

Welcome to Year Three of KESA

Primary Objectives for Year Three

- Review compliance/foundational structures.
- Review results and progress in meeting the State Board Goals and Definition of a Successful High School Graduate.
- Implement or continue action plans and identify data/evidence/supporting plans and goals.
- Conduct mid-cycle review/make adjustments as necessary.
- Include site councils.
- Inform local governing body.

Year Three is the point planning turns to full implementation or implementation continues, depending on the rigor of your system. Systems should be making modifications to plans or strategies as necessary based on evidence gathered.

KESA is the state board adopted accreditation model. It is a process. There are a few non-negotiables for all systems seeking an accreditation status from the Kansas State Board of Education. All systems must address the areas of compliance, foundational structures and collaborate with an Outside Visitation Team (OVT).

Systems will continue to embrace their unique needs and school cultures.

Reminders:

- **It may be helpful to type your answers in this form first, to use as a collaboration tool both within your district and in sharing with your entire OVT team.**
- **You can then copy and paste from this document into the KESA Authenticated Web Application. NOTE: You will NOT submit this document to KSDE; systems must enter this information into the authenticated application prior to the OVT visit. Make sure to save often as the authenticated application will time out in a relatively short time of inactivity.**
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Continue to tell your story!

Continue to tell your improvement story...

Reflect on the work you have completed and the lessons you have learned about your system or the process, following your last OVT visit.

In the summer of 2017, Santa Fe Trail began its journey as a redesign school and focused on year 2 of the KESA process. During this journey we conducted research, collaborated with focus groups, and visited many schools implementing innovative education. We became very eager to transform our district and quickly made plans to implement many new things. As the planning began, we realized that we were taking on too much, too quick. Our great ideas were lacking support, sustainability, and professional development. However, we pushed forward and began the process of becoming a Gemini district. We have learned so much during this process.

In order to meet the state outcomes for KESA and redesign, we made our goals Rigor and Relationships while not losing sight of the other R's. We feel that Responsive Culture ties directly into our Relationship goal. In order to meet the social and emotional needs of Santa Fe Trail students, staff, and district stakeholders we became a Leader in Me district through the Franklin Covey Foundation. Franklin Covey developed a whole school transformation process that teaches 21st-century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. This philosophy not only supports our at risk students but allows every student opportunities to be a leader, show their genius, and develop success skills on their path to a happy and healthy life. In our first year of implementation, we see daily evidence of student excitement, creativity, and ownership from students in our schools. This process begins with our PreK-3 students and transitions to a LEAD model in the 4-8 building.

In addition to the Leader in Me, Overbrook Attendance Center made a goal to have longer time with students and build relationships. To meet this goal Charger Families were implemented. These families consist of a small group of students from all grade levels and one adult leader in the building. These families meet twice a month to work on team building, family activities, mentoring, and leadership skills. Families stay together over the course of their schooling in grades K-3 which allows students and staff the opportunities to have additional relationships outside of their classroom. The success of this family time has promoted the school to add more meeting times for families next year. The goal is to meet once a week.

The Leader in Me, LEAD model, at Carbondale Attendance Center is similar to the family model at OAC. This time supports the LEAD lessons and give students opportunities to build new relationships. The LEAD process in CAC has also given students opportunities to have leadership roles in their buildings and take ownership in their school.

At Santa Fe Trail High School, teachers have paved the way in redesign. The focus of their journey is to prepare students with skill sets beyond academics. Kansans asked high schools to prepare students with employability, technical, and cognitive skills that will transfer into more opportunities for postsecondary success. Twice a month the high school implements a non traditional day of learning called Charger Days. On these days, students do not follow their normal schedule of academic classes but rather have choice and opportunity to build their Individual Plans of Study, work on social and emotional health, conduct real world projects, engage in community service, and many other opportunities that foster the skills that are necessary to be successful after high school. We have learned that students respond well to these new opportunities but should have more voice in what these days look like in order to best meet their needs. Planning new

schedules and working around logistics has been challenging. We look forward to making changes as needed and involving students more in the process and implementation.

Not to ignore Rigor and Relevance, here is how we have addressed focus areas in these pillars.

In order to allow educators to choose in-service opportunities that are meaningful and relevant, the district implemented Personalized Professional Learning. The district provides all teachers with \$500 to use for workshops and trainings that meet their professional goals. This has been a very popular and successful approach to professional development and encourages teachers to grow as professionals, seek out new and innovative practices and resources and better prepare students for life in the 21st century.

As part of the district's strategic plan and focus on Relevance, the curriculum department has implemented the Power Standards model by Larry Ainsworth. This model is intended to focus on standards alignment while supporting grade level readiness, knowledge and skills that are necessary in multiple disciplines, and proficiency in skills that endure throughout a student's academic career and professional life. The district is in the infancy stage of this alignment process but have successfully taught the model to all teachers and have allowed them time to work in collaborative groups both horizontally and vertically as a district.

