System: USD 291 & USD 292

End of Cycle: Spring 2023

Continue to tell your improvement story …

> Reflect on the past year's continuous improvement work, use this space to update your OVT Chair/Team and the ARC with any information about strengths and struggles that they should be aware of that might not appear elsewhere in the report.

Compliance

> If no compliance issues, old or new, are present for a system in a given year, this area should say "No compliance issues noted." And there should be no entry boxes, or other information

Foundational Structures

> Although answering this question is optional this year, be prepared to address the Foundational Structures in detail during Year 5. Foundational Structures refer to the underlying programs and services within your system. You may use the comment box below if you have any critical changes that you need to document about the Foundational Structures this year.

- Tiered Systems of Supports –
- Stakeholder Engagement –
- Diversity/Equity –
- Communication/Basic Skills –
- Civic and Social Engagement –
- Physical and Mental Health –
- Arts and Cultural Appreciation –
- Postsecondary and Career Preparation –

Needs Assessment and Goals

Goal 1 (Relationships):

The Grinnell and Wheatland schools and its 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.

The Industrial Tech classes design and make customized signs for the community. The signs are made for sheet metal with detailed work using the district's computer controlled plasma cutter.

National Honor Society does projects with the elementary students at both the Grinnell Grade School and the Wheatland Elementary sites called T-Hawk Talk.

Fun Fridays is done monthly consisting of one student from each grade level. Each teacher then plans an activity for that group to do. This is not always academic based.

Thanksgiving lunch – Parents are invited to eat lunch with their children at the annual Thanksgiving meal

Open House for back to school – Grinnell Grade School, Grinnell Middle School and Wheatland Elementary Schools have an Open House/Meet the Teachers night at the beginning of the school year. Wheatland High School has Open House at the end of the school year. This is an opportunity to display student projects and academic achievements to the community and patrons.

Picking up trash and cleaning up the school yard

Muffins with mom consists of moms being invited to have a muffin with their child.

Donuts with dad consists of dads being invited to have a donut with their child.

Breakfast with grandparents – grandparents are invited for breakfast consisting of biscuits

The Art Dept. designs the memorial banners for community members for display at Cruise Shoes and BBQ held in Grainfield each year in May.

Grinnell Grade School holds an annual carnival as a fund raiser. Attendance at the carnival is extremely well attended and patrons are incredibly generous.

Grinnell Middle School and Wheatland High School have student-led parent/teacher conferences. Since the implementation of the student-led conferences, all four of the buildings have nearly 100% attendance at fall and spring conferences.

Back to School Bash – the two school districts host an annual get together in one of the city parks. Pizza is served and organizations host a variety of games and other fun activities for the kids. The event alternates between Grinnell and Grainfield annually.

Is the implementation of your strategies producing the desired impact? Explain how the data supports this conclusion.

Yes, we are getting parents and grands into the building which is a key component of this goal. The attendance numbers have consistently increased each year. Programs

at the high school are developing and growing larger in attendance. The high school industrial tech programs work with the communities members to design and fabricate signs for personal use or business applications along with a variety of other projects.

In review of our planned activities tied to this goal, it was decided to eliminate "community buddies: as a means of developing relationships between community and students. This decision was made because it was not fully implemented due to the COVID 19 pandemic.

Through intentional efforts by faculty members to empower students to become more "invested" in their learning, collaboration between teachers and students has increased. This has led to more personalized and competency-based learning. Teacher roles are beginning to be an advisor and facilitator.

The "T-Hawk Talk" program has become a successful activity that continues to develop and strengthen relationships between secondary and elementary students. These relationships are a true benefit for both the elementary students and the secondary students.

Activities like "Donuts with Dad" and "Muffins with Mom" were implemented for the primary purpose of bringing family members into the buildings in a positive atmosphere. These are activities that have been strong from the time they were first implemented as they are relaxed and friendly. Students consistently have at least one parent and or grandparents participate. A secondary result of these activities is the lift the students receive for their own self-worth.

