

Year Five -

System Yearly Update Collaboration Document

Tell Your Story:

As the Lansing School District nears the completion of its five-year KESA cycle, many highlights and improvements have made the process a worthwhile and beneficial one for our district and students. Our initial needs assessment in 2017 opened our eyes to the flaws and gaps that permeated our system. However, the implementations and initiatives we have launched since then have helped us grow greatly as a system that truly works to meet the needs of ALL students. The following items describe those that have made the largest impact on student success:

Self-Correcting Feedback Loop:

Our district's shift from a collection of independent buildings operating on their own accord (often referred to as "silos") to a true functioning system that is aware of all moving parts is due to the SCFL that has been put in place the last five years. Regular PLC, BLT, and DLT meetings ensure that we are all on the same page as a system and working towards the common goal. Our elementary schools utilize late start times on Thursdays to engage in PLC work, while our secondary schools use a combination of plan and late start Thursdays to do the same. Not only does this ensure that we are aligned, but the awareness of building/district initiatives, use of resources and protocols, and the ability to share and collaborate on our work has led to increased self-efficacy and overall knowledge for all parties involved. Talking points are taken "back" to each level of the feedback loop to ensure buildings are all consistent in their messaging.

Our Multi-Tiered System of Support:

Probably the most important and impactful improvement we have made is adopting an MTSS process that immediately impacts student growth.

Year one:

Each building used a different screener with no uniformity across the district. Intervention systems did not address all students or were none existent in a building. Schedules did not have dedicated time for interventions and protocols were not uniform within a school let alone the district. Buildings looked at data sporadically at a school level.

Core instruction was not provided with common resources and many were not evidence-based resources. We also did not have a way to audit what our core instruction was using. We did not look at data as a district system.

Protocols for Tier 2 and 3 intervention were inconsistent and not followed with fidelity.

Year five:

Our use of the FB screener three times a year, intervention time built into the master schedule, established and effective protocols for support, and our ability to analyze data at the building and district level have created a culture that allows us to adjust on the fly, differentiate our teaching, and meet students where they are to provide the best support. Our MTSS meetings at the close of every window allow us to collaborate as a system to ensure our protocols are being followed and what (if any) modifications we need to make.

Core instruction and common assessments across the district are provided using KSDE-approved evidence-based practice resources. We are measuring the fidelity of core implementation with walkthrough data. This data is analyzed during administrator and building-level PLCs, then teams develop implementation improvements. Building master schedules prioritize core instructional and intervention time for all students. Staff is currently working to create and follow a Guaranteed Viable Curriculum (GVC).

MTSS Protocols are defined and detailed so that all teachers and interventionists follow the appropriate resources and use evidence-based practices. Protocols are below:

[Lansing Reading Protocol](#)

[Lansing Math Protocol](#)

[Lansing BSEL Protocol](#)

Our improved SEL knowledge and support:

Year 1:

We did not have a tier one resource for BSEL or look at data for grades, behavior, and attendance. Protocols to address student behavior at all levels were not evident.

Year 5:

Through the work of our District-wide BSEL team and the first year of full implementation EC-12, we have moved forward with the development of building protocols, resource adoptions, and implementation of behavior and social-emotional supports for our students. Throughout the remainder of this year, we will use data from grades, attendance, behavior, SAEBRS, and MySAEBRS to inform decisions and redefine our processes in buildings and at our MTSS meetings. We also are proud of our consistent use of Second-Step at our K-8 levels and the use of the College and Career Competency (CCC) framework at our 9-12 levels.

We have also partnered with Greenbush's SLS (Specialized Learning Services) side of their operation to receive additional training, support, and resources on the SEL needs of our students.

Our improved use of data to make necessary shifts as a system:

Year 1:

Data was not uniform across the district, and schools had difficulty producing data when discussions were necessary. Protocols for what data we would discuss to address subjects were not evident and different data sources were used to "justify" initiatives or decisions.

Year 5:

For successful data analysis to occur, two important factors must be in place:

1. The Data must be easily accessible and comprehensible
2. Copious amounts of time to analyze, reflect, and discuss the data must be given.

I am happy to say that our capacity for navigating our data sources (FastBridge, Skyward, etc.) is extremely strong and will only be strengthened with our adoption and implementation of ION, a data warehouse that will put all of our assessment, grades, behavior, and attendance data in one, user-friendly location. By the end of this year, we will have our entire MTSS team trained on the platform and department/grade level leads from most, if not all, buildings.

Our connection to our stakeholders:

Year 1:

Buildings did not have a systematic way to elicit feedback from all stakeholders. We did not have any surveys to see how we were performing in the eyes of our stakeholders. Information streams to parents were none existent at the district level.

Year 5:

The numerous surveys that we administer (FES, IMIS, SAI, climate and culture, etc.) allow us to keep a “finger on the pulse” of all the stakeholders of our system. This includes students, teachers, parents, and community members. The Director of Communications and Marketing overhauled the district website three years ago and has created a free app that anyone can download to receive any and all information that is Lansing USD 469 related. She also records a monthly video with the Superintendent titled the “Lion Lowdown” and a bi-weekly podcast with the Director of Teaching and Learning titled “The Lion Pride-Cast.”

In addition to the communication, we have contracted with Greenbush to create a “Strategic Plan” for our district. We held our initial meeting on September 19th, where over 75 stakeholders (comprised of students, teachers, parents, board, and community members) met and discussed the strengths of our district, where improvement can be made, and what they would like to see in our strategic plan. Greenbush is compiling the results, and we will have a secondary meeting on January 4th to discuss implementation and goals.

Our local curriculum writing and resource adoption:

We have continued to refine our Guaranteed and Viable Curriculum (GVC) K-12 to ensure that we are teaching the appropriate standards to the level of complexity and rigor needed for students to learn and have success when they leave our district.

We have successfully adopted multiple curricular resources (both core and supplemental) and ensure that we go through a rigorous piloting process before ensuring it goes through the self-correcting feedback loop for approval by DLT.

Our overall support for students and staff::

Ultimately, the most monumental improvement we have made over the life of our cycle is the increased support we now provide for our students and staff. Whether it be intervention/enrichment, SEL lessons, and support, effective and meaningful PD based on teacher interest, creating a positive and welcoming climate and culture, or the constant use of the SCFL to ensure we are operating as a system, it is apparent that we have the best interest of students and staff in mind at all times.

1. Compliance – USD 469 is fully compliant with KSDE.

2. Foundational Structures: Foundational Structures refer to the underlying programs and services within your system. Please describe your system’s improvement for each of the Foundational Structures since Year 1 of your KESA continuous improvement process.

Tiered Framework of Supports:

Lansing School District has a tiered framework of supports in place for all students and uses data to determine students’ tiers. Students take the Fastbridge screener three times a year to determine Tier 1, Tier 2, and Tier 3 placement for reading and math and SEL. SAEBS, mySAEBS, and Behavior (office referral) data are used to determine Tier 1, Tier 2, and Tier 3 placement for behavior. In addition to the Fastbridge screener three times a year, PreK uses the ASQ-SE data to determine Tiered SEL support.

Tier 1 instruction is delivered to all students. At the grade K level, we are addressing behaviors that are impacting teaching and learning. We have implemented PRIDE Assemblies during the 20-21 school year at LES & LIS to provide positive behavior support. We are implementing BIST (Behavior Intervention Support Teams) during the 22-23 school year at LES and LIS to ensure Tier 1 teaching and learning occur.

We are tracking our Tier 1 Implementation (when it comes to fidelity and use of appropriate, evidence-based instructional strategies) by utilizing an eWalkthrough tool created in collaboration with Southwest Plains. District and building administrators must complete a minimum of 30 Walkthroughs per quarter. Below is a link to the data showing our walkthrough data for the first quarter of the 2022-2023 school year:

 [eWalkthroug Data 22-23.pdf](#)

Strengths	Concerns
High Levels of student engagement	Cognitive level not reaching level 3/4 nearly two-thirds of the time
Teachers manage behaviors well	Objectives not posted frequently
Effective use of instructional time	Low levels of modeling/direct instruction
High amount of district provided material. Low amount of non-district provided material	Low levels of Co-Teaching

As a system, we use the Inclusive MTSS Implementation Scale (IMIS) as our data tool to measure fidelity. We have seen growth when comparing the last five years, as shown here: [Four-Year Comparison IMIS](#).

Family, Business, and Community Partnerships:

USD 469 has a system-wide practice and embedded overall culture of engaging all stakeholders regularly. Evidence is shown throughout all Rs.

The FES scores showed growth in the overall areas of Supporting Student Learning (2020 - 3.92 to 2022 - 4.14), Sharing Power and Advocacy (2020 - 3.89 to 2022 - 4.10), and Effective Communication (2020 - 3.91 to 2022 - 4.12). As a district, specifically at the DLT level, we have emphasized the need to get families more involved in what we are doing every day.

[Three-Year Comparison FES](#)

KCTC data shows that we improved in the five target questions identified through the MTSS process. We attribute these improvements to our BSEL efforts (Lion Academy, Breakfast Club classes, 2 x 10 initiative, Connections List, Positive Principal Phone Calls, SBS Room, Zen Zone, Social Work/Guidance App, Mental health lessons in 9th grade, trauma-informed staff development, etc.)

