

1. As a system that voluntarily paused KESA this year (2020-2021), you are required to complete this survey. This survey will collect information on the academic and social-emotional needs of your students and staff during this current school year. Questions in the survey are broken down by building levels (elementary, middle and high school), content areas and student subgroups.

To help you complete the survey, be sure your KESA District Leadership Team has met and reviewed the content carefully and, you have all the necessary data required for its completion.

Any questions about this survey can be directed to: Jeannette Nobo at accreditation@ksde.org

2. System number

To find your system name and number, start by typing in your district number and select your system from the autocomplete list.

434 - Santa Fe Trail

Q39. Your system has chosen not to pause KESA for the 2020-2021 school year. You are not required to complete this survey.

You may complete the survey, if you wish, by continuing and selecting the "Next" button below or you may exit the survey by closing your browser.

This question was not displayed to the respondent.

3. Survey completer name

Faith Flory

4. Survey completer title (e.g., superintendent, principal, etc.)

Director of Curriculum

5. Survey completer email address

fflory@usd434.us

6. Academic Needs

7. What data sources is your system using to measure growth in student academic performance? (Check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> KS Interims | <input type="checkbox"/> Eureka |
| <input checked="" type="checkbox"/> Fast Bridge | <input type="checkbox"/> Developmental Reading |
| <input checked="" type="checkbox"/> NWEA MAP | <input type="checkbox"/> SRI Scholastic Reading |
| <input type="checkbox"/> Mastery Connect | <input type="checkbox"/> Aims Web |
| <input checked="" type="checkbox"/> ASQ | <input type="checkbox"/> Dibels |
| <input type="checkbox"/> Star | <input checked="" type="checkbox"/> F&P Bas |
| <input type="checkbox"/> Reading Horizons | <input type="checkbox"/> Pathways to Reading |
| <input type="checkbox"/> Lexia PowerUp | <input checked="" type="checkbox"/> Read Naturally (QPS) |
| <input type="checkbox"/> IReady | <input type="checkbox"/> PAST |
| <input type="checkbox"/> IStation | <input checked="" type="checkbox"/> PSI/PASI |
| <input type="checkbox"/> QTS | <input checked="" type="checkbox"/> PreAct |
| <input type="checkbox"/> QRI | <input checked="" type="checkbox"/> ACT |
| <input type="checkbox"/> Tera West | <input type="checkbox"/> WorkKeys |
| <input type="checkbox"/> Connect for Learning | <input checked="" type="checkbox"/> Other (please specify) Learning Without Tears Screener |

8. Considering the impact of the pandemic, what does the data tell you about student academic progress?

	Maintained	Overall improvement	Overall decline	Some improvements and declines	We did not review this data
Elementary students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Middle/junior high students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
High school students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

9. **Elementary School students:** How has the academic progress of the following subgroups been impacted as a result of the pandemic?

	Maintained	Overall improvement	Overall decline	Some improvements and declines	Not applicable	We did not review this data
Hispanic students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
White students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

African American students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
American Indian or Alaska Native students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Native Hawaiian or Pacific Islander students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiracial students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
English Language Learners (ELL students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with free and/or reduced lunch status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

10.

Elementary School students: How has the academic progress of elementary school students been impacted as a result of the pandemic in the following content areas?

	Maintained	Overall improvement	Overall decline	Some improvements and declines	Not applicable	We did not review this data
English Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
History, Government and Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
World Languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Fine Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Computer Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

11.

Middle/Junior High School students: How has the academic progress of the following subgroups been impacted as a result of the pandemic?

	Maintained	Overall improvement	Overall decline	Some improvements and declines	Not applicable	We did not review this data
Hispanic students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
African American students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
American Indian or Alaska Native students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Native Hawaiian or Pacific Islander students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Multiracial students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

English Language Learners (ELL students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Students with disabilities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with free and/or reduced lunch status	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12.

Middle/Junior High School students: How has the academic progress of middle/junior high school students been impacted as a result of the pandemic in the following content areas?

	Maintained	Overall improvement	Overall decline	Some improvements and declines	Not applicable	We did not review this data
English Language Arts	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History, Government and Social Studies	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
World Languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Fine Arts	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Science	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

13.

High School students: How has the academic progress of the following subgroups been impacted as a result of the pandemic?

	Maintained	Overall improvement	Overall decline	Some improvements and declines	Not applicable	We did not review this data
Hispanic students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
White students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
African American students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
American Indian or Alaska Native students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Native Hawaiian or Pacific Islander students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Multiracial students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Language Learners (ELL students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with free and/or reduced lunch status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

14.

High School students: How has the academic progress of high school students been impacted as a result of the pandemic in the following content areas?

	Maintained	Overall improvement	Overall decline	Some improvements and declines	Not applicable	We did not review this data
English Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
History, Government and Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
World Languages	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fine Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
CTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

19. Based on your data, what are your *short term (now through the start of the new school year)* strategies and/or interventions to address the immediate needs of your system in order to support academic progress?

Elementary Comprehensive Literacy Model, new resources to support teacher in structured literacy practices, MTSS math and reading, progress monitoring, Summer Intervention Program, Jump Start school interventions, goals setting Middle School Summer Interventions, teacher-led workshops during self-directed learning time (core content areas), 1:1 teacher-student mentoring, goal setting, jump-start school interventions High School Summer Interventions, credit recovery, teacher-led workshops during self-directed learning time (core content areas), 1:1 teacher-student mentoring, goal setting

20. Based on your data, what are your *long term (once the new school year has started)* strategies and/or interventions to address the immediate needs of your system in order to support academic progress?

