

OVT Chair Annual Summary Report

Organization: D0469

Rating in spring: 2023

OVT Chair: Beth Clavenna-
Deane

Year 1

Section A: Summarize the needs assessment process conducted during this first year of the cycle leading to the system's selection of two goal areas. Be sure to describe the role of all stakeholder groups involved.

The KESA rubrics were completed by all building and district level staff. These ratings were compiled to identify the areas of strength in the district as well as the areas for growth. Additionally, the BLTs completed selected sections of the ICM for Kansas MTSS that narrowed some areas of strength and growth as well. The data suggested that Relationships and Responsive Culture were overall notable strengths. Additionally, the Leadership and Empowering Culture section of the ICM was also an area of strength due to their already established PLC and BLT structures. The system then identified Rigor and Relevance as the two rubric areas for growth due to an overall need for alignment of curriculum, instruction, and professional development at the systems level; additionally, curriculum, instruction, and assessment within the ICM were also noted as areas of growth. Furthermore, the district site council ranked the importance of each area based on the rubric results provided by the DLT. The building site councils reviewed the building rubrics in a discussion format and gave feedback to the BLTs. Rigor and Relevance rubric results confirmed the preconceptions that curriculum alignment, assessment alignment, and instructional practices are a major need in our district. As a result, the system goals narrowed in on these areas for growth over Years 1 -5. The system also will continue to show progress in the Relationships and Responsive Culture areas over the 5 year process.

In terms of the Results section, the system has identified the following current investments and next steps related to these areas:

- Social Emotional Factors Measured Locally
 - o Pre-K-12 professional development system for social emotional learning
 - o Pre-K-12 curriculum adoption and implementation process (Second Step Pre-K-3, College and Career Competencies 4-12)
 - o Pre-K-12 universal screener for behavior and social emotional adoption and implementation process (Pre-K – ASQ-SE; K-12 SAEBRs).
 - Kindergarten Readiness
 - o Training of Kindergarten teachers in year 1 completed
 - o Screening of incoming Kindergarteners on the ASQ is planned
 - Individual Plans of Study
 - o Adoption and implementation of Career Cruising in Year 1 6-12
 - High School Graduation
 - o One of the top 5 HS Graduation rates in the state with a three year average of 96%
 - o On track in KESA Year 1 to maintain this high graduation rate
 - Post-Secondary Completion and Attendance
 - o Success rate of 2015 graduates was 62%
- Showing a 10% growth for 2016 and beyond graduates

Section B: Goal 1 - Identify the specific outcomes of the needs assessment that compelled this system to select this goal. This narrative will include particular components targeted by the system that will positively impact the state board outcomes and student success.

This information will be documented in the authenticated applications System Yearly Updates: Goal and Action Plan Development.

Multiple policies and procedures are established within the district to ensure the system is compliant with state and federal regulations and statutes. All compliance areas listed in the checkboxes have established processes and structures for ensuring compliance and maintaining compliance. For example: system professional development plan is developed as a 5 year plan with the PDC meeting monthly to assess the strengths and areas of improvement of the district's professional development. Additionally, special education compliance indicators and ESI requirements are within compliance. All areas are compliant and have a structure to ensure that these compliance pieces remain within good standing.

The foundational structures each have individual considerations to be highlighted:

- Tiered Systems of Support
 - o Year 1 Kansas MTSS structuring for Systems Components, as well as Math, Reading, Behavior and Social Emotional Learning
 - o Year 2 Kansas MTSS implementation district-wide for Systems components as well as Math core and interventions; reading core fidelity and fluency interventions; and behavior components of teaching expectations, recognition systems, and discipline/response systems. Social Emotional Learning Implementation Pre-K-3 and 9-12, structuring continued 4-8.
- Stakeholder Engagement
 - o Family and community survey analysis
 - o Staff survey analysis
 - o Site Council meeting minutes and agendas
 - o Email and newsletter communication
- Diversity/Equity
 - o All students receive access to:
 - ? Universal screening
 - ? Progress Monitoring
 - ? Quality Instruction
 - o Through Kansas MTSS, structures are being established for all students to access
 - ? core instruction
 - ? protocolled interventions
 - ? differentiation, scaffolding, and explicit instruction
- Communication/Basic Skills
 - o Coursework in place Pre-K-12 to address communication through the following modes:
 - ? Written
 - ? Listening
 - ? Speaking
- Physical and Mental Health
 - o Required mental health and suicide awareness trainings are completed
 - o Through MTSS, social emotional learning curricula aligned to the SECD standards; and screening, progress monitoring, and diagnostic assessments have been adopted and will be implemented in Year 2
 - o PE coursework occurs every year for Pre-K-8th grades with two required courses in 9-12 grades.
- Arts and Cultural Appreciation
 - o Coursework for fine, performing, and visual arts are offered K-12.
 - o High School and middle school offer the largest amount of courses and extracurricular opportunities
- Post-secondary and Career Preparation
 - o Articulation agreements with local community colleges and technical schools
 - o Multiple AP, Dual Enrollment, and Certificate programs available in High School
 - o Career preparation and internship programs are also readily available to all students.