[KCTC](#)

At each district building, families, businesses, and community partnerships are engaged in the following ways:

- Early Childhood Site Council Developed Family engagement events three times a year and conducts Parent-Teacher conferences two times a year. Bi-weekly Newsletter to families. Inviting the Fire Department and Military personnel into the building.
- LES - PTA Family Engagement Events, Site Council, K-State extension, Fire Department, Family Engagement during the monthly PRIDE Assemblies

- LIS - Junior Guard, Cub Scouts, Open House (parents) LINC'S (Farmer's House), Kiwanis, Individual partnerships, Parents as Teachers, Individual classroom projects with business outreach programs like KU Med Center.
- LMS - Site Council, Student Led Conferences are very well attended, Inviting parents to events such as Poetry Cafe, Career Fair, and End of Year Activities. Individual partnerships with different professionals/career paths at the 8th-grade level; coordinated by the gifted facilitator.
- LHS - articulation agreements/partnerships for CTE, guest presentations during CCR (occupation-based), JROTC with Leavenworth High School, and partnership with the Guidance Center
- District Strategic planning group

	Group 1	Group 2	Group 3	Group 4	Group 5	
Board	1	1	1	1	2	9.68%
District Staff	6	5	2	4	7	38.71%
Students	2	0	2	1	2	11.29%
Community Member	1	1	3	3	2	16.13%
Staff and Parent	1	3	2	2	0	12.90%
Parent	2	2	1	1	1	11.29%
	13	12	11	12	14	62

- SpEd - Special Education Advisory Council
- Feedback from year 4:
 - o With the FES – all areas showed growth which is exceptional
 - o Specifically - What are schools doing that is producing an improvement in a welcoming environment

Parent participation at Open-House and Parent-Teacher Conferences.

Diversity, Equity, and Access:

All student group needs are represented in the improvement process. System and schools' cultures are reflected in the vision and improvement process.

At-Risk 4-Year-Old Pre-K classroom. Monthly early childhood child-find screening. Tiny-K. Parents as Teachers.

Title I family meeting at LES, Title I program surveys at LES

Annual professional development on Structured Literacy and Dyslexia training modules as required by KSDE.

Created Multicultural Student Union and GSA Club at LHS

PDC created a subcommittee for DEI and presented a plan to the BOE with no feedback on the requested information. Instituted training on homelessness and identified more students.

Trauma-informed training sessions held at all levels (since 2019) to enable staff to have a shared responsibility in the delivery and monitoring of education to students with diverse needs; presented at TASN about Breakfast Club and Lion Academy.

In 2021, LHS enabled the 2X10 initiative, and 42 of 81 students participating saw a 52% overall decrease in failing grades. About 50% of the same cohort of students saw continued improvement in 2022.

LMS also instituted 2 x 10 in 2021.

- 2020-2021, LMS teachers conducted 127 conversations using the 2 x 10 model.
- 2021-2022, LMS teachers conducted 141 conversations using the 2 x 10 model.

Late bus created at LMS and LHS for students with no transportation to receive extra tutoring/support.

All students receive access to:

- Universal screening
- Progress Monitoring
- Quality Instruction

- Core Instruction
- Protocolled Interventions
- Differentiation, Scaffolding, and Explicit Instruction

K-12 Building Report Card - Disaggregated subgroup scores

Academic spotlights, Extended PR Ambassadors in all buildings to cover all classes in lower grades.

Communication and Basic Skills:

USD469 has progressed in communication offerings for all students. Highlights include district-wide additional offerings at all levels since year 1.

- Computer classes replaced w/ STEM classes at the K-5 levels for the 22-23 school year, using Project Lead the Way's curricular resources.
- Student-Led Conferences implemented at Lansing Middle School (6-8) to communicate present levels to parents. LIS (4-5) has plans to implement SLCs in the Spring conference of 2023.
- Lansing High School (9-12) has changed to a CTE requirement from a computer requirement.
- Lansing High School has added a new dual-course offering for students in vocational programs, Writing for Technical Careers.
- Lansing High School continues to have a communications requirement for graduation.

All grade levels continue GVC work for writing, speaking, and listening.

Civic and Social Engagement:

Lansing students participate in various activities that support civic and social engagement from early childhood through the 18-21 program.

- Student Council 3-12
- JROTC and Junior Guard
- Kays, NHS, Puzzle Club & Middle School Peer Leadership supporting service and charitable causes.
- Curricula that support the structures in civic and social engagement are evident. (social studies GVC)
- Early Childhood peer model program
- LV Arts non-profit
- Lansing Educational Foundation

Physical and Mental Health:

We have re-instituted a District Health & Wellness Committee composed of student, staff, and community stakeholders who meet quarterly

Health and wellness now includes Mental Health member

Mental Health Team Rep is on DLT.

Added Community-based Therapist from The Guidance Center (HS).

Mental Health Team meets monthly and has added emphasis on staff Mental Health.

- All Schools received a 3-hour presentation on Trauma Informed Programming and Neuroscience.
- District-paid Employee Assistance Program Fall 2021. Switched EAP Programs - 6 visits. No middleman.
- Kansas Suicide Prevention HQ gave 2-hour training on awareness and prevention (Jason Flatt)
- BOE adopted our Suicide Intervention Procedure Manual for Fall 2022.
- LHS: Mental Health is incorporated into Freshman Health Class (HS). Once per month. Social Worker and School Psychologist

USD 469 curricula that support the structures in physical and mental health are evident.

- Implemented 2x10 and continued emphasis on relationships (connections list / reverse connections).
- Creation of programs at LHS that are Trauma informed for at-risk students (breakfast club, lion academy)
- Mental Health is incorporated into Freshman Health Class (HS). Once per month. SW and School Psych.
- SAEBRS, MySAEBRS, and ASQ-SE data were used as another data point for at-risk students (in addition to grades, attendance, and discipline).
- Addition of 2nd Breakfast LHS
- Students were successfully placed back into home buildings from alternative placement (LRE).

Evidence of effectiveness:

- CTC data shows areas (suicide and teacher praise e.g.) that were critical and emphasized by Beth at the beginning of the process. And improvements due to programs implemented.
 - [CTC data](#)
 - [HS CTC improvements](#)
- Lion Academy

Overview and description: Lion Academy is one class period four times per week (50 min. three days and 90 min. one day).

The class is designed to address work avoidance behaviors for high school students at risk of poor school outcomes. The curriculum targets teaching, practicing and reinforcing executive functioning and self-advocacy skills, termed “academic self-management”.

Lion Academy is a tier 3 intervention that targets work completion for high school students by

1. Teaching and providing practice in academic self-management.
2. Increasing positive adult interaction and specific behavioral prompts through the classroom model of interaction.
3. Teaching students to recruit necessary support from teachers and school staff.

These goals are accomplished using a combination of explicit teaching of academic self-management skills and supported homework completion. The class has a low student to teacher ratio, 5:1 - 10:2 max (**tier 3 recommendations are not to exceed 5 students per one adult; 10 students would be allowed in a co-teaching situation**). This allows the Lion Academy teacher to fully support the students in achieving the goals of the class. The overarching goal of the class is for students to successfully complete class work, homework, tests, and projects to gain credits needed to remain on track to graduate high school. The relevance and applicability of the academic self-management skills extend past high school to post-secondary, real-world settings.

Systems: The MTSS team will use SABERS, grades, attendance, discipline, and admin recommendations for screening and enrollment. Tier 2 practices should also be in place within classrooms to maximize student access and success with content related learning activities (e.g. differentiated instruction, multiple opportunities to respond and practice correctly, immediate corrective feedback, specific praise, etc.).

School: A commitment to staffing the class(es), providing physical classroom and related materials, facilitating attendance of training opportunities for Lion Academy teacher(s), providing a regular planning period, regularly reviewing and sharing (a) screening data, (b) fidelity of all Tier 2 intervention data, and (c) student progress data.

Curriculum: As much as possible the scope and sequence of the specific academic skills should be organized to mirror the academic demands of the general school (such as exams, projects, etc.) so the skills learned in Lion Academy can be applied to general content assignments. The class curriculum focuses on the following academic activities • **Interacting with Teachers** • **Greeting** • **Acknowledging Help** • **Request for Feedback** • **Asking “Good” Questions** • **Asking for Help** • **Planner use and maintenance** • **Notebook organization** • **Creation of a Graduation Plan** • **Goal setting for academic and social behaviors** • **Tracking progress** • **Test taking** • **Study strategies**

The learning activities in Lion Academy focus on teaching students how to organize and prioritize academic tasks, and how to solicit the support they need from teachers. A Daily Entry Task at the beginning of each Lion Academy class period orients the students' academic efforts for the 45-minute class period and helps them prioritize tasks for work completion after school or the next day.

- 11 students had 36 F grades during the 2nd semester of 8th grade. They reduced to 16 F grades for the 1st semester of 9th grade while enrolled in Lion Academy.
- [Biology Breakfast Club](#) (10th Grade)
 - **Prior - .75 GPA, 20 D grades, 56 F grades, 4 As**
 - **After - 2.2 GPA, 19 D grades, 19 F grades, 20 As**
- LMS - 7% overall decrease in # of F's from 2020-2021 school year to 2021-2022 school year.
 - Comparing the 2021-2022 school year with 2018-2019 (the last full school year pre-COVID), the % of students in Tier 1 for grades was the same at 86%.

Arts and Cultural Appreciation:

Curricula that support the structures in arts and cultural appreciation are evident.

