensive focus on content. Screener and classroom data are always used to guide instruction and take into account where the least restrictive environment is for the student to learn. Special education students participate in the tiered instructional model that all other students utilize.

Offering a continuum of support is very important to help all students learn and grow. Bostic Elementary has a special education program called Mixed Abilities. This program consists of two classrooms of students who are severely autistic in grades kindergarten through fifth grade. While the learning targets for these students may be different from others, the content elements the mixed abilities students work toward build upon each other and help establish basic math and literacy skills. Therefore, regardless of the academic need, Bostic Traditional Magnet has learning targets and personal ready to help all students learn.

3d. ELLs, if a special program or intervention is offered

The art of good teaching benefits all students even those whose first language is not English. Research shows that English Language Learner (ELL) students benefit from social interaction with their peers. This is why Bostic ELL students work alongside the rest of their classmates. Often ELLs show advancements in nonacademic conversation, or social interaction with peers first before they excel in communicating with academic based vocabulary. This trend highlights the need for our students to have purposeful collaboration in the classroom. This has been a specific focus for our staff professional development. As educators, we know the importance of the types of questions we ask our students and the student collaborative format we establish in our lessons. The verbal and written academic feedback we receive from our students is critical. Expecting each student to be able to share why they arrived at a particular conclusion or asking them to elaborate on content allows all students including English Language Learners to bridge prior knowledge to new learning so they can make academic gains.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Motivating students to make good choices is a daily focus for all Bostic staff members. As a method to encourage good behavior, a “Heart” slip is given to each student for exceptional conduct. “Heart” is an acronym that highlights our guidelines for success where each student must have: Honesty; Expectations; Attitude; Respect; and Team support for other students. A heart slip is sent home to the family of the student to communicate the success the student is having at school.

Goal setting also motivates students to be successful at school. Each 2nd through 5th grade student sets reading and math goals. Teachers recognize students who are reaching their goals in the classroom. A school wide recognition of reading goals happens weekly. When students successfully work through academic challenges and social conflicts, we want to recognize their success so they can continue to strive for greater accomplishments.

2. Engaging Families and Community:

Bostic teachers have always had an important partnership with parents. This connection begins at the beginning of the year when families come for orientation. Through this event, families understand the student expectations and how they can support their child. School and class newsletters as well as planners and homework folders keep families informed of events they can participate in. Parents have often coached students in our school’s academic competitions such a Battle of the Books, Chess Club, Robotics Club, and the school wide spelling bee. In these learning opportunities, families will meet on weekends at Bostic Elementary to practice for these events. Bostic Teams and individual students often advance on to area wide and state competitions. The teamwork between parents and teachers has contributed to a culture where students are expected to excel in the classroom and in these competitive learning opportunities. Another family that has been supportive of our school is the Bostic family. The wife and children of Leicle Bostic, whom our school was named after, have supported literacy through the donation of books to the library at Bostic Traditional Magnet for over twenty years. The commitment of our parents to support learning excellence, along with the partnership of the Leicle Bostic family, contribute to the success of our students and enhance our culture of family involvement.

Bostic Traditional Magnet is also grateful for the community business partners who volunteer their time in the classroom through the Junior Achievement Organization. Junior Achievement volunteers are successful businesspersons in Wichita who teach lessons to students about how to: manage money; be a successful employee, and understand how a business works. This is a valuable opportunity for Bostic students to see that the skills learned in elementary school are important to know when they get older.

3. Creating Professional Culture:

Collaboration that supports staff members also benefits the academic needs of students. Our current professional development focus involves helping teachers see how they can fill in phonics gaps to ensure all students are readers by the end of their primary grades. Additional work for our intermediate teachers supports questioning techniques that allow students to go deeper with content. Training teachers is important, and providing ongoing support is critical. Therefore, academic materials and intervention resources have been organized into the same location where teachers receive weekly professional development. This has allowed teachers to connect student data with strategies and resources that support their instruction.

As Bostic seeks to continuously improve, it often becomes necessary to revise procedures and expectations to support the improved work of the organization. Monthly conversations between paras, teachers, and administrators are held to ensure the work of the school remains unified. Annually, a survey put together by an independent agency allows feedback to be gathered by all staff members. This data is used to help focus the work of valuing and supporting our teaching staff.

Adding to our professional culture, Bostic teachers believe that our profession should be held in high regard. This belief transfers into our own Bostic teacher dress code that prohibits the wearing of jeans, sweat pants, and t-shirts with graphics when school is in session. This standard of attire highlights the connection between the importance of the work teachers do and the respect owed to them by students and families. As educators we use data to support our work and meet regularly to promote the professional culture of the building, this ensures everyone is focused on what is most vital to student success.

4. School Leadership:

The leadership of Bostic Traditional Magnet has the philosophy of “kid needs take priority over adult needs.” Core leadership of the school consists of a Principal and Instructional Coach. The role of the Instructional Coach is to provide training and professional development to the teachers and paras in the school. The decision about what training is needed can be based on academic data, student behavioral data, or from teacher input. The instructional coach also visits classrooms to provide positive feedback and share advice on classroom practice. The role of the Instructional Coach is not evaluative. This person should skillfully create opportunities for teachers to reflect on their own practice for professional growth. The principal can also fulfill this role as needed. Additional responsibilities the principal has are to establish and maintain key connections with families and teachers to ensure students continue to show improvement. The Principal and Instructional Coach meet monthly to discuss data and current as well as future professional development. The Principal creates the building wide goals and path to accomplish them. Current academic goals are to increase the number of students who are proficient readers, as well as the number of students scoring at a proficient level on state assessments. Bostic's behavior goal is to reduce disruptive behavior that interferes with learning.

Reaching our goals is important and it involves the effort of everyone. For instance, each month the Principal and Instructional Coach meet with the Music, PE, and Library teachers to talk about questions they are asking students. Each of these teachers provides examples of questioning techniques they used to get students thinking deeper and even across subject areas. This is important because we want students to be critical thinkers regardless of who their teacher is during the school day. Another example of how Bostic Traditional Magnet is achievement focused is restructuring the recess time to ensure students play successfully and return to class prepared to learn without disruptions. This is achieved through the daily review of playground expectations before recess begins. As Bostic puts kid needs over adult needs, focused work ensuring students are critical thinkers in all classes and restructuring recess are part of the important details that make this school such a great place to teach and learn.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Bostic Traditional Magnet is successful because of the way we utilize data to guide our instructional practice. Our teachers believe that data reveals the potential of every student regardless if they are high or low achieving. As the school year begins, initial steps are taken to gather data using screeners, quick assessments that occur multiple times per year to determine if a student has any missing skills or gaps in learning. Students needing more help may receive a diagnostic assessment that identifies the standards to focus instruction toward. Based on the student's need, a weekly or biweekly assessment is given to determine if the intensive focus on the key skills is making a difference. Screener data also point out which students need to be further challenged because they are showing mastery of the concepts earlier in the school year than their peers. Whether a student is performing well or shows signs of needing help, teachers utilize screener information to adjust lessons through careful planning to meet their different needs.

Another way in which teachers gather student data is through the daily and weekly monitoring of classroom assignments. The versatility of our gradebook can give the teacher information about how each student or class performed on a specific learning target. This gives quick feedback so the teacher can individualize instruction to one student, or a group of students.

Student data is key to helping teachers know what resources to utilize, and what learning targets to focus on as they formulate instructional plans. Since Bostic teachers utilize data that comes from multiple sources, teachers are better equipped to plan, teach, and gather data for student success.