Section C: Goal 2 - Identify the specific outcomes of the needs assessment that compelled this system to select this goal. This narrative will include particular components targeted by the system that will positively impact the state board outcomes and student success.

This information will be documented in the authenticated applications System Yearly Updates: Goal and Action Plan Development.

After conducting the rubric needs assessments with all staff and with the District Site Council, Lansing District Leadership team used a collaborative process to determine the areas of focus for the District and each building. The district team compiled all the building rubrics and the District Site Council review and determined that Relevance would be Goal Area 1 with Curriculum as the overall focus of need for the 5 year cycle in this rubric. Anecdotally, the district team also recognized the staff concerns that it had been 10 years since adopting new resources.

Each building has set its own goals based on their needs that will follow the district's overarching goals of:

- ? presenting and implementing a process for writing local curriculum and adopting resources aligned to the Kansas College and Career Ready Standards in all pre-K-12 areas.
- ? providing evidence of leader, educator, family, and student participation in curriculum and resource adoptions.
- ? demonstrating that local curriculum is sensitive to and reflective of the Lansing culture and community.

The District will develop and adopt new local curriculums that are aligned with the KCCRS. The District has developed a curriculum adoption rotation. In Years 2-3 they will be:

- Implementing K-12 math;
- writing K-12 art and music;
- 6-12 Science - piloting some science resources;
- 6-12 ELA - write and pilot in Year 2;
- 6-12 SS - will wait till 2019 or Year 3;
- K-5 ELA will start in fall 2019 or Year 3.
- Health and PE might begin in Fall of 2018 or Year 2

The district has invested a strong self-correcting feedback loop into this curriculum alignment, mapping, adoption, and implementation fidelity process. District Curriculum Committees have been formed and will be responsible for developing curriculum, piloting resources, gathering feedback, and adopting aligned materials. Through Kansas MTSS, measures of fidelity of implementation will be developed to ensure implementation rigor is achieved. Additionally, the district will be increasing the number of career and technical education pathways that will be offered that are aligned with state and federal guidelines. Finally, the district has an action plan for the next 5 years to meet their goals.

Additionally, most of the buildings have goals that line up very clearly with the curriculum goal. On the buildings where the goals are loosely connected, it is recommended that in Year 2, those buildings revisit their goals and see how one or more of them can align the language more directly to connect their goals to the overall system goals.

Section D: Identify the baseline data documented in the System Yearly Update for Year 1. Compare that data from the time it was recorded to the writing of this summary. The data analyzed will include, but is not limited to attendance, student behavior, assessment and the state board outcomes. How does the building data support the system data?

After conducting the rubric needs assessments with all staff and with the District Site Council, Lansing District Leadership team used a collaborative process to determine the areas of focus for the District and each building. The district team compiled all the building rubrics and the District Site Council review and determined Rigor be the area of focus for Goal 2. The District focus under Rigor will be professional development as this was the area that demonstrated the greatest rubric area need for growth. This focus will enable fidelity of their programs to remain intact.

Each building has set its own goals based on their needs that will follow the district's overarching goals of:

- ? adopting and implementing the Kansas Professional Learning Standards.
- ? analyzing and using data to plan professional development and to increase student learning.

The district wants to develop system-wide professional development that keeps the district aligned with a focus on professional development that impacts all buildings simultaneously. To achieve this goal, they will be:

- Developing professional learning standards through their established Professional Development Council that explores how to identify and plan PD.
- Creating district-wide PD for the writing and adoption of district-wide curriculum, instruction resources
- District-wide professional development through the Kansas MTSS implementation process in year 2 on the universal screening and progress monitoring system for reading, math, and social emotional, behavioral needs.
- Professional Development for early childhood teachers and private day care providers on early childhood curriculum.

For this goal, the district will determine what types of Professional learning data that will be important in Years 2 – 4 to demonstrate progress. Additionally, most of the buildings have goals that line up very clearly with the curriculum goal. For the buildings where the goals are loosely connected, it is recommended that in Year 2, these buildings revisit their goals and see how they can align one or more of the goals' language more directly to connect their goals to the overall system goals.