- Art and Vocal Music classes are offered for all students at Lansing Elementary School and Lansing Intermediate School.
- Art, Instrumental Music and Vocal Music are offered as classes at Lansing Middle School and Lansing High School. Additional and more specialized offerings are available in each of the arts at each building. This also includes drama and theater, which are available as classes or clubs.
- Student music performances are periodically conducted at each level (K-12). Additionally, student talent shows, musicals, and theater productions also occur at each level in some capacity each year.
- Debate and Forensics are available for students in Grades 6-12.
- Early Childhood Art Show took place on April 6, 2022.
- All district Art Showcase that takes place in April of each school year. Highlights art from all levels as well as exhibits from local artists.
- At LMS - Fine Arts Fair - culminating event at the end of the school year showcasing art, band, and choir.
- At LHS - National English Honor Society hosts a Poetry Slam and Nanowrimo. Writing classes partner with Coterie Theater.
- LHS was voted a Fine Arts School of Distinction in 2022. The debate team was nationally ranked (67th) and won the Leading Chapter Award from the National Speech and Debate Association.

Postsecondary and Career Preparation:

Curricula that support the structures in postsecondary and career preparation are evident at elementary and secondary levels.

- Xello is used during Advisory/CCR in grades 6-12 to look at student interests and career paths.
- LMS - Student-Led Conferences - students share Xello information with parents.
- 6th graders hold a Career Fair as part of their Language Arts. When applicable, clubs and organizations can help meet this need, for example - JROTC at LMS.
- Individual partnerships with different professionals/career paths at the 8th-grade level.
- Teaching as a Career - High School students take the class and have a practical application (internship) at district elementary and middle school buildings.
- AP courses - 51% of the class of 2022 enrolled in an AP or dual credit course
- Expanded CTE pathways and technical classes through our partnership with KCKCC
- Dual-credit opportunities with Donnelly College, University of St. Mary, Baker, and UMKC
- Students have the opportunity to visit with representatives from colleges and universities, all branches of the military, and local business owners in a variety of formats.
 - 2022 school year:
 - Colleges/Schools
 - Emporia State University - 12

- Wichita State - 10
- Pittsburg State University - 17
- Upcoming: Washburn, McPherson, UMKC, Missouri S&T, Kansas State University, Army ROTC, the University of Saint Mary
- Career Talks:
 - Heavy Industries - next Tuesday
 - Upcoming: EMT, Engineering
- 2021 school year:
- Colleges/Schools:
 - William Jewell - 4
 - Missouri Western - 5, 10
 - Emporia State - 10
 - Washburn - 13, 11
 - Wichita State - 11, 12
 - UMKC - 7
 - Pittsburg State - 13, 14
 - Fort Hays State - 2
 - Ottawa University - 4, 3
 - KS Wesleyan - 2, 6
 - Highland CC/Tech - 1
 - KCKCC - 23
 - Univ of Alabama - 9
 - Univ of Saint Mary Nursing - 7
 - KU - 31
 - K-State - 17
 - Missouri S&T - 24
 - Army ROTC - 6
 - KCKCC School Tour
- Career Talks
 - Welding Career Talk - 32
 - Pilot Career Talk - 16
 - Lawyer Career Talk - 19
 - Social Work Career Talk - 7
- Military
- 2022-2023 School Year (as of October 15, 2022)
 - Army - 1 visit
 - Army National Guard 2 visits
 - Marines - 1 visits
- 2021 school year:
 - Army - 4 visits
 - Marines - 2 visits
 - Navy - 3 visits
 - Army National Guard - 4 visits
 - Air Force - 2 visits
 - Coast Guard - 1 visit
- Army Recruiters volunteer to supervise dances and support students

3. Needs Assessment and Goals

Goal 1: Relevance

Within our 5-year accreditation cycle, Lansing USD 469 will

present and implement a process for writing local curriculum and adopting resources aligned to the Kansas College and Career Ready Standards in all EC-12 areas.

As a district, we have dedicated ourselves to creating a guaranteed and viable curriculum (GVC) for all course contents K-12. During the 2021-2022 school year, K-5 completed their GVCs for ELA, Math, Science, and Social Studies and 6-12 completed the

GVC for Social Studies. This year, we have extended the GVC work to encompass ELA, Math, and Science at the secondary level, thus giving us a completed GVC for grades K-12 in all four general content areas. We also are working towards creating GVCs that are vertically aligned for our specials and electives courses.

Our GVCs focus on the following major areas:

- Unit Title, Big Idea, and Timeline
- Kansas Competencies
- Kansas Standards
- ACT Standards (6-12)
- I Can Statements/Learning Objectives
- Academic Vocabulary (DOK)
- Content Vocabulary
- Formative Assessments
- Summative Assessments
- Resources Used/Needed
- Prior Knowledge Desired

Unit Title/"Big Idea"/Timeline	Competencies	Kansas Standards	I Can Statements	Content Vocabulary	Academic Vocabulary	Formative Assessment	Summative Assessment	Resources
Prehistory/Early Humans and Societies (2 weeks) How did humans' ways of living change as they interacted and populations grew?	Recognize and draw conclusions about societal continuity and change over time.	Standard 4: Societies experience continuity and change over time	I can recognize archaeological evidence that shows how human life and societies developed new skills in order to survive.	history, archaeology , artifact , fossil, resources, geography (physical/human) , region, environment, climate, landforms, agriculture , silt , prehistory, hominid, ancestor, domestication, migrate , Paleolithic, Stone Age, Neolithic, ice age, society, hunters-gather, tools, primary source , secondary source	recognize, draw conclusions, identify, explain, distinguish, recall,	Chapter 1 Section 1 Uncovering The Past Pear Deck, Chapter 1 Section 2 Studying Geography Pear Deck	QUEST-Build your own village. (How much does geography shape people's lives?) Step 1-Create 2 questions for the following themes; QUEST-Build your own village. Step 2- Investigate-Students have to identify the daily activities the villagers would need to perform in order to survive in their village. ; QUEST- Build your Village Step 3; Unit Test	1st Q1 Lesson Plans Additional Resources: Irvin, Judith, Dr., (n.d.) Social Studies Content Reader / The Ancient World - Prehistory to the Roman Empire. Holt, Rinehart and Winston
Why did people migrated around the world and learn to adapt to new environments?			I can draw conclusions about migration and adaptation of early societies.			Chapter 2 Section 1 Stone Ages and Early Cultures, Section 2 and 3 Human Migration and Agriculture Pear Decks	Chapter 1 Geography Lesson 1 and 2 Test	Additional Resources: Irvin, Judith, Dr., (n.d.) Social Studies Content Reader / The Ancient World - Prehistory to the Roman Empire. Holt, Rinehart and Winston
How did agriculture bring great changes to human society?			I can identify and explain how agriculture and the development of tools contributed to the creation of civilizations.				Chapter 2 Stone Age and Early Cultures Test	videos
How and what clues do historians use to understand how people lived in the past?			I can distinguish between clues and resources used by historians to understand how people lived in the past					

In the wake of current political/educational views and strife, we also have linked a parent/student-friendly GVC to our district website:





3-Addition & Subtraction within 1,000

Standards

3.OA.8, 3.OA.9, 3.NBT.1, 3.NBT.2

Resources

Textbook: HMH: Go Math
MobyMax

FOCUS Standards

- 3.OA.D: Solve problems involving four operations, and identify and explain patterns in arithmetic
- 3.NBT.A: Use place value understanding and properties of operations to perform multi-digit arithmetic

I can

- **I can** identify and describe number patterns and solve problems using properties of operations.
- **I can** round numbers to the nearest ten or hundred.
- **I can** use place value to add and subtract 4-digit numbers.
- **I can** solve two-step addition and subtraction word problems.