Faculty members continue to review and discuss the perceived impact of the various strategies and activities in place. There are also discussions related to the resources and methods used to communicate with our patrons and community.

We have a monthly in-service that enables staff to have the opportunity to report on how the relationship goal is progressing in their building. There is a chance for discussion to share ideas within the Thunderhawk system.

A number of in-service sessions have focus on specific topics such as becoming trauma informed, competency-based and personalized learning.

Administration has also promoted the concept of "micro-credentials" as a means of differentiating professional learning.

Goal 2 (Relevance)

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 graduate as measured by local performance assessments, state assessment data, graduation rates, and postsecondary success.

Describe the progress being made toward the previously submitted goal:

Thunderhawk districts have increased professional development opportunities by way of teacher inservices throughout the year. The number of days set aside for inservice was increased for the 20202-2021 and 2021-2022 school years. The two districts typically have at least two or three combined professional development days each year. Combined in-services generally focus on a specific topic that effects all four buildings. Topics have included mental health, becoming trauma informed, personalized learning, curriculum alignment, and addressing KESA.

Juniors and seniors at Wheatland High School have the opportunity to receive dual credit for college courses by way of Colby Community College and Northwest Technical College. Students can earn up to 21 college credits through Colby Community College prior to high school graduation. Students planning to pursue a technical college path have the opportunity to earn credits in Computer Aided Drafting, Cabinetry or Welding. Northwest Technical College also has an outreach program in welding in a near by community. Through that program, students can have a certificate by the time they graduate high school.

Students participate in project-based learning activities including Kid Wind, Electric Cars, Kansas Corn, Desktop Publishing, AmeriTowne, industrial technology courses, hydroponics, aquaponics, and fine arts. Many of these activities require students to collaborate as they design, fabricate, and problem-solve as a team on specific tasks.

Elementary students have access to devices and technology resources that help ensure equity and equal opportunity for all students. They have access to a variety of software, apps and internet resources such as the SeeSaw platform that allows them

to access the work and content to be shared when students are unable to attend class.

Is the implementation of your strategies producing the desired impact? Explain how the data supports this conclusion.

Trauma-informed inservice opportunities have provided teachers with new ways to handle students from difficult situations.

Student enrollment numbers for college classes has increased each year.

Competitions in Kid Wind, Desktop Publishing, and visual arts have seen students reach state-level competitions.

If the desired impact is not being achieved, what changes are being made to adjust the strategies? (If no changes are indicated, "N/A" is an acceptable answer.)

Surveys will be created, and data collected after students take offered career-based college courses.

We intend to combine high school courses with the elementary/middle schools to expose younger students to future opportunities in industrial tech, Spanish, food and nutrition, and business.

Describe any unintended consequences (good or bad) that have been observed during the implementation of the strategies for this goal

Taking online courses can sometimes be less rigorous than taking on-site versions of college classes.

Percentage of students who take advantage of educational opportunities is not as high as we would like to see.

It is a challenge to work with an ever-changing system of school development during inservice time. The hours we have spent to create development goals, simply to have the needs changed and former goals thrown out and rewritten, makes for too much time that could be utilized in more beneficial ways.

Are there any new system goals that ongoing data and needs analysis has identified? If yes "Add Goal".

What is being done to sustain or eliminate pre-existing initiatives?

Continue offering and developing interactive learning experiences for students to both support those who desire the challenge, as well as encourage those who are more apathetic about educational opportunities to try something new.

Professional Development and Training: How have you differentiated your professional development to ensure that all staff have what they need to implement the system and building initiatives with fidelity?
Teachers separate into building-level groups (elementary, middle school, high school) to discuss development goals.

Due to time constraints, discussion topics amongst the groups are fairly similar rather than developing personal plans of study, building environmental needs, or professional learning committees catered directly to the buildings they serve. |

Sustainability of the Improvement Process

Although answering this topic is optional this year, be prepared to address the sustainability of the improvement process in detail during year 5. If you choose, you can provide any comments you have about this topic in the box below.