Our journey will continue with a design thinking process while working to prototype new practices and move our schools towards a student centered system as Kansas schools begin to lead the world in education.

Implementation of Action Plans

GOAL AREA 1: Relationships

1. How do you expect your work in the priorities of this goal area to impact the State Board outcomes and definition of a successful Kansas high school graduate?

The strategic plan was developed to implement the following goals in order to meet our needs in the area of Relationships. Our district's goals for relationships are: Develop a communication plan for all stakeholders in the district, Increase school engagement and Develop and plan for social/emotional development. We expect these goals to impact students abilities to work well with others, to have more purpose and involvement with their community, find the leader within them, and include families and stakeholders in the process of educating and supporting our students. The overall outcome is to have healthy and happy students that are prepared for an ever changing world.

2. What action steps have you taken to ensure your district is improving in this goal area?

- Families
- Leader In Me (Charger time)
- Charger Days (community members and student teams)
- Bolt Buddies
- Watch Dogs
- Seesaw
- District Newsletter and communication (FB, Twitter, Osage Chronicle, building newsletters)
- Building family night
- District notes and shout outs
- Family Science Night (HS)
- Family Literacy Night (OAC)
- Holiday Family Dinner (CAC and OAC)
- Grandparents Day
- Picnic on the Playground
- Veterans Day (HS, CAC, OAC)
- Community Volunteer Days
- Homecoming events
- Community Speakers
- Senior Graduation Walk
- HS Students working with younger students
- Brookside events
- Student and teachers presenting to BOE
- Library "Read Away" project (OAC)
- National Holiday (classrooms)
- Career and College (One on One) conferences with 9-12 (HS)
- Youth Truth Survey

- Star Base 2.0
- Afterschool programs
- Bucket Fillers
- Donkey B-Ball
- Chargers on the Run
- Leader in Me CAC and OAC newsletter
- Technology Night
- PreSchool Literacy Night and Welcome back
- Grade level Bands (K-3)
- ELA Reading course 9-10 Loop

3. What data are you using to monitor progress? What changes in that data indicate progress on the milestones you are targeting?

- Youth Truth Survey
- Leader In Me Survey (MMS)
- Charger Day Survey
- Attendance to Family Events
- Testimonials (letters, shout outs,school culture, community feedback)
- Articles to paper
- Feedback from schools
- Pre School Parent Survey
- LiNK/GB Event: Parent survey
- ASQ data and communication with Parents
- Kansas Communities that Care Survey

All of our data indicates that we have

- increased participation and attendance to schools events
- communicated effectively with all stakeholders (newspaper articles, newsletters, social media)
- increased positive school climate as reported by students and staff (surveys and testimonials)
- Increased communication between school and families (ASQ)

4. Describe how your system communicates a consistent message regarding your work in this goal area to all stakeholders.

- District newsletters
- News Articles
- Facebook and Twitter
- Aligned Leader In Me program (PreK-8th)
 - Action Teams
- E-Walk Throughs Aligned to KESA (Administrative expectations)
- BLT and DLT's addressing strategic plan and redesign efforts for relationships
- BOE presentations
- Classroom newsletters
- Building Newsletters

Over the past couple of years we have worked to increase school and home communication via technology and mass media. We feel confident that we have made a lot of progress with communication and improved our relationships with families due to our continued transparency, inclusion, and collaboration with all stakeholders. We feel that our district is well aware that relationships is one of our goals as we continually work to meet the social and emotional needs of our students as well as building strong bonds with our community.

5. What professional learning supports this goal?

- Creating Culture and Launching Leadership PD (LIM)-Summer Symposium
- Greenbush University
- Color Code
- LiNK -- DLAT
- Teach Like a Rockstar
- PPL
- Mentoring Program (2 day orientation)
- Joe Coles
- Grade Level Transition/Curriculum Meetings
- K-12 Collaboration

Implementation of Action Plans

GOAL AREA 2: Rigor

1. How do you expect your work in the priorities of this goal area to impact the State Board outcomes and definition of a successful Kansas high school graduate?

The strategic plan was developed to provide an action plan to address the goal are of Rigor. However, the goals for Rigor also support the things we are doing with Relevance in the area of curriculum, instruction, students engagement and technology.

- Our district's four goals are: Increased course offerings, district supported personalized professional learning opportunities, plan to develop a Pre K-12 social emotional plan, and implement a viable curriculum and instruction program.

The district has increased learning opportunities for students which allows them to have more choice and control over their post secondary pathways. This also supports their IPS that starts in 6th grade. Each student is currently building their portfolios to maintain their goals, plans, interests, course planning, and explore options as they move through our district. We hope that this work will better prepare students for their life after high school.