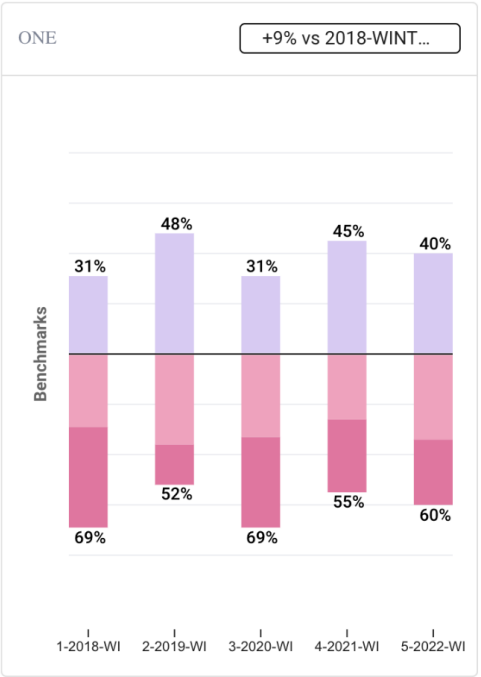
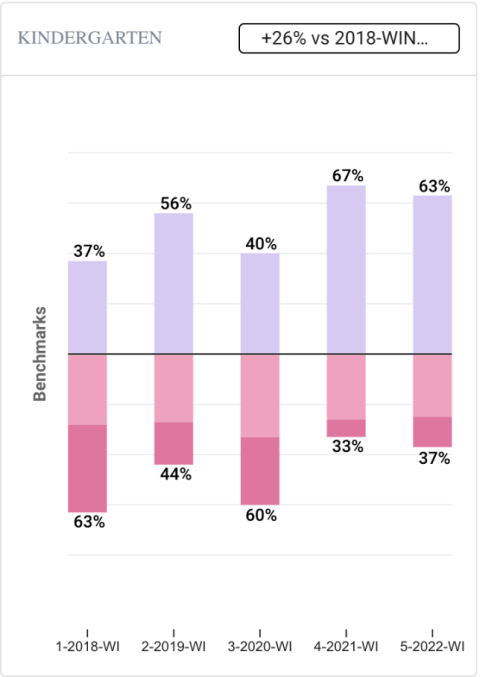
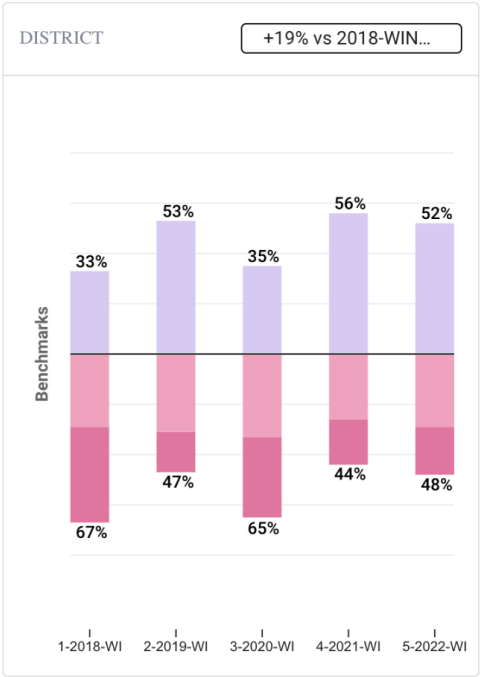
Fidelity to the curriculum, resources, and effective instructional strategies

District walk-through data (see above) shows a consistent level of district-provided resources being used, as well as high amounts of “explicit instruction” techniques being utilized in classrooms. Engagement is high, and teachers use formative assessments to ensure learning is taking place.

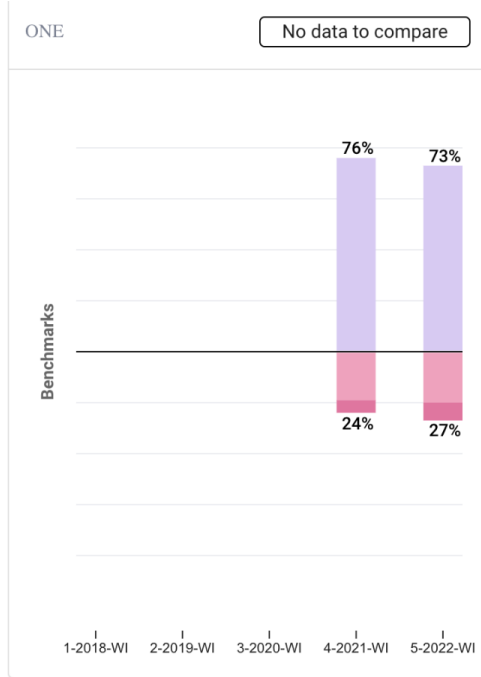
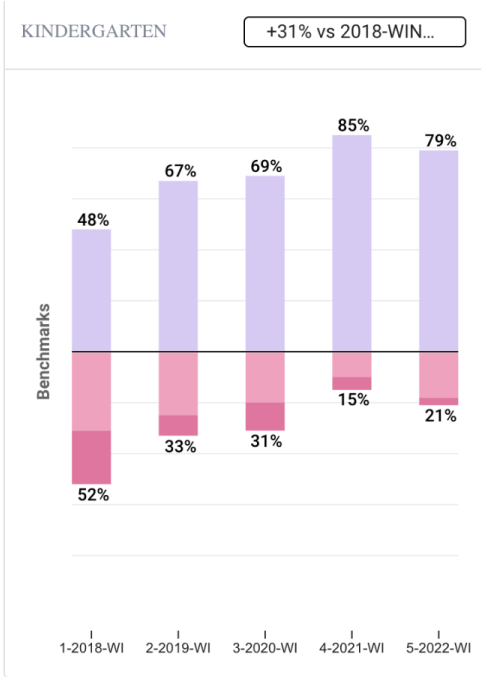
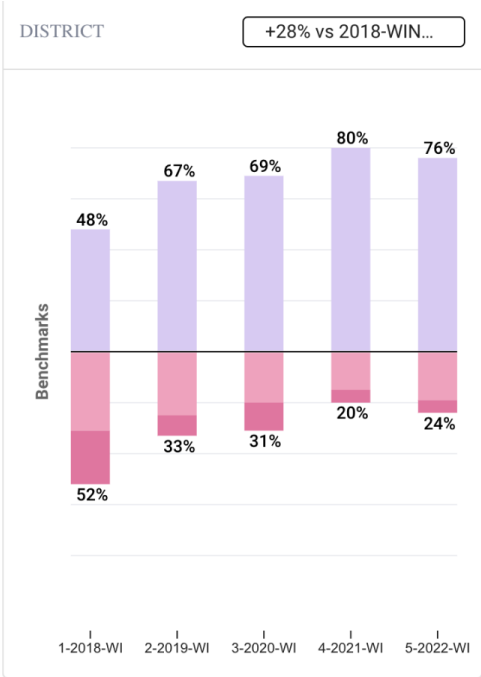
See the Strengths/concerns columns underneath the Fastbridge data below for more details.

The entire purpose of a GVC is to ensure students receive access and instruction on the appropriate standards in a viable time frame. In order to ensure growth is taking place, we administer the Fastbridge assessment three times a year. Here are screenshots of our winter-to-winter data since 2018 (note: some schools/grade levels lack data due to piloting/norming years):

earlyReading (K-1):



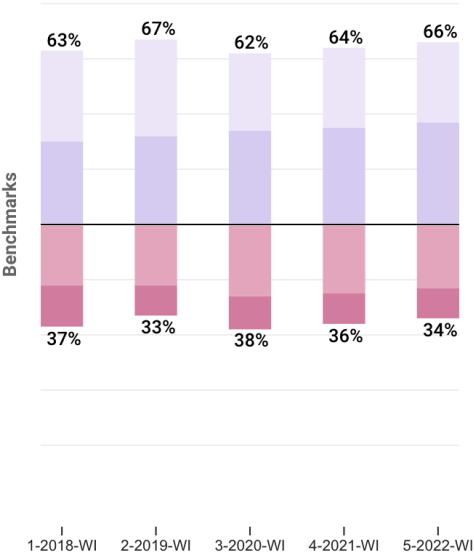
earlyMath (K-1):



aMath (2-11):

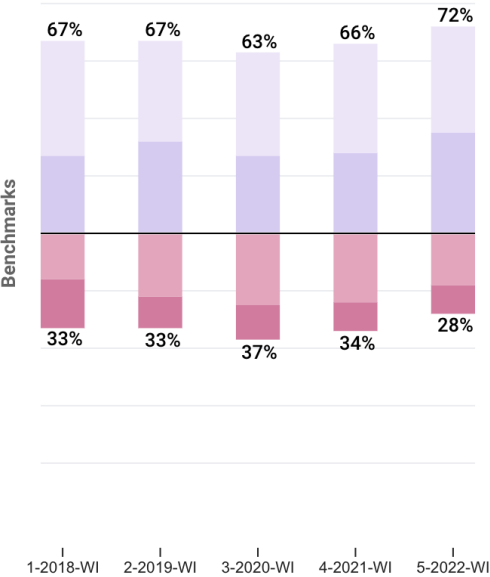
DISTRICT

+3% vs 2018-WINT...



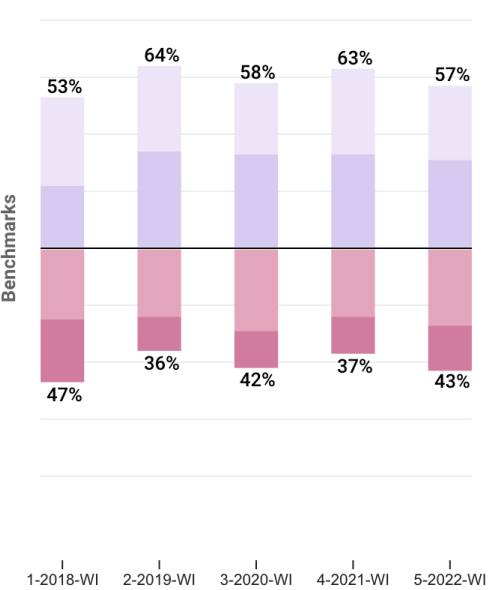
LANSING ELEMENTA...

+5% vs 2018-WINT...



LANSING INTERMEDI...

+4% vs 2018-WINT...