Elementary MTSS math and reading, comprehensive literacy model, Summer interventions program, personalized learning Middle School MTSS reading/math, mentoring, SD time, goal setting, summer interventions, personalized learning High School MTSS reading, mentoring, SD time, goal setting, Math Lab, personalized learning

21. How have you used or how will you use the lessons learned from the pandemic to improve student outcomes?

Overall the use of technology has supported student learning and communication. Adapting the schedule to support student learning time has been crucial and will continually evolve. There are processes in place to handle academics when students are on long-term absences using remote learning. Overall student tech skills have improved. Communication with parents is critical to student success and we have found new ways to do that during the pandemic.

22. Social-Emotional Needs

23. How has your system addressed the social-emotional needs of **students**?

	Yes	No
Our system has embedded social-emotional character development (SECD) standards across the curriculum.	<input checked="" type="radio"/>	<input type="radio"/>
Our system uses an evidence-based social-emotional curriculum.	<input checked="" type="radio"/>	<input type="radio"/>
Our system assesses/addresses culture and climate factors that impact student social-emotional well-being.	<input type="radio"/>	<input checked="" type="radio"/>

24. Which evidence-based curriculum are you using? (Check all that apply)

- Kansans Can Competency Framework
- Second Step
- Panorama
- Positive Action
- Lions Quest
- Sanford Harmony
- Other (please specify)

25. Please provide an example/examples of how your system assesses/addresses culture and climate factors that impact student social-emotional well-being

This question was not displayed to the respondent.

28. What data are you collecting to verify that you have effective interventions and supports for social-emotional well-being? (Check all that apply)

- Assessments from the chosen evidence-based SEL curriculum
- Universal behavior screeners
- Locally developed assessments/surveys
- Kansans Can Competency Framework assessments
- Kansas Communities that Care Survey (KCTC)
- Panorama
- Other (please specify)

29. Considering the impact of the pandemic, what does the data tell you about student social-emotional growth?

	Maintained	Overall improvement	Overall decline	Some improvements and declines	We have not reviewed the data
Elementary students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Middle/junior high students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
High school students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

26. How has your system addressed the social-emotional needs of **staff**?

	Yes	No
Our system has surveyed staff on their social-emotional well-being.	<input checked="" type="radio"/>	<input type="radio"/>
Our system developed opportunities to support staff mental health and well-being.	<input checked="" type="radio"/>	<input type="radio"/>
Our system assesses/addresses culture and climate factors that impact staff social-emotional well-being.	<input type="radio"/>	<input checked="" type="radio"/>

27. Please provide an example/examples of how your system assesses/addresses culture and climate factors that impact staff social-emotional well-being

This question was not displayed to the respondent.

30. Based on your data, what are your *short term (now through the start of the new school year)* strategies and/or interventions to address the immediate needs of your system in order to support student social-emotional growth?

counseling program, continuation with the Leader In Me (school transformation), family partnerships, mentoring, goal setting, habits of success

31. Based on your data, what are your *long term (once the new school year has started)* strategies and/or interventions to address the immediate needs of your system in order to support student social-emotional growth?

RTI for behaviors, trauma-responsive schooling, The Leader in Me (instruction, assessments), Counselor rotations in elementary specials, Habits of Success (Summit Learning), Mentoring, goal setting, SEL curriculum plan PK-12, increase staff collaboration to identify and support student behaviors, screen and progress monitor students, volunteerism, student engagement activities, student recognitions, community engagement and partnerships, district-wide social worker, district-wide counseling program.

32. How have you used or how will you use the lessons learned from the pandemic to improve student social-emotional growth?

We need more social and emotional supports embedded into all of our classrooms. 1:1 mentoring has been a great way to build relationships with students and support them in their struggles and celebrate their successes. Students need more opportunities to be involved and find social success. The pandemic has greatly affected their social and emotional relationships with peers and their school. It has also cause non-compliance and anxious behaviors in and out of the classrooms. SIT team has been proactive in addressing behaviors and the classroom environment for support. There has also been more time spent talking with families to discuss strategies to support their student at school.

Q38. General

Q37. As you prepare for next year, how will you incorporate experiences from this Pause year to review or revise your KESA plan?

The building and district leadership teams are in place to review all data from this year and develop plans to combat the struggles and loss the pandemic has caused. The current district goals have been revised and BOE approved for next year to support KESA, redesign, and overall school improvement. The district is also launching new redesign strategies and plans for the upcoming school year. This pandemic has made us very aware of gaps we have in our system to support the social-emotional needs of students and staff. The climate and culture of this district will also need major attention moving forward. A clear mission, goals, and action plans will put us on a better path to overall system improvement. All stakeholders will be a part of that process as we move into next year. The district will develop community and school focus areas groups to problem solve and set plans for achieving our goals and to meet the state board outcomes. This will be an ongoing process but we believe the experiences from this school year have taught us all so much about how to move forward. We look forward to year 5 in the KESA process.

Embedded Data

Pause Status: Paused

System number: 434 - Santa Fe Trail

Location Data

Location: ([38.789398193359](#), [-95.747299194336](#))

Source: GeolIP Estimation