We are in the second year of Personalized Professional Development. The impact that we have seen in year 2 is clearly evident when compared to the traditional "sit and get" PD of our past. For the past 2 years 100% of our teaching staff and administrators have participated in at least 14 hours of their own professional development relevant to their own professional goals. We have had great feedback on this opportunity and much of what they are learning is coming back into the classroom.

In order to meet the social and emotional needs of Santa Fe Trail students, staff, and district stakeholders we became a Leader in Me district through the Franklin Covey Foundation. Franklin Covey developed a whole school transformation process that teaches 21st-century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. This philosophy not only supports our at risk students but allows every student opportunities to be a leader, show their genius, and develop success skills on their path to a happy and healthy life. In our first year of implementation, we see daily evidence of student excitement, creativity, and ownership from students in our schools. We hope this impact will spread into our families and communities as we continue on this path as a Leader in Me School.

The first goal for curriculum in our strategic plan was to hire 2 curriculum directors. These directors are in their 2nd year of work and have added a department in our district dedicated solely to curriculum, instruction, and assessment. This alone has impacted the district as a concentrated area of work. This past year Santa Fe Trail was awarded the Striving Readers Grant also known at the LINK Grant. This grant has not only impacted us financially but has given the district opportunity to get aligned in ELA using the Power Standards model and provide resources to support this alignment. Professional development, instructional coaching, and collaboration have all been impacted with this grant funding. More professional development and time have allowed for excellent curriculum work to take place. By the end of this year we plan to move forward with an At- Risk program for the next school year. This will include an intensive intervention program (MTSS), core ELA program, summer school, and a highly supported and researched transitional kindergarten.

2. What action steps have you taken to ensure your district is improving in this goal area?

- Curriculum Alignment in all content areas (Power Standards)
- Curriculum Transitions
- District Literacy Advisory Team LiNK meetings
- Washburn Tech (scholarships)
- Flint Hills Tech
- CTE Business Finance Strand
- PPL-- TOOLBOX DATA
- MTSS- Fastbridge- KRR afterschool
- LiNK grantee (PD, coaching, funding)
- K-3 Standards based Reports cards
- Concurrent credit in the areas of ACC and Washburn Tech
- Charger Days (high school)
- New ELA Courses (high school/JR high)
- Starbase 2.0 (CAC)
- FBLA for jr high (CAC)
- Instructional Basketball League (CAC)
- Families (OAC)
- Chargers on the Run (OAC)

3. What data are you using to monitor progress? What changes in that data indicate progress on the milestones you are targeting?

- Enrollment Wash tech and CTE courses
- Certification completion
- Graduation Rate from Tech programs
- Summer PPL completion and registration attendance-- toolbox --100%
- Power Standards and alignment -- ELA Aligned
- Agendas
- Meeting Notes
- Student Surveys- Youth Truth, Charger Days, LIM Survey

Survey data, participation and attendance, XELLO reports, BOE approved course offerings, standards data (ELA power standards)

4. Describe how your system communicates a consistent message regarding your work in this goal area to all stakeholders.

We use the following means of communication to provide transparency and build relationships with stakeholder in the community:

- Flyers
- Email Reminders
- Enrollment Conferences
- Newsletter
- County paper
- Social Media
- EduClimber
- School Messenger
- PDP Toolbox
- APP Armor
- SeeSaw
- Google Classroom
- BOE reports

5. Discuss your professional learning plan and its effectiveness for this goal area.

We use the following means of professional development to support this goal areas. This includes but is not limited to personalized professional development.

- PD teachers on Washburn Tech
- PPL
- Summer Symposium
- Curriculum, Redesign, ALICE
- Fastbridge
- EduClimber
- Observation of other districts
- Leader in Me
- Kansas Can Symposium
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MID-CYCLE REVIEW

1. Are your goals still as relevant in Year Three as they were in Years One and Two?

Yes, but changes and modification are always being made. Many of our redesign efforts focus more in the area of relevance and relationships. We have also implemented in the Leader in Me which focuses on responsive culture. Redesign has changed our path and made our focus on personalized learning, real world projects, longer time with teachers, parent and community involvement. These cross paths and incorporate all of the R's and outcome for KESA. The district strategic plans guides our process. We continue reflect and review what we are implementing, completing, and changing.

2. Describe any action plan modifications since the OVT Year Two visit. What data led to these changes?

We are still on course with the action steps we initially made. Many of which have been implemented. A few areas that have not yet been implemented and are still in the planning phase are job shadowing, internships, new course offerings, and before and after school opportunities.