HIGH RISK



SOME RISK



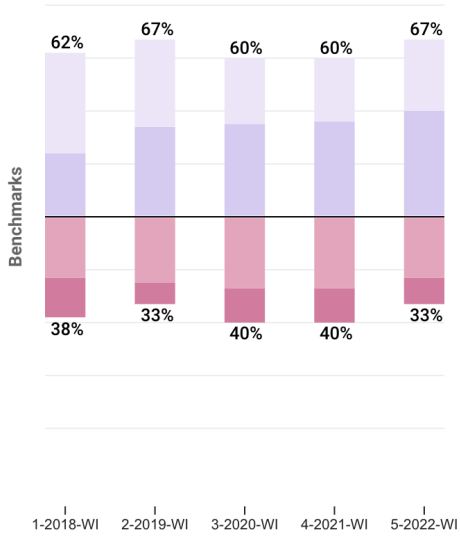
LOW RISK



COLLEGE PATHWAY

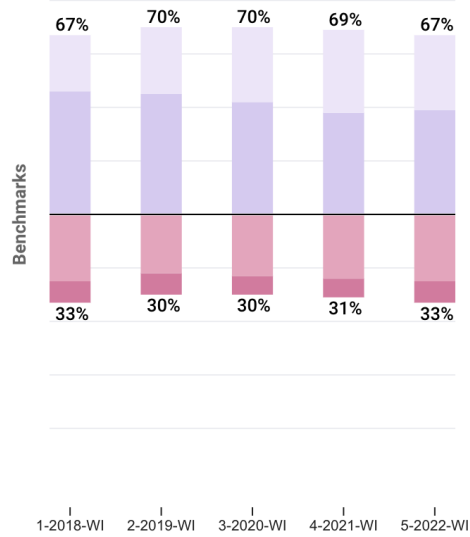
LANSING MIDDLE SC...

+5% vs 2018-WINTER



LANSING HIGH SCHO...

0% vs 2018-WINTER

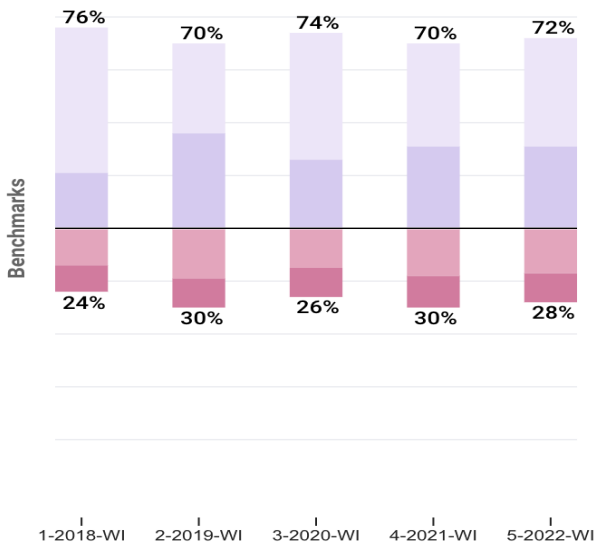


HIGH RISK
 SOME RISK
 LOW RISK
 COLLEGE PATHWAY

aReading (2-11):

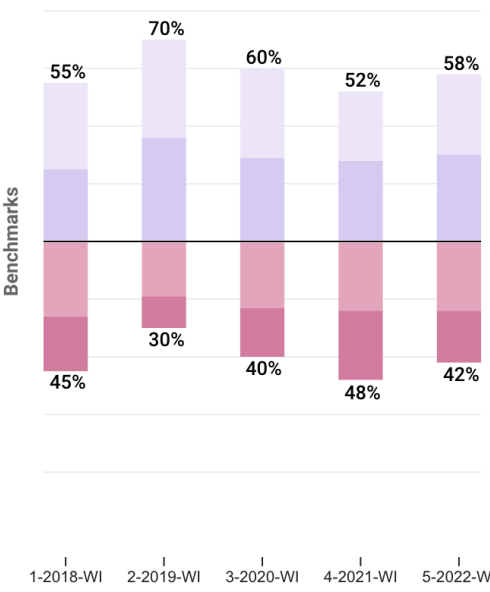
DISTRICT

-4% vs 2018-WINTER

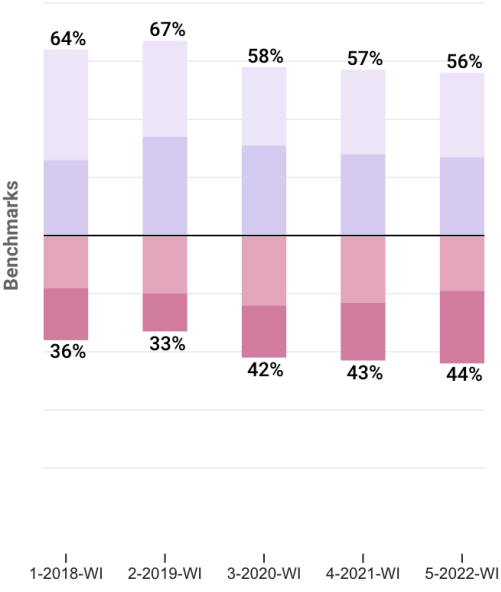


HIGH RISK
 SOME RISK
 LOW RISK
 COLLEGE PATHWAY

LANSING ELEMENTA... +3% vs 2018-WINT...

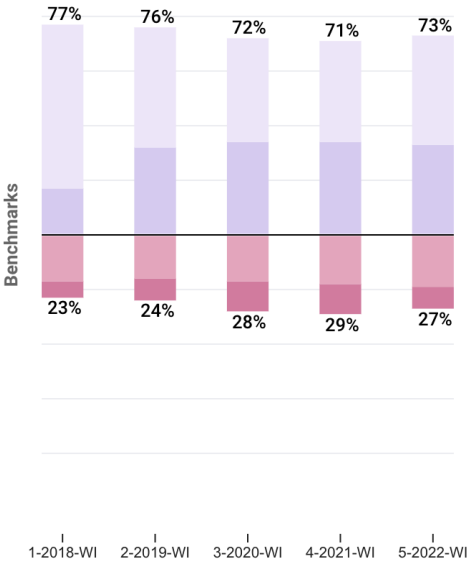


LANSING INTERMEDI... -8% vs 2018-WINTER

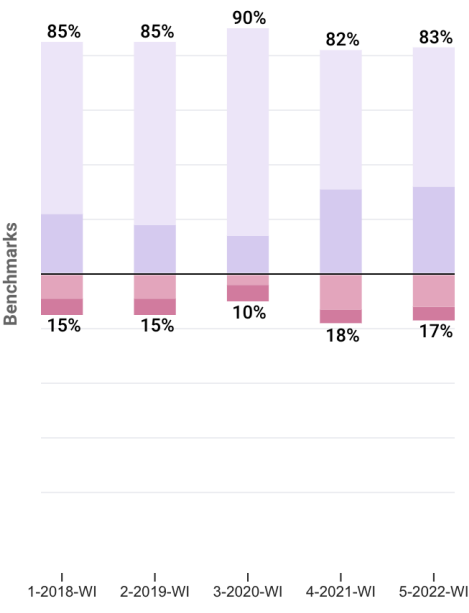


HIGH RISK **SOME RISK** **LOW RISK** **COLLEGE PATHWAY**

LANSING MIDDLE SC... -4% vs 2018-WINTER



LANSING HIGH SCHO... -2% vs 2018-WINTER



HIGH RISK **SOME RISK** **LOW RISK** **COLLEGE PATHWAY**

Elementary:

<u>Strengths</u>	<u>Concern</u>
<p>We are using the universal screener three times a year with fidelity. We are evaluating impact reports and student growth reports at least 3 times a year</p> <p>We are progress monitoring our students who receive tier 2 and 3 services and determining the impact of interventions</p> <p>We have experienced growth on our universal screener early reading (grades K & 1) from winter 2018 to winter 2022 (26% at grade K & 9% at grade 1).</p> <p>We have experienced growth on our universal screener early math (grades K) from winter 2018 to winter 2022 with a 31% increase in grade K</p> <p>We have experienced 3% growth from winter 21 to winter 22 on 2nd grade aMath</p> <p>We have experienced growth on our universal screener aMath (grades 3) from winter 2018 to winter 2022 with a 18% increase in grade 3 and a 6% increase in scores from winter 21 to winter 22</p>	<p>We changed our testing window from January to December for the 22-23 school year (K-5). We will continue to evaluate any impact this may have on results</p> <p>We saw decreases on our universal screener early reading (grades K & 1)scores between winter 2021 and winter 2022</p> <p>We saw a decrease on scores between winter 21 and winter 22 in grades K & 1</p> <p>We saw a 5% decrease over the past 5 years on aMath scores at 2nd grade</p>
Increased Math percentages in K, 1, 3, 5	Decrease in Math percentages in 2, 4
Walk-to interventions being implemented well at LES	Walk-to intervention needs support at LIS
<p>PLCs meet weekly across district and adhere to PLC schedule</p> <p>CFA data is disaggregated</p> <p>Re-teaching & re-testing is discussed and implemented</p>	PLC effectiveness still not at optimal level in all grades
Lots of data points -	Ease in accessing/analyzing data (ION and Protocols)
Implementation of new reading curriculum K-5 (2020)	Dip in scores as we implement new curriculum with fidelity

