

# Year 4 OVT Annual Summary-Wheatland/Grinnell USD 291/292

The KESA Year 4 Annual Summary Report, issued in year 4 of the accreditation cycle, is a document the Accreditation Review Council uses to determine a systems' recommended accreditation status.

The Annual Summary Report reflects the Outside Visitation Team's findings and observations of a particular system gathered over 4 years.

**Objective comments made will be based on evidence and observations.**

## Compliance

Describe any evidence provided by the system concerning how the compliance issue(s) have been or are being addressed.

No compliance issues were noted.

## Foundational Structures

A response is not required of the system in regard to this topic in Year 4. They do, however, have the option of responding. Use this space to summarize any significant information shared by the system or observed during the on-site visit. If no response, please indicate N/A in the box.

N/A. USD 291/292 will address foundational structures in year 5.

## Needs Analysis and Goals

### Goal One

The Grinnell and Wheatland schools and their families will develop opportunities and activities that build upon current relationships in order to empower students to become informed decision-makers and to take charge of their learning. Stronger relationships and student empowerment will be reflected by an increase in community-based activities, new curriculum integration, and growth across our system in the number of students with individualized plans of study. (Relationships)

**Based on the system's data, are the strategies producing the desired impact? Describe that impact and/or the changes being made/planned by the system to improve results.**

The desired impact is getting the stakeholders into the building. The strategies that are in place are having the desired impact. Besides the obvious school activities of open houses, back-to-school events, and parent/teacher conferences, they are offering multiple other opportunities for interaction between stakeholders. Whether it is interactions between students (T-Hawk Talk, Fun Fridays), or interactions between students and guardians (Thanksgiving Lunch, Muffins with Moms, Doughnuts with Dads, Breakfast with grandparents), as well as interactions with the students and the community (Grade school carnival, picking up trash, industrial tech classes making signs, art department designing banners). It is through these activities that the students have become more invested in their learning and relationships are being built. Despite the effects of the COVID pandemic, the system reports that the attendance for these events is steady.

This team feels that there has been growth in the concept of one school system. During our initial visit, the relationship between the different schools felt disconnected, but there has been growth to more of one system instead of two separate systems.

## **Needs Analysis and Goals**

### **Goal Two**

The Grinnell and Wheatland schools will validate the relevance of the curriculum through the integration of competency-based learning activities that bridge the gap between curriculum and the development of career and life skills. The quality of curriculum, instruction, and professional development will become fully aligned with student needs to become a successful high school graduates as measured by local performance assessments, state assessment data, graduation rates, and postsecondary success. (Relevance)

**Based on the system's data, are the strategies producing the desired impact? Describe that impact and/or the changes being made/planned by the system to improve results.**

The district has increased the number of professional development days from 7 days to 9 days, and topics for those professional development days is one that affects all the buildings; topics include trauma-informed, personalized learning, curriculum alignment, and KESA. High school students have the opportunity to receive dual credit for college courses with the opportunity to earn 21 credit hours by graduation. Students also participate in project-based learning including Kid Wind, electric cars, Kansas Corn, Desktop Publishing, AmeriTowne, industrial technology courses, hydroponics, aquaponics, and fine arts. For the most part, I would say that the desired impact is being achieved, the teachers are learning new ways to handle difficult situations, student enrollment in college courses is increasing, and the students are showing success in the project-based learning activities. Being two separate districts and having two elementary schools, the system has aligned curriculum at that level both horizontally and vertically.

## Newly Added Goals

N/A

## Describe the evidence that PD has been designed and implemented at both the system and building level to address:

Orienting new staff to the continuous improvement initiatives.

Prior to school starting, the system offers an orientation for new staff as a way of introducing KESA initiatives. The system also uses an advisory teacher model as well as professional and staff development days to keep staff informed.

Fidelity and sustainability of continuous improvement initiatives for all staff.

Goal 1: Monthly in-service opportunities to report the relationship goal, the chance for discussion, and to share ideas. Inservice topics of trauma-informed, competency-based learning, and personalized learning.

Goal 2: Building level groups to discuss development goals with similar topics. Those topics include curriculum integration, curriculum instruction, and career development.

There has also been an intentional effort to have combined professional development for all buildings in the system.

Maintaining successful initiatives not specified in the current continuous improvement plan.

Some of the successful programs that the system had in place before the improvement plan are their Industrial Art classes, Math, Science, STEM/STEAM, as well as the greenhouse program. Communication, community support, and funding are three areas in which the system feels are strong.

## Sustainability of the Improvement Process

A response is not required of the system in regard to this topic in Year 4. They do, however, have the option of responding. Use the space here to summarize any significant information shared by the system or observed during the on-site visit. If no response, please indicate N/A in the box.

N/A

**Summarize the progress to date, based on qualitative and/or quantitative evidence, the system has shown in each of the following areas. Provide examples, where available and appropriate.**

### Social-Emotional Growth

Progress to date: Training for Social-Emotional Growth. Mick Thorton's training regarding trauma-informed and zones in the classroom (2021) and Dr. Perry's webinar on Trauma, Resiliency, and Healing in Educational Environments (2022). At the elementary level implementing zones and periodic check-ins with students. Middle School has a time dedicated to SECD relating to College and Career Competency Framework. They are using Fastbridge (SAEBERS) for data collection and including an Advisory Council for input and feedback. These programs are recently implemented and office referrals and attendance will reflect the success of the programs. Within the past two years, they have added a full-time licensed school counselor that provides weekly lessons for elementary students.