3. What evidence can you provide to show stakeholder engagement in the activities/strategies in your action plan(s).

- Strategic planning group
- Site Council
- DLT- BLT
- Leader in Me Actions Teams
- BOE involvement (LIM tours, charger days)
- Community participation --- Guest Speakers, volunteers
- Attendance
- Family events and other school events

-Watch Dog participation
-Student Participation
Lions Club-Eye Screenings

Overbrook Rotary-Dictionaries

Dental Clinic

Kansas State Extension

-LiNK

4. What stakeholder contributions appear to be making the most positive impact?

-involvement and decision making
-Working with teachers and students
-teaching and learning
-3 communities are more unified and partner more with our schools

-Guest Speakers

-HS Working with MS and elementary students

-Lions Club-Eye examines

-Dental Clinic

-Rotary Club- Dictionaries

-SFT Alumni- College Visits

-Parents as Teachers

5. Describe the professional learning taking place and the evidence that is producing desired results.

All teachers have completed 14 hours of their own personalized professional development over the summer and then continue district PD with curriculum and redesign work. Teachers have responded well to the personalized learning as it is relevant to their work. The LiNK grant has also provided PD for all teachers in the area of literacy and given a systematic approach to a reading and writing. Teachers are modelling and teaching others as well as implementing their learning in their classrooms. Everything the district is doing with PD is driven by school improvement and the actual goals of our strategic plan.

6. Describe how your work in the KESA process has impacted students, teachers, and other stakeholders?

We believe that our district work in KESA and Redesign has created more of a student centered approach to teaching and learning. While we are still collecting data in this area, we know that the direction we are moving in terms of KESA and Redesign is focused around the needs of each and every student. The data indicates that students need more personalized learning opportunities, civic engagements, goals and plans for postsecondary via IPS, real world opportunities, and additional skills for a successful life after high school. We know that change and redesign can be difficult for all those involved. Designing a new way of schooling is difficult work and challenges, teachers, students and families alike to refocus on what is best for students versus what is best for systems. We are hopeful

that teaching and developing the whole child and looking beyond just academics will only lead to a more prepared and successful high school graduate.

Compliance and Foundational Structures

1. Any non-compliant issue(s) identified in YEARS ONE or TWO will be updated here. Identify the issue(s) and explain how they have been addressed.

NA

2. Briefly explain how each of the Foundational Structures are being addressed in your system

1	Tiered System of Supports	<ul style="list-style-type: none"> ● The district uses MTSS in grades K-6 for reading support ● Personalized instruction in high school math ● Personalized remediation CAC ● Kansas Reading Roadmap supports our MTSS ● Title I reading support K-5 ● Reading support course offered in middle and secondary ELA classes, using Reading PLUS ● Math support classes at both middle and secondary level Math Practice 7/8 ● Credit recovery program in alternative setting at the secondary level ● Summer school credit recovery/acquisition courses offered for 7-12 ● Directed Academic Program (CAC) ● Title Math 4-6 ●
2	Stakeholder Engagement	<ul style="list-style-type: none"> ● A needs assessment was presented to district staff through a carousel process conducted by Greenbush ● BLT & DLT were informed of the process and results ● A parent survey was conducted by the school district ● Site Council ● PTO ● Using digital tools we offer parental communication about the status of student learning, progress, and well being ● District and building newsletters ● Superintendent building principals, and curriculum personnel communicates frequently to public through county newspaper regarding educational topics ● Social media to communicate district news to community ● Parent and community nights Pre K through 12

3	Diversity/Equity	<ul style="list-style-type: none"> ● Preschool is offered at free tuition to at-risk and students serviced on an IEP ● Kansas Reading Roadmap supports an after school program for at-risk students and a LIFE program for family engagement. ● Summer school for at-risk students in reading, math, wellness, and community enrichment ● Summer Feeding program for all children in the district (lunch and breakfast) ● Affordable child care using FASTLANE for a before and after school program-- year round ● After school tutoring and homework support group at the middle school ● Door to door bussing for all preschool students 	
4	Communication/ Basic Skills	<ul style="list-style-type: none"> ● Alignment of Prek-12 writing standards using a Priority and Supporting model ● Teachers use Project Based learning opportunities to practice life skills in the areas of communication and writing ● 9th grade required courses in the areas of oral communication and health ● Character education courses to support communication skills using <i>7 Habits of Highly Effective Teens</i> ● The middle school publishes a student's newsletter ● Student daily announcements at the all buildings ● Student communication at board meetings 	
5	Civic and Social Engagement	<ul style="list-style-type: none"> ● Mock election and debates during election cycles ● Plans to implement community service projects ● Plans to partner with business and local government for civic engagement and internships opportunities ● Student presentations at BOE meetings ● Student government groups 3-12th grades ● Student participation in the development of the strategic plan ● Students have positions in state organizations that promote the activities and mission of their organizations ● Students host a Community Science night for families ● Yearly visits to state Capitol ● Student LEO club offered at the secondary level ● Yearly senior registration to vote 	
6	Physical and Mental Health	<ul style="list-style-type: none"> ● After school free workout club ● K-12 Student mental health groups (counselor support) ● Mental Services through Crosswinds ● Well Child Screenings ● Parents as Teachers ● SADD organization ● Plans for implementation of the Leader in Me Process ● Eye Examines ● Dental Clinic ● Chargers on the Run 	