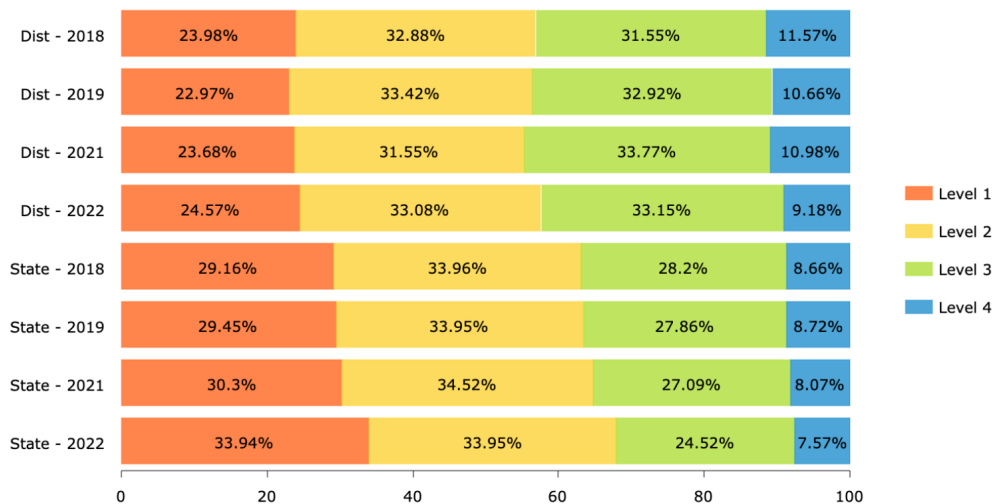
Implementation of Reflex (fact fluency) has shown an increase in Math Automaticity scores	
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Secondary:

<u>Strengths</u>	<u>Concern</u>
<p>Fastbridge screener is being used three times/year - fall, winter, and spring.</p> <p>Increased reading percentages at LMS (+2%) from Winter 2021 to Winter 2022. The overall reading score at LMS is 73%.</p> <p>HS nearing 80% of students showing mastery. Above 80 for 3 of 5 years.</p>	<p>Motivating students to give their best effort has been difficult at times.</p> <p>Decreased reading percentages at LMS (-4%) from Year 1 to Year 5.</p> <p>HS numbers led to changes in test administration. Students who have low scores that are not in line with their past performance meet with an interventionist for additional screening.</p>
<p>GoMath is being used as Tier 1 resource at all grade levels in LMS.</p> <p>Increased math percentages at LMS (+5%) from Year 1 to Year 5. Increased math percentages at LMS (+7%) from Winter 2021 to Winter 2022.</p>	<p>LMS math percentages are at 67% currently.</p>
<p>Intervention -</p> <p>Tier 1 is increasing the impact of instructional techniques and has found resources to better reach students. (Go Math, Study Sync)</p> <p>Increased the amount of Tier II and III students that are being serviced schoolwide.</p> <p>Implementation of mid-day and end-day study hall Moby Max tier time for Tier I students (math and reading).</p>	<p>Intervention -</p> <p>An increased need for services based on student needs.</p> <p>Not being able to provide assistance to all students who need it due to scheduling conflicts and limited interventionists.</p> <p>Students not understanding the importance of Tier I instruction, Tier services, and assessment results.</p>
<p>PLCs meet weekly across district. Common Formative Assessments are administered, disaggregated, and evaluated for instructional effectiveness.</p>	<p>Ongoing efforts with common formative assessments and instructional effectiveness.</p>

State Assessment Data:

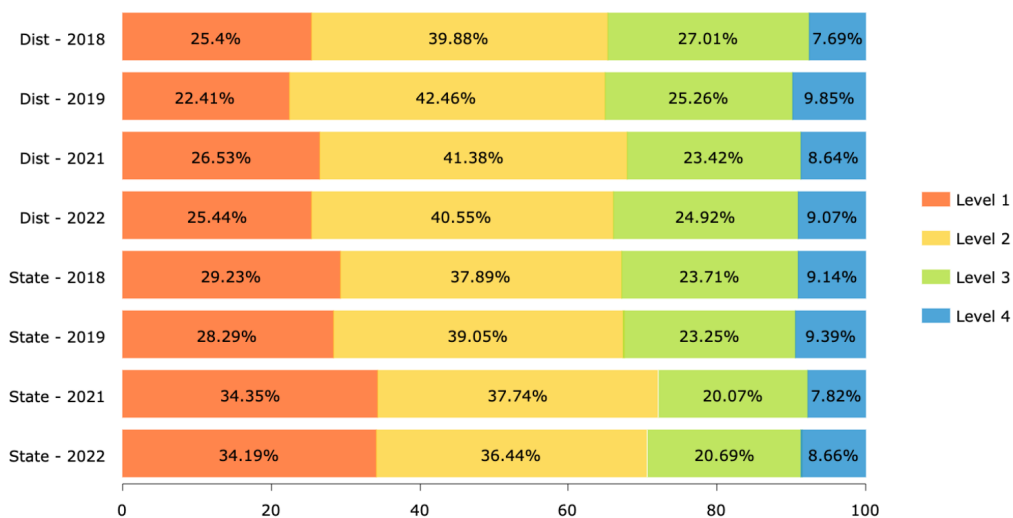
ELA:



Notes/Observations:

- Consistently beating the state scores
- Increase in levels 1 and 2, decrease in 3 and 4
- Mini-tests have been implemented, but data may need to be analyzed more effectively
- No GVCs at the 6-12 level

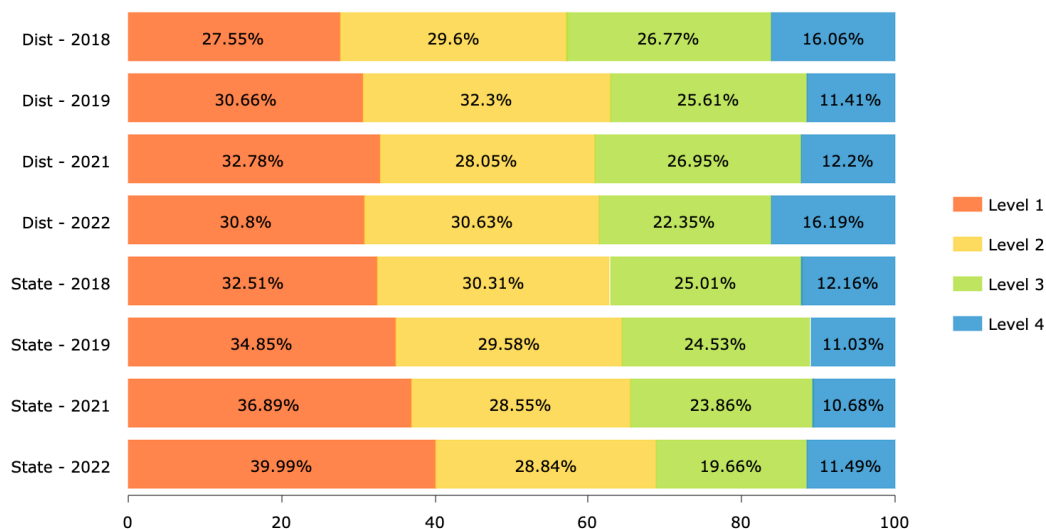
Math:



Notes/Observations:

- Consistently beating the state scores
- Decrease in levels 1 and 2, increase in 3 and 4
- Same info about mini-test above
- No GVCs at the 6-12 level

Science:



Notes/Observations:

- Consistently beating the state scores
- Large increase in level 4, but also a slight increase in level 2.
- Decrease in level 1
- No mini-tests, but GVC work and implementation will help

[District State Assessment Results - 5A](#)

ACT Data:

Program Year	District Average	State Average
2015	22.7	21.9
2016	22.9	21.8
2017	22.8	21.7
2018	22.2	21.6
2019	21.6	21.1
2020	20.4	20.4
2021	19.7	19.8

Note: Starting in 2020, all students in Kansas have the opportunity to take the ACT for free once during their junior/senior year.

ACT Overview and Results

- Provide evidence of leader, educator, family, and student participation in curriculum and resource adoptions.

USD469 has used multiple measures to document leader, educator, family, and student participation in curriculum and resource adoption. The Inclusive MTSS Implementation Scale was a guide throughout the process to measure our levels of implementation for all staff. Our IMIS data showed an increase in the number of trained staff providing reading and math interventions. Math grew from 72.5 in 2019 to 86.4 in 2022. Reading grew from 72.7 in 2019 to 83.8 in 2022.

We have also focused on our admin walkthroughs for the 2022-2023 school year. We set a goal of 30 per quarter and have discussed it during our admin PLC. First quarter walkthroughs district-wide were 187, which was an average of 37.4 per building.

The family engagement survey showed growth in all areas under the section on supporting student learning. The overall score for the section increased from 3.93 to 4.13. Two questions we are especially proud of include the information shared with parents about the support provided moving from 3.81 to 4.11. The second question dealt with being provided useful information about how to support a child's learning increasing from 3.75 to 4.01. The full FES survey can be found at <https://drive.google.com/file/d/1VoGuUWbzthsmOksjd5IVMvKXuPHfVRE/view?usp=sharing>

- Demonstrate that the local curriculum is sensitive to and reflective of the Lansing culture and community.

We have increased our transparency in our curriculum through parent/student-friendly GVC documents on our website. We also have recently passed a policy outlining parental rights as it pertains to the curriculum.

- Updated and streamlined curriculum resource adoption process

We have improved and streamlined our adoption process to help ensure that whatever resources we pilot and eventually choose, that they are vetted to make sure they are aligned with our GVC and are effective/research-based.

Curriculum adoptions taking place this year are:

1. Early Childhood
2. High School Social Studies

Goal 2: Rigor

Within our 5-year accreditation cycle, Lansing USD 469 will

- adopt and implement the Kansas Professional Learning Standards.
- analyze and use data to plan professional development and to increase student learning.