### Kindergarten Readiness

Progress to date: ASQ since 2018, two kindergarten teachers implementing this each year. With small class sizes, putting the preschool and kindergarten close to each other, the communication about student progress and needs has increased. The district also utilizes preschool screening, kindergarten/preschool visitation, and open houses. Another good aspect of kindergarten readiness is the fact that the two elementary schools collaborate within the building and between schools. Examples of community involvement include field trips and community presentations based on the curriculum.

### Individual Plans of Study

Progress to date: More career-oriented course planning, more personalized curriculums, and other community outreach projects have led to greater opportunities for students to do more things related to their future interests. The system uses Xello for grades 6-12 as one aspect of financial planning. The system also offers a Personal Finance course as well as independent research relating to their particular field of interest and where they want to live (cost of living, wages, job availability). The system has also expanded pathway opportunities from 2 to 4 and is looking to add more.

### High School Graduation

The graduation rate for 2021 is 100%. The district feels that the courses they offer and their curriculum prepare their students well.

## Postsecondary Success

Postsecondary success data is showing that there has been tapering off after consecutive years of progress. Can be explained by students that were unusual to their system. They do anticipate a significant recovery in data. The five-year effective average for the system, 2015-2019, is 62.1%.

## Describe any recommendations to the system regarding any of these areas.

Social-Emotional Growth

Quantitative data.

Kindergarten Readiness

Quantitative data.

IPS

Quantitative Data.

High School Graduation Rate

Quantitative Data.

Postsecondary Success

Quantitative Data.

## DEFINITION OF A SUCCESSFUL HIGH SCHOOL GRADUATE

A successful high school graduate has the...

- Academic Preparation: Possessing foundational knowledge in areas of study with the ability to understand standards, competencies, and content.
  - Academic standards

- Competencies
- State Assessments
- ACT/SAT/ASVAB/Work Keys
- Cognitive Preparation: Ability to formulate problems, conduct research, interpret and communicate information with precision and accuracy. Making connections of new learning to previous learning using:
  - Memory
  - Thinking
  - Imagination
  - Thinking about thinking
  - Evidence
- Technical Skills: Having the abilities and knowledge needed to perform specific tasks
  - Hands-on skills
  - Work-based experience(s)
  - Evidence
- Employability Skills: Having interpersonal and intrapersonal skills to thrive as an individual and within a team
  - Self-Regulation
  - Self-Efficacy
  - Self-Awareness
  - Assertiveness
  - Empathy
  - Conflict Management
  - Evidence
- Civic Engagement: Sharing skills and knowledge through actions intended to improve communities, states, nations, the world and themselves
  - Actions and attitudes associated with social participation - voting, volunteering and donating money
  - Evidence

To be successful in postsecondary, the attainment of an industry-recognized certificate or in the workforce.

**Provide an overall summary of the progress to date, utilizing the evidence provided by the system.**

In regards to the Kanas definition of a high school graduate I feel that the system does a good job. For academic preparation, the system's standards align with KSDE, they have screen tools that are the same for every building, MTSS is being planned across the system with the middle school already having time set aside, and there is time set aside at the middle school and high school levels to focus in the CCG. The ACT is required of all juniors and ASVAB/Work Keys are available for the students. As far as being cognitively prepared the system has been using personalized instruction, student-led conferences, and offers the students lots of opportunities to think, use memory, and use their imagination through multiple activities such as KidWind, electric car program, desktop publishing (yearbook), and visual arts competitions. One of the system's strongest areas is the opportunities they provide for technical skills. They provide a variety of programs and opportunities with their industrial technology courses and

offer technology across all grade levels, as well as other art classes. The system offers specific times for middle school and high school to focus on SECD to help with employability skills. To further emphasize employability skills the system uses a personalized curriculum, student-led conferences, and offers weekly counselor lessons for elementary students. Civic engagement is another area where I feel the system does a nice job. The students in the Industrial tech classes make signs for the community, the art department designs banners for the community, pick up trash, and clean up the schoolyard. The system offers a community carnival as a fundraiser.

### Stakeholder Involvement

A response is not required for this topic during this year. However, if appropriate, use the space to summarize any significant information shared by the system or observed during the on-site visit. If no response, please indicate N/A in the box.

N/A

### Fidelity of Implementation

If appropriate, describe any deviation from the expected timelines with respect to submitting their System Yearly Update report and presenting reports to their local board. If no response, please list N/A in the box below.

N/A

### Strengths and Concerns

Summarize strengths, concerns, and recommendations for the system.

#### Strengths

- The district provides ample opportunities for stakeholder engagement.
- The district does a great job of providing students opportunities to have real-life, hands-on experience.
- The intentional focus on technology.
- Offering a wide variety of elective courses for being such a small system.

#### Concerns

- Quantitative Data Collection