		<ul style="list-style-type: none"> ● Flu Shots ● District Wellness Program ● School Wide Brain Breaks CAC ● Crisis Training ALICE ● ACES ● Zones of Regulation ● Leader in Me (Emotional) ● Additional Counseling Staff ● 	
7	Arts and Cultural Appreciation	<ul style="list-style-type: none"> ● Art classes have been expanded at the elementary building ● International Night ● Practical and Fine arts showcase night ● Jewish Center Field Trip ● KC Symphony ● Traveling art exhibit ● Nelson Atkins Trip ● 7th grade Kansas Capital visit ● Participation in the Arts (Band, Theater, Choir) ● Nutcracker ● Cross district production ● 1- room schoolhouse ● Brown V BOE ● 	
8	Postsecondary and Career Preparation	<ul style="list-style-type: none"> ● Washburn Tech partnership ● Washburn Tech Summer Camps-Grades 7-8, and 9-10 ● Washburn Tech course offered with dual credit ● ACC classes offered for dual credit ● Jones and Bovay Foundations offer financial support ● Individual Student/Parent College and Career conferences ● Xello has been implemented as our IPS program 7-12 ● ASVAB testing for military placement ● ACCUPLACER ● Online College Courses ● Middle school does college and tech school visits ● Middle School Career exploration (IPS) ● Free ACT testing available to all students ● Students ACT prep day ● CAC Career Day with presentations from community members and SFT alumni ● Work Keys 	

Results: State Board Goals

Describe how your system is currently performing in each of the following State Board goal areas.

SOCIAL-EMOTIONAL FACTORS MEASURED LOCALLY (DATA AND ANALYSIS)-

YOUTH TRUTH SURVEY- Santa Fe Trail School District administered the Youth Truth Survey to SFT High School and Carbondale Attendance Center (CAC). Carbondale administered the survey to grades 4-6 and Middle School separately. The five Key Measures on the survey are Engagement, Academic Rigor, Instructional Methods, Relationships, and Culture. The High School measures are Engagement, Academic Rigor, Culture, and College and Career Readiness. This is a nationally normed survey.

CAC Grades 4-6	2017 Percentile Rank	2018 Percentile Rank
Engagement	59th	86th
Academic Rigor	62nd	56th
Instruction Methods	56th	51st
Relationships	90th	69th
Culture	85th	75th

CAC Middle School	2017 Percentile Rank	2018 Percentile Rank
Engagement	75th	84th
Academic Rigor	69th	72nd
Instruction Methods	87th	90th
Relationships	78th	89th
Culture	83rd	93rd

SFT HS	2017 Percentile Rank	2018 Percentile Rank
Engagement	11th	36th
Academic Rigor	8th	2nd
Culture	58th	58th
College and Career Readiness	12th	34th

The data indicates that we need to improve on most of the target areas in our upper elementary grade levels (4-6th). Academic rigor also looks to be a major concern at the HS as we only rank in the 2nd percentile. All other data indicates that we are making improvements. We will continue this survey next year to make determinations.

ATTENDANCE RATE FOR DISTRICT IS 94%

DROP OUT RATE 1.5%

LEADER IN ME DATA--LEADER IN ME HAS BEEN IMPLEMENTED IN PREK-8TH GRADE WITH 100% PARTICIPATION FROM STUDENTS AND STAFF-- MRA SURVEY DATA --TBD AT THE END OF THE SCHOOL YEAR. WE WILL REPORT NEXT YEAR.

DISCIPLINE/BEHAVIOR DATA

K-3RD GRADE-- 78 OFFICE REFERRALS, 2 ISS, 3.5 OSS

4-8TH GRADE --115 DETENTIONS, 15 ISS, 16 OSS

9-12TH GRADE-- 75 DETENTIONS, 0 ISS, 14 OSS

KINDERGARTEN READINESS

ASQ2-SOCIAL-EMOTIONAL

- THE PARENTS OF THE KINDERGARTEN CLASS OF 2019 WERE ASKED TO COMPLETE THE ASQ2 TO MEASURE KINDERGARTEN READINESS IN THE AREA OF SOCIAL AND EMOTIONAL READINESS. THE ASQ2 WAS COMPLETED BY THE PARENTS OF 49 STUDENTS. THERE WERE 6 STUDENTS IDENTIFIED ABOVE THE CUTOFF SCORE, OR 12 PERCENT OF THE 49 STUDENTS IDENTIFIED.