In an effort to implement the Professional Learning Standards, the Professional Development Council researched measurement tools that would act as a needs assessment. The team found an assessment by Learning Forward that achieved the desired outcome. All district staff completed the survey in the Spring of 2021. For the second year in a row, teachers identified the opportunity to observe others as the greatest need (lowest rating on the survey). We offered peer observation opportunities for the District's 21-22 school year. All buildings offer opportunities to observe colleagues during the 2022-2023 school year.

The impact on the system:

Goal 1:

Curricular alignment EC-12 will create a vertically aligned educational experience. A focus on creating and maintaining a GVC is a crucial step toward improving student achievement in our system. It directly answers Rick DuFour's famous first two questions:

1. What do we want students to know and be able to do?
2. How will we know they have learned or can do it?

In addition to offering a guaranteed and viable curriculum, fidelity to the core will allow us to start working to improve our instructional strategies to increase student learning, achievement, and success.

Goal 2:

The Professional Learning Standards are emphasized in each of the professional learning events in which staff engage. The Learning Forward organization has identified 7 standards, which include: Professional Learning Communities, Leadership, Resources, Data, Learning Design, Implementation, and Outcomes. All professional learning aligns with one or more of these standards. This alignment results in professional learning that changes educator knowledge, skills, and dispositions to change educator practice which impacts student results have been incorporated. We have created a template for staff development and the standards that are employed are selected for each professional learning opportunity.

PROFESSIONAL LEARNING STANDARDS (shade one or more of the following)	<u>Learning Communities</u>	<u>Leadership</u>	<u>Resources</u>	<u>Data</u>	<u>Learning Designs</u>	<u>Implementation</u>	<u>Outcomes</u>
	Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Adopting the professional learning standards within our PDC allowed our system to assess the level of alignment between our professional learning with the professional learning standards. This ensures professional learning increases educator effectiveness and results for all students.

WHY Peer observations?

Learning from peers is effective. From *Learning Standards, the Professional Learning Association*, “Peer observation is **not for remediation**, but rather it is **for practical experience**. It is focused on specific aspects of instruction. It is confidential, it includes an agreement to be observed, and it involves reflection. When done effectively, it can be a powerful collaborative strategy among team members, between grade-level or content-area teachers, or within a whole school.”

Each teacher in our school has something positive to offer. At this school, we have very knowledgeable people in almost all areas of education; we have people with expertise in classroom management, technology, all discipline areas, assessment, knowledge of curriculum, etc.

Two things to grow professionally:

- 1) time to talk to other professionals in the field
- 2) time to observe other professionals in the field — and most of the time the two need to go together.

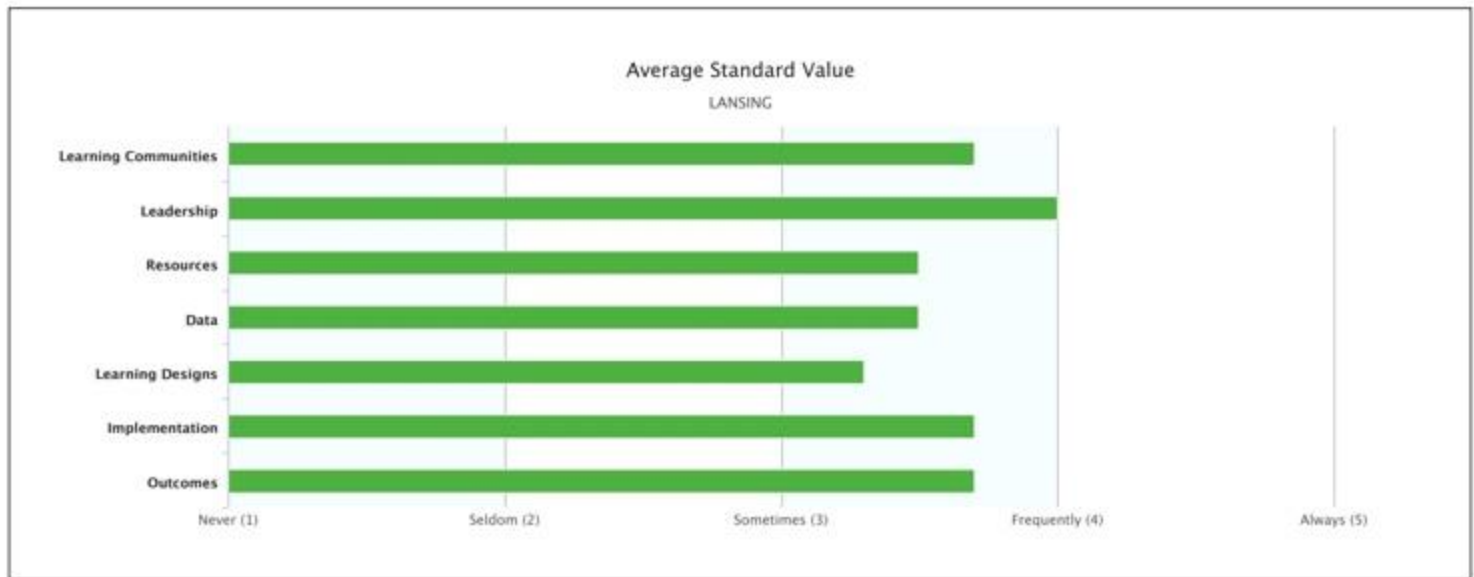
Standard and Question Averages

LANSING - Lansing School District Spring 2021

This report shows the average for each standard and each question within each standard. It is based on 5 schools as of 2021-10-07 16:01:52.

Overall Standard Averages

This chart shows the average standard values calculated from the question responses.



Relationship between professional learning and student results

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.



4 prerequisites for effective professional learning

The seven new standards focus attention on educator learning that relates to successful student learning. Implicit in the standards are several prerequisites for effective professional learning. They are so fundamental that the standards do not identify or describe them. These prerequisites reside where professional learning intersects with professional ethics.

Professional learning is not the answer to all the challenges educators face, but it can significantly increase their capacities to succeed. When school systems, schools, and education leaders organize professional learning aligned with the standards, and when educators engage in professional learning to increase their effectiveness, student learning will increase.

1 Educators' commitment to students, all students, is the foundation of effective professional learning. Committed educators understand that they must engage in continuous improvement to know enough and be skilled enough to meet the learning needs of all students. As professionals, they seek to deepen their knowledge and expand their portfolio of skills and practices, always striving to increase each student's performance. If adults responsible for student learning do not continuously seek new learning, it is not only their knowledge, skills, and practices that erode over time. They also become less able to adapt to change, less self-confident, and less able to make a positive difference in the lives of their colleagues and students.

2 Each educator involved in professional learning comes to the experience ready to learn. Professional learning is a partnership among professionals who engage with one another to access or construct knowledge, skills, practices, and dispositions. However, it cannot be effective if educators resist learning. Educators want and deserve high-quality professional learning that is relevant and useful. They are more likely to fully engage in learning with receptive hearts and minds when their school systems, schools, and colleagues align professional learning with the standards.

3 Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance. This cannot happen unless educators listen to one another, respect one another's experiences and perspectives, hold students' best interests at the forefront, trust that their colleagues share a common vision and goals, and are honest about their abilities, practices, challenges, and results. Professional accountability for individual and peer results strengthens the profession and results for students.

4 Like all learners, educators learn in different ways and at different rates. Because some educators have different learning needs than others, professional learning must engage each educator in timely, high-quality learning that meets his or her particular learning needs. Some may benefit from more time than others, different types of learning experiences, or more support as they seek to translate new learning into more productive practices. For some educators, this requires courage to acknowledge their learning needs, and determination and patience to continue learning until the practices are effective and comfortable.

Professional Development Improvements from Year 1 to Year 5

It's important to recognize the lack of a system-level view that Lansing was missing at the beginning of the cycle compared to what takes place now in Year 5. Here is a list of the improvements:

1. Monthly PDC meetings
2. [SAI survey](#) and response to data
3. A renewed focus on the aspects of learning that matter most (Curriculum, Instruction, assessment, PLC, Data, etc.) and allocating specific PD percentages to each category
4. Personalized learning opportunities through "Build Your Own PD" Days and breakout sessions
5. Peer to Peer learning
6. A strong relationship with Greenbush SIS for in-person professional development and full staff access to Greenbush+, a full platform of online PD opportunities and resources

The impact on buildings:

Goal 1: Implementing a process for writing local curriculum and resource adoption

PLCs will now be able to function more efficiently knowing a GVC is being followed. Calibration and analysis of data around the common formative assessments created during the GVC process will allow teachers to pinpoint gaps in learning and adjust to meet the needs of all students. ION will also help with this.

Fidelity to the core curriculum resource is one of the most important factors in student success.

Goal 2: Using the results of the Standards Assessment Inventory, all buildings have provided PD over the availability of peer observations as one type of job-embedded training. **Having access to peer observations as one source of job-embedded training is identified as a strategy under the Professional Learning Standard of Learning Design that allows teachers to change their skills, deposition, and knowledge which impacts educator practice and student performance.**

Standard Averages by School

School	N	Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes
<u>Lansing Early Childhood</u>	3							
<u>Lansing Elementary School</u>	35	3.7	4.2	3.4	3.7	3.5	3.9	3.8
<u>Lansing High 9-12</u>	31	3.5	3.8	3.4	3.5	3.3	3.7	3.6
<u>Lansing Intermediate School</u>	15	3.9	4.0	3.5	3.9	3.7	4.0	4.0
<u>Lansing Middle 6-8</u>	44	4.1	4.3	3.6	3.7	3.6	4.1	3.9

© Schools Dashboard 2023

[Full SAI Results](#)

LHS teachers participate in an Observe Me process where they post a sign inviting other teachers in and elements they'd like feedback on.