Section E: Describe current status of Compliance and Foundational Structures. Refer to Compliance and Foundational Structures in the KESA Workbook and ensure essential elements of the KESA process are contained within this section of the report.

Relationships:

Within the relationships rubric, the district identified multiple component criteria that were at implementing or transitioning. Continuous improvement in this area will be as a result of work in the other rubrics as well as directly resulting from the work being completed through the Kansas MTSS framework process. Specifically, in the family and student areas there were just a few areas under staff and families that were at implementing or transitioning with one item being at modeling. A number of areas were marked with no evidence in the student and family areas. Since the district is focusing middle school and high school goals around the individual plan of study and student-led conferences, the student engagement criteria areas of the relationships rubric may show improvements as well over Years 2-5. Furthermore, through the Kansas MTSS process, the district has identified a social emotional character development curriculum Pre-K-12 to increase student engagement and family involvement. Therefore, through this foundational structure and board outcome results, the relationships rubric will be impacted. Additionally, through the Kansas MTSS framework, the district will address family engagement through data-based collaborative decision making as well as data-based communication with families about instruction of core and interventions. This foundational structure will impact the relationships rubric as well.

While the criteria that was showing no evidence in the family engagement section, that was mainly due to the need to write specific policies. While some of the criteria show no evidence, the district actually has a significant amount of evidence around family engagement from surveying parents and communicating next steps based on the surveys to setting up parent trainings on the new math resources that will be adopted in year 2. Additionally, they have about 40+ community partnerships that have been in place for a long time. Furthermore, in year one, the district instituted a climate survey for faculty and staff and initiated a district site council. A climate survey for parents was started as well and middle school and high school students participate in the Communities that Care survey. The superintendent initiated an advisory council consisting of Lansing Education Association representatives to continue a reciprocal means of communication. Through the Kansas MTSS process, the district is identifying social emotional and character development curriculum and skills to embed in everyday lessons and will be addressing family engagement directly in implementation. They also have developed and implemented policies and practices for empowering students. Much of the work that will occur through the Rigor rubric goal on professional development will also impact the relationships rubric so growth will continue to occur in this rubric area as a result of overall, system-wide initiatives.

Responsive Culture:

All stakeholders completed the responsive culture rubric. The results suggested that the majority of the criteria were at either implementing or transitioning. Continuous improvement in this area will be as a result of work in the other rubrics as well as directly resulting from the work being completed through the foundational structure of the Kansas MTSS framework process. Much of the leadership and district climate work as well as the early childhood components of the rubrics are directly influenced by implementing Kansas MTSS because vision, mission, norms, core beliefs, collaboration, communication, curricular decision making, data-based decision making, and recursive evaluation and assessment at a district as well as building and class level occur regularly within a Kansas MTSS. Additionally, the school board is undergoing KASB-led goal setting. PLC and BLT meetings occur regularly in all buildings with data being a central focus of the PLC and BLT meeting time. The self-correcting feedback loop between DLT, BLT, and PLC is functioning and consistent. There is a Professional Development Council that oversees the planning of professional learning across the district. Emergency preparedness plans are in place in all buildings. Next steps include a universal preschool program and an improvement of the district wellness program.

Section F: Describe challenge areas as shared by Focus Groups(s) during the onsite visit. Refer to Year One Conversations with Stakeholders in the KESA Workbook.

All five buildings (Pre-K, K-2, 3-5, Middle School, High School) were able to present independently to the OVT. As well, the OVT had some time with the DLT to ask open-ended questions of the system's development and the process by which they established their 2 KESA-related goals. Each of the 5 buildings established building-level goals with the majority of the buildings having at least one goal that directly aligned with the district-level KESA goals. The two buildings' goals that were not directly aligned with the district-level goals were given various recommendations from the OVT as to how to compile their goals so they are more directly aligned. Two of the teams were able to provide preliminary student-level data that they used to support goal development and future improvements in their curriculum for core and interventions for Year 2; these two teams also provided evidence from their KESA rubrics and focus group/stakeholder discussion results. The other teams used KESA rubrics evidence as well as focus group and stakeholder discussion results to support their development of goals and their 5 year plan for growth.

Furthermore, in terms of communication with stakeholders, the district has created a district web page devoted to the KESA process, a regular District mailing that goes to all addresses in the district in which information on KESA is shared, and a 5 year plan to share with stakeholders to keep them informed of the progress.