ASQ3-KINDERGARTEN READINESS

- THE PARENTS OF THE KINDERGARTEN CLASS OF 2019 WERE ASKED TO COMPLETE THE ASQ3 TO MEASURE THE KINDERGARTEN READINESS IN THE AREAS OF COMMUNICATION, GROSS MOTOR, FINE MOTOR, PROBLEM-SOLVING AND PERSONAL-SOCIAL SKILLS. THE ASQ3 WAS COMPLETED BY PARENTS OF 55 STUDENTS.

COMMUNICATIONS

- IN THE AREA OF COMMUNICATION FOUR STUDENTS SCORED BELOW THE CUTOFF SCORE, OR 7 PERCENT OF THOSE TAKING THE SCREENER.

GROSS MOTOR

- FOUR STUDENTS WERE IDENTIFIED AS NOT MEETING THE CUTOFF SCORE IN THE AREA OF GROSS MOTOR SKILLS REPRESENTING 7 PERCENT OF THOSE SCREENED.

FINE MOTOR

- TWO STUDENTS DID NOT MEET THE CUTOFF SCORE IN THE AREA OF FINE MOTOR SKILLS, OR 4 PERCENT OF THOSE STUDENTS BEING SCREENED.

PROBLEM SOLVING

- OF THE STUDENTS SCREENED IN THE AREA OF PROBLEM-SOLVING 3 STUDENTS, OR 5 PERCENT DID NOT MEET THE CUTOFF SCORE.

PERSONAL-SOCIAL

- WHEN MEASURING THE PERSONAL-SOCIAL AREA, 3 STUDENTS OR 5 PERCENT DID NOT MEET THE CUTOFF SCORE.

PRIOR PRESCHOOL STUDENTS

- OF THE 55 STUDENTS WHO WERE SCREENED USING THE ASQ3-KINDERGARTEN READINESS SCREENER 37 OF THE STUDENTS HAD ATTENDED THE DISTRICT PRESCHOOL AT SOME POINT PRIOR TO ENTERING KINDERGARTEN. THE DATA FROM THE ASQ3 SHOWED THAT 95 PERCENT OF THESE STUDENTS ACHIEVED THE CUTOFF SCORE IN THE AREAS OF COMMUNICATION, GROSS MOTOR, PROBLEM SOLVING, AND PERSONAL SOCIAL, WHILE 97 PERCENT ACHIEVED THE CUTOFF SCORE IN THE AREA OF FINE MOTOR.

INDIVIDUAL PLAN OF STUDY (DATA AND ANALYSIS)–

6TH- 4-30 MINUTES GUIDANCE COUNSELING SESSIONS AND CAREER AND INTEREST EXPLORATION IN XELLO. GOAL SETTING AND INTEREST INVENTORIES ARE TAKEN EACH YEAR AND AT EACH GRADE LEVEL

7TH- 2 COLLEGE CAMPUS VISITS AND COLLEGE INTRODUCTION COUNSELING SESSIONS. 1 CAREER DAY 2 POST-SECONDARY CLASSES.

8TH- 3 COUNSELING SESSIONS OF IPS ADVISING AND CAREER AND INTEREST EXPLORATION

9TH-12TH 1 COUNSELING SESSION PER SCHOOL YEAR (1to1 COLLEGE AND CAREER READY CONFERENCE)

CAREER EXPLORATION, XELLO PERSONALITY, INTEREST, AND OTHER ASSESSMENTS 3-4 TIMES A SCHOOL YEAR. CAREER FAIR, CHARGER DAYS, FAFSA MEETING AND SUPPORT WITH STUDENTS AND FAMILIES, ACT PREP SOPH/JRs, ACT TESTING PROVIDING BY DISTRICT. SCHOLARSHIP SEMINAR, WEEKLY COMMUNICATION WITH PARENTS ABOUT CLASSES VIA EMAIL AND GOOGLE CLASSROOM.

BUSINESS FINANCE CTE PATHWAY, WASHBURN TECH AND FLINT HILLS TECH CERTIFICATION PROGRAMS

SANTA FE TRAIL IS IN THE IMPLEMENTATION STAGE FOR MOST OF THE IPS PROCESS. WE ARE TRANSITIONING INTO A MORE SYSTEMATIC MEANS TO SUPPORT STUDENTS IPS THROUGH BUILDING A SCOPE AND SEQUENCE, ENGAGING PARENTS IN THE PROCESS, AND GETTING BUY IN FROM STUDENTS. WE NEED IMPROVEMENT IN THE AREA OF COMMUNITY SUPPORT. BECAUSE OUR COMMUNITY IS LACKING INDUSTRY, IT IS A STRUGGLE FOR OUR STUDENTS TO HAVE OPPORTUNITIES FOR JOB SHADOWING, INTERNSHIPS AND COMMUNITY MENTORING. WE ARE LOOKING FOR WAYS TO IMPROVE IN THIS AREA.