We also have created a district professional development calendar that is posted on our website for staff to refer to:

[2022-2023 PD Calendar](#)

Based on current needs assessment data, discuss any potential new goals identified for the upcoming cycle:

During the 2022-2023 school year we are engaging in the strategic planning process. Needs assessment data includes:

- strategic planning team stakeholder feedback
- family engagement surveys
- Our IMIS, SAI, climate & culture surveys
- Increased Professional development over effective instructional strategies to pair with our GVC

4. Sustainability of the Improvement Process

In each of the following areas, explain your system's progress during the current KESA cycle, as well as plans for continuity into the next cycle:

Lessons learned about how to involve and invest staff in the KESA continuous improvement process:

The foundational structures that have now become a part of our District's culture will carry us through the improvement process. The most important structures are:

- stakeholder groups that adhere to the self-correcting feedback loop
- GVC across all disciplines
- a calendar that includes screening and professional development
- a district-wide master schedule and late start that creates time for all our improvement work

The influence of the KESA continuous improvement process on your system's ability to sustain core values, mission, and/or vision:

Foundational structures are a part of accreditation, and we will consistently be reviewing and revising our processes to improve student success measures.

Support of your local governing body/board for the KESA continuous improvement process:

Set a BOE goal that included our FastBridge goals at the beginning of the cycle. Have been supportive of MTSS structures through fiscal additions.

Adjustment of resource allocations to create change in the KESA process. (fiscal, human, facility, technology, etc.):

From year one, we have increased the number of interventionists across our district. We have intervention time dedicated in all grade-level schedules throughout the district. We have increased to one interventionist per grade level at K-3. We have intervention aides at LIS. We have added interventionists at LMS and LHS to address academic and social-emotional needs.

We have also added two instructional coaches at the elementary level to address tier-one instructional needs.

An additional counselor has been added at the high school, and a partnership to provide a clinical social worker through The Guidance Center.

The BOE has also allocated funds for our curriculum adoption process for math, reading (including intervention resources), science, social studies, and BSEL resources.

USD469 has also adopted iON as our data warehouse moving forward to help with the identification of students through our evaluation process.

5. Kansas Vision for Education and State Board Outcomes

Social Emotional Growth:

Focusing on the local growth measures from year 1, what improvements have been seen in social-emotional growth over the full KESA cycle?

We can attribute the growth in SAEBRS to our full implementation of Second Step, PreK-8, as well as the use of the connections list, positive notes home, and the 2X10 strategy. All buildings have targeted tier 2 and tier 3 counseling lessons.

CTC Data in the five critical areas. Depression, Suicidal Ideation, Suicide Plan, Teacher Praise, and teacher positivity improved from 2018 to 2021.

CTC Data from 2020-2021, 11 of the 14 areas in the empowering student section saw positive growth. Two areas were even, and only one declined.

[KCTC 2017-2021](#)

[KCTC 2020 -2021](#)

From 2020 to 2021, we went from 674 to 259 F's at Lansing High School.

- Lion Academy
 - 11 students had 36 F grades during the 2nd semester of 8th grade. They reduced to 16 F grades for the 1st semester of 9th grade while enrolled in Lion Academy.
- [Biology Breakfast Club \(10th Grade\)](#)
 - Prior - .75 GPA, 20 D grades, 56 F grades, 4 As
 - After - 2.0 GPA, 19 D grades, 19 F grades, 20 As
- LMS implemented GBA (grades, behavior, and attendance) during Advisory during the 2018-2019 school year. Students check all three areas at the start of Advisory each week. This is especially helpful for grades. Students then create at least one goal for a three-week period. They also have goal-setting conversations with their Advisory teacher once/per quarter.
- LMS - PRIDE Recognition and Positive Notecards are also intentional ways to build relationships between students and staff.
- LMS saw a 7% decrease in # of F's from the 2020-2021 school year to the 2021-2022 school year.
 - Comparing the 2021-2022 school year with 2018-2019 (the last full school year pre-COVID), the % of students in Tier 1 for grades was the same at 86%.

[2018-2019 - Grades, Behavior, Attendance Data](#)

[2019-2020 - Grades, Behavior, Attendance Data](#)

[2020-2021 - Grades, Behavior, Attendance Data](#)

[2021-2022 - Grades, Behavior, Attendance Data](#)

SAEBRS Data

SAEBRS	Winter 2020		SAEBRS	Winter 2021		SAEBRS	SAEBRS	Winter 2022	
	At Risk % (Tiers 2 &3)	Not At Risk % Tier 1		At Risk % (Tiers 2 &3)	Not At Risk % Tier 1			At Risk % (Tiers 2 &3)	Not At Risk % Tier 1
K	8	92	K	17	83	K	K	8	91
1st	8	92	1st	7	93	1st	1st	12	87
2nd	9	91	2nd	9	91	2nd	2nd	9	91
3rd	5	95	3rd	9	91	3rd	3rd	5	95
4th	18	82	4th	12	88	4th	4th	22	78
5th	19	81	5th	23	77	5th	5th	9	91
6th	11	89	6th	9	91	6th	6th	8	92
7th	8	92	7th	16	84	7th	7th	6	94
8th	8	92	8th	15	85	8th	8th	1	99
9th	14	86	9th	18	82	9th	9th	17	83
10th	13	87	10th	18	82	10th	10th	10	90
11th	16	84	11th	9	91	11th	11th	5	95
12th	11	89	12th	20	80	12th	12th	4	96

How have policy, resourcing and staffing decisions prioritized Social-Emotional Growth and contributed to your results?

As a district, we have added additional social workers and counselors.

Local Mental Health Center has placed a full-time therapist at Lansing High School

Mental Health Team member included on the Health and Wellness Committee and District Leadership Team.

Most importantly, we have put more emphasis on relationships based on our KCTC survey results. In the primary grades, we hope strengthening relationships with parents will yield higher attendance rates, while at the middle and high, we are attempting to use positive notes/positive principal phone calls to motivate families to re-engage in the learning process. Another modification is the alignment of middle school and high school initiatives (Connections List and 2x10, Breakfast Club/Lion Academy, and social worker groups). Growth occurred when students were asked on the KCTC Survey about having a chance to talk to teachers one-on-one in the 6th grade from 2016-2017 grew from 89.2 to 92 in 10th grade in 2020-21, and our 8th grade from 2016-2017 grew from 84.9 to 94.7 at 12th grade. Additionally, Six of the seven protective factors for students increased from the previous year.

KCTC 2020 -2021

How have the practices implemented for staff affected the data concerning their social-emotional health and well-being?

We have used a climate survey to help diagnose areas in the district that need support for our staff. All buildings have used the climate survey data to inform areas that are in need including voice in decision-making, resource allocation, and personal growth. The administration is focusing on personal development through our evaluation systems.

Climate Survey

EAP Program - We have simplified the EAP process and increased the number of visits.
We saw approximately 10 percent usage this quarter from staff.

Recruiting & Retention - Our BOE has assigned the duties of recruitment and retention to our Director of Communications and Marketing Sharon Burns. Some initiatives that she has launched are:

1. Attending local and out-of-state career fairs
2. Increasing the number of student-teacher partnerships with local colleges (reestablished partnership with Benedictine)
3. Increasing our online presence via Handshake and Indeed
4. Created our climate and culture survey and gathered data from all buildings for principals to use to improve this area
5. Sharing of recruitment/retention information provided from Emporia State training, as well as learning around the difference between climate and culture.

6. Appreciation events for ALL staff
7. Designated “PR ambassadors” at each building to increase recognition and highlight teacher activities for the website

Mental health team focuses on staff mental health and taking items off teachers' plates, such as admin taking over bus/car duty or supervision... “The gift of time”

All buildings have climate and culture committees.

Admin attends weekly Greenbush CIA meetings that always begin with an engagement activity and a reminder about building climate/culture in a building. Admin has also been given excerpts and activities from the book *If you Don't Feed the Teachers, They'll eat the students* with practical ways to improve the climate and culture in a building.

What does your data indicate about needs and strategies for your next KESA cycle?

LHS: We have many students who continue to come to guidance with suicidal ideation and plans. 25 students last year needed inpatient psychiatric treatment due to the suicide screener results.

LHS Areas we still need to work on: Two areas in the Student Voice Category. Three areas in Empowering Relationships.

Continuing to build capacity in our mental health team through Greenbush SLS.

Evaluate the impact of MTSS on behavioral referrals in K-5. We have higher SPED numbers than neighboring districts

Evaluate the impact of non-researched-based behavioral interventions at the secondary level

Research alternative grading approaches and educate staff on options

Tactful strategies to address community (PAC, BOE, and stakeholder) concerns about social-emotional learning. Which will only come through transparency and education.

- The District needs to Tier all students for Social and Emotional Learning. And this data should be used to drive interventions and special education services and referrals as well as 504 (Saebrs and MySaebrs data used as another data point for at-risk students (in addition to grades, attendance, discipline).

Kindergarten