Kansas Vision for Education and State Board Outcomes

Social Emotional Growth

Describe the progress made in Social-Emotional Growth, according to your disaggregated assessment data.
Staff members have attended numerous trainings regarding Social-Emotional Growth. In the spring of 2021, staff attended a training from Mick Thornton about being Trauma Informed as well as implementing zones in the classroom. Staff also attended Dr. Perry's webinar over Trauma, Resiliency, and Healing in Educational Environments in the spring of 2022. At the elementary school level, we are implementing zones or periodic check-ins with students throughout the day. Grinnell Middle School has a designated period for SECD during the school day. Each teacher picks a topic from the College and Career Competency Framework to teach during this period.
Has the analysis of your data led you to any modifications or adjustments to your social-emotional growth practices? Please explain.
There are no modifications or adjustments taking place at this time. We are still collecting data via FastBridge using the Social, Academic, and Emotional Behavior Risk Screener (SABERS).

How are you incorporating diverse stakeholders' input and feedback to develop strategies that are responsive and culturally relevant?
We are utilizing our Advisory Council (a group composed of select staff members, administration, and parents) to receive the input and feedback needed to develop our strategies.
How are you striving for equity, and how does a strength-based approach support your efforts?
N/A
How do you ensure that all staff are implementing with fidelity the selected practices for social-emotional growth?
We utilize administrative walkthroughs as well as topics of discussions during staff meetings to ensure that all staff are implementing selected practices for social-emotional growth.

Kindergarten Readiness

Describe the progress made in Kindergarten Readiness according to your disaggregated assessment data.
We implemented ASQ in 2018 and have continued to use it with 100% fidelity in both buildings. Prior to this year, we had varying assessments within our district. With the data from this ASQ assessment, we are more aware of the strengths and weaknesses of students coming to our classrooms.
Has the analysis of your data led you to any modifications or adjustments to your strategies to improve Kindergarten Readiness? Please explain.
The ASQ data is most valuable to us when a student begin kindergarten in our building without previously attending preschool in our building. We have a close relationship with all the students in our classrooms because of our small school and proximity to each other. In one building, we have improved communication this year between kindergarten and preschool students and teachers by moving the kindergarten room to the same hallway as the preschool room. We feel that since we have a small number of kids coming to our classrooms, and the close proximity of our classes, that our teachers and students are very comfortable with each other. All teachers communicate with each other on a very regular basis to ask for strategies to help struggling learners and to give feedback to improve future school success. We also collaborate in each building by combining classrooms to do activities for special holidays, buddy reading, and crafts.

Both buildings have implemented Back to School Night, Preschool Screening, and Kindergarten/Preschool Visitation to ease the transition for all learners. At the beginning of each school year, both districts hold an open house for parents and kids to come into the buildings. Preschool screening is set up for all kids 0-5 each year in each school district. The kindergarten/preschool visitation occurs each spring. On this day, incoming kindergarten students spend the morning with the current kindergarteners and their teacher. On that same day, we have eligible preschool-age children come spend the morning in preschool. The State requires that all Kindergarteners are given the ASQ assessment by the required date in September. We have the two kindergarten teachers implementing this each year. Because of our size and close proximity, we know with 100% fidelity that this is happening.

Individual Plans of Study

Describe how the system's IPS process has provided student experiences and opportunities relative to community/civic engagement.

As a result of more dedicated, career-oriented high school course planning, students are now taking classes that are significantly more relevant to their future career interests. This, along with more personalized curriculums and several newly established community outreach projects have also enabled students to have greater opportunity to converse with, and even conduct some shadowing of, individuals in their intended career areas. Although we do not have an established work-study program at the high school level, several students have arranged for business tours and job shadowing during breaks and over weekends, so that they can get a hands-on feel for what various jobs entail.