HIGH SCHOOL GRADUATION

- THE GRADUATION RATE OF SANTA FE TRAIL HIGH SCHOOL HAS RANGED FROM A HIGH OF 95.6 PERCENT IN 2014 TO A LOW OF 89.4 PERCENT IN 2015. THE GRADUATION RATE IN 2018 WAS 91.43 PERCENT, WHICH WAS ABOVE THE STATE AVERAGE OF 86.9 PERCENT.

POSTSECONDARY **SUCCESS (DATA AND ANALYSIS) HIGH SCHOOL-**

2012-2016

5 YEAR GRADUATION AVERAGE--91

5 YEAR SUCCESS AVERAGE-- 40

5 YEAR EFFECTIVENESS AVERAGE-- 36

PREDICTED EFFECTIVENESS RATE 46.2 WITH 95% CONFIDENCE

ACT Scores 2018

51 tested

Scores ELA- District 20.4 State 21.0

Math- District 21.6 State 21.1

Reading- District 23.4 State 22.3

Science- District State 21.6 State 21.5

Composite - District 21.9 State 21.6

STATE BOARD OF EDUCATION DEFINITION OF A SUCCESSFUL HIGH SCHOOL GRADUATE

Summarize how your system helps students meet the definition of a successful HS Graduate

ACADEMIC/COGNITIVE--FAITH

Dual Credit via College courses and Tech School

11th Grade-- 30% in Washburn Tech with Dual credit
22% in ACC
12th Grade-- 8% in Washburn Tech with Dual Credit
46% in ACCC
11th and 12th grade-- 7% Flint Hills Tech School

10% of students in Engineering Program- Certifications

ACT Scores 2018

51 tested
Scores ELA- District 20.4 State 21.0
Math- District 21.6 State 21.1
Reading- District 23.4 State 22.3
Science- District State 21.6 State 21.5
Composite - District 21.9 State 21.6

State Assessments

Assessment	District Score	State Score	Level 1	Level 2	Level 3	Level 4
Science 2018 Grade 11	287	288	40%	26%	26%	7%
ELA 2018 Grade 10	282	282	32%	44%	18%	6%
Math 2018 Grade 10	272	279	52%	42%	6%	0%
ELA 2018 Grade 8	283	282	33%	40%	21%	9%
Math 2018 Grade 8	275	280	49%	39%	13%	3%
Science 2018 Grade 8	289	297	31%	37%	23%	7%
ELA 2018 Grade 7	293	287	31%	29%	27%	13%
Math 2018 Grade 7	292	284	17%	49%	30%	4%
ELA 2018 Grade 6	289	300	26%	45%	20%	10%
Math 2018 Grade 6	285	287	30%	30%	34%	5%
ELA 2018 Grade 5	287	295	30%	39%	25%	7%

Math 2018 Grade 5	286	287	21%	58%	16%	5%
Science 2018 Grade 5	289	297	24%	40%	29%	7%
ELA 2018 Grade 4	300	298	8%	40%	40%	11%
Math 2018 Grade 4	298	289	11%	40%	37%	12%
ELA 2018 Grade 3	284	293	39%	35%	19%	8%
Math 2018 Grade 3	290	302	32%	28%	36%	4%

TECHNICAL

In the area of technical education, the Santa Fe Trail High School had 22 students enrolled in the fall semester of the Washburn Institute of Technology on a half day basis. Five of these students were enrolled in the Health Care Tech program (CNA) which is a semester course. The spring semester the high school had 14 students enrolled in the Washburn Technical School.

Students attending Washburn Institute of Technology school are qualified for financial support of up to \$450 per semester, and some programs are concurrent courses where high school English, math, and science credits can be earned while taking the programs. Besides, Washburn Institute of Technology, the high school teaches a couple of Flint Hills Technical School courses, Energy Science, and Renewable Energy, these classes count as Flint Hills courses should a student attend school at Flint Hills Technical School.

The school district is slowly moving back into CTE programs with the addition of a business pathway which began in August of 2018. Other pathways are currently being discussed.

Modification have been made in the high school's woods program, to support construction trades component to the woods classes. The students in these courses are now building sheds to gain valuable experience in the application of the construction process.

EMPLOYABILITY---FAITH

Implemented The Leader in Me Process. All students Pre K-8 are participating in this school wide transformation process that promotes leadership in all Students using Franklin Covey's 7 Habits of Highly Effective People.

Starbase 2.0- 18 students at CAC participate in Starbase as an afterschool program once a week. Mathematics, engineering, science, and technology are the focus as well as personal growth skills.

Santa Fe Trail conducts random drug testing to all students. As of March 23, 2019- 63 drug tests have been administered with only 1 positive result, and 1 refusal.

11 charger days were implemented this year at the Highschool. These days were focused on learning opportunities beyond traditional academics (civic engagement, community networking, financial literacy,

CPR, IPS, relationships, college and career readiness, PBL, leadership and mentoring, health and wellness etc)

-Themes: KICK OFF DAY, Charger pride, Charger life and soft skills, Charger Future day,Charger community day, Charger day of kindness, Charger social/emotional day, Charger Health and Fitness,Charger Career Fair Day, Field Trip Day, Charger Field Day

District attendance rate is 94%

DISCIPLINE/BEHAVIOR DATA

K-3RD GRADE--

4-8TH GRADE --115 DETENTIONS, 15 ISS, 16 OSS

9-12TH GRADE-- 75 DETENTIONS, 0 ISS, 14 OSS

ACTIVITIES PARTICIPATION

OAC--38.5 % OF STUDENTS K-3 PARTICIPATE IN SCHOOL ACTIVITIES.

40 STUDENTS IN CHARGERS ON THE RUN AFTERSCHOOL ENRICHMENT

75 PARTICIPATE IN KANSAS READING ROADMAP

CAC -- 37% OF STUDENTS 4-8TH PARTICIPATE IN AN EXTRACURRICULAR ACTIVITY

HS--82.2 % OF STUDENTS AT HS PARTICIPATE IN AN EXTRACURRICULAR ACTIVITY

CIVIC ENGAGEMENT Pogram

KAY students read with the preschoolers

4th-grade and KAY collect recycling goods

4th-grade collected donations for the zoo and animal shelter

All students will participate in community park clean-ups this spring

7th Grade Fun Run for Carbondale Library

OAC fundraiser for Carbondale Library

Therapy Dog

Park and Community Cleanup HS

FBLA March of Dimes

Vball Cancer Awareness and Fundraiser HS

E-Waste Recycling Drive

Students and Staff --intergenerational support with Brookside Retirement

Recycling Bins at all buildings

1. Homecoming, Friday, September 28, 2018—Students from SFTHS divided into groups and went into the three towns to decorate for the Homecoming activities.
2. Raking leaves, Wednesday, October 24, 2018—Students from SFTHS went to our three towns and raked leaves on a chilly afternoon.

FBLA

1. Dodge ball Tournament to support March of Dimes
2. Collected can and nonperishable and donated to the Help House in Lyndon.
3. Christmas in Carbondale - helped children write letters to Santa
4. Trunk or Treat in Overbrook & Carbondale
5. LEO Club,
6. Zombie Walk benefit SFT Child in Need Fund (donated to District Nurse)
7. Used Eyeglass collection. Send to National Sorting Center for distribution in economic deprived US areas & Internationally
8. Organized Volunteers for Carbondale Fall Festival (& members had shifts as volunteers, but rained out)

LEO Club,

1. Zombie Walk benefit SFT Child in Need Fund (donated to District Nurse)
2. Used Eyeglass collection. Send to National Sorting Center for distribution in economic deprived US areas & Internationally
3. Organized Volunteers for Carbondale Fall Festival (& members had shifts as volunteers, but rained out)

KAY:

1. Zombie Walk (assisted LEOs)
2. Volunteers for: Carbondale Fall Festival games (rained out, but had volunteers ready)
3. Made Dog t-shirt chew toys to shelter at Conference
4. Collected & Donated non-perishable foods & warm clothing to Osage Co. Help House
5. Coed Volleyball Team \$ Collection Challenge; to benefit Mark Huddlestun medical expenses
6. Fashion Show: Students schedule with Administration, contact Clothing Vendors & work with them to provide show for all. organize models, produce show
7. Formal Closet: Year round collection, storage, maintenance of dress clothing for guys & gals special occasions
8. Be The Spark: Sponsor Tranquil Tuesdays de-stress breathing & stretching, Motivational movement, Hydration & Snack signs around SFT
9. Be The Spark; CPR equipment (order in final stages) for student training, staff training, possibly community outreach10.
10. Blood Drive: 2 per year
11. Brookside craft project (planning with Joy Schmidt stages)

Saturday Morning Basketball—Put on the HS boys basketball team for the district elementary students.

Telling your story...

Use this space to:

It would be great to discuss the following areas with our OVT Chair and Team:

- Redesign efforts and KESA
- Core curriculum (ELA, MATH)
- Accountability
- Leadership
- Transition to new Superintendent
- Early Release and additional collaboration time (PLC)

We do not feel that any work is ever complete rather a work in progress. We will constantly evaluate the effectiveness and impact we are having on students as we continue to invest in the professional support of all teachers. The district has implemented many things to meet our goals of the strategic plan, redesign, and KESA, but will need to analyze data and use it to determine direction, revision, sustainability, and to celebrate progress and achievement. As we move into year 4 of the accreditation cycle, we are hopeful that we are moving in the right direction, but know the state of Kansas will support us as we learn how to redesign our system.