How does the system IPS process include financial planning (e.g. Kansas degree stats and FAFSA) for a successful postsecondary transition, including; workforce, military, industry certification, and postsecondary?

Students utilize Xello on a regular basis to research various financial components of educational programs and career interests. As part of our IPS research process, students are also asked to independently research more specific financial data as it pertains to the specific location they want to attend college if applicable, and ultimately where they want to live once they begin their career. This research includes looking at housing costs (rental and purchasing), area-specific salaries, general cost of living expenses, and anticipated job availability in the region. Students are also actively involved in financial planning for college through Wheatland High School's

Personal Finance course. Through the combined efforts of students, staff, and parents, during the 2021-2022 school year Wheatland was recognized as the top 1A school district in the state with a 100% FAFSA completion rate.

Small class sizes and an excellent student/teacher ratio ensure that all students not only have access to all available resources and opportunities, but also that they are actively encouraged to utilize them. Very rarely does a student ever slip through the crack or find a way to hide in the background in our system. The same can be said for the communities that make up our system, as well. With small, tight-knit populations, our educational system is often very versed on the happenings and strengths/weaknesses of the families we serve.

High School Graduation

Our 2021 graduation rate of 100% illustrates that we continue to successfully prepare all of our students for post-secondary success as it relates to academic aptitude. Our course offerings and overall curriculum continue to be as challenging as any in the region, and our students have demonstrated once again the ability to rise to the occasion. It should be noted that significant swings in graduation rate from year-to-year (5-10 percentage points) can generally be attributed to only a single student not graduating due to our lower enrollment numbers.

Postsecondary Success

Our updated postsecondary success data shows a fairly significant tapering off after three consecutive years of progress. While this is obviously not what we want to see, captured in this data is a cohort of students that was rather unusual for our system. We enrolled several out-of-district students that were with the 2019 cohort of graduates, and unfortunately, several of those students failed to graduate on time, leading to a significant drop in our graduation rate and, subsequently, a significant drop in our postsecondary success rate. There does also appear to be some discrepancy between the state's reported data and what we have tracked locally as it relates to the postsecondary accomplishments of our graduates from this cohort group. We do anticipate sizeable recovery in our postsecondary success rate when the next year of data is released, which should align much more closely with prior years' growth and improvement.

Until data is available for a given year, the report should read "Data not yet available" in the place where the data would be imported.

Definition of a Successful High School Graduate

Reflect on how your system and its continuous improvement process promote a successful high school graduate.

The various components of the system improvement process have played tremendous dividends on the success afforded to our graduates. Individuals now leave our system with much clearer post-secondary plans, and reap the benefits of expedited post-secondary education progress and career pursuits that align closely with their strengths and desires. Our process has also enabled families to better approach the postsecondary transition jointly, and in turn, all stakeholders are more aware of what it takes to be successful in the postsecondary world, and can plan accordingly.

Stakeholder Involvement and Engagement

Although answering this topic is optional this year, be prepared to address the stakeholder involvement and engagement in detail during year 5. If you choose, you can provide any comments you have about this topic in the box below.

KESA Fidelity of Implementation

Prepopulate the data from these questions for years one-three. The current responses will be added to the data table.

Did you complete and submit your System Yearly Update report (this document) at least one month prior to the scheduled OVT visit? Yes or No answer

On what date was or will this System Yearly Update be shared with the local board of education/governing body? Date formatted/selection

On what date did you share last year's OVT summary report with your local board of education/governing body? Date format/selection

If applicable, explain any variation from the expected KESA activities this year.

Explain Your Next Steps

Use this space to describe what needs to be done to prepare for the remainder of your accreditation cycle, and any questions you would like to share with your OVT Chair/Team for their input.

Assurances

Does the superintendent/leader of this system assure that this report accurately represents the system's KESA activities and decisions?
Does the superintendent/leader of this system assure that the president/leader of the local board of education/governing body is fully aware of the existence of this report?
Does the superintendent/leader of this system assure that this report has been accepted as a receive or information item at an open board of education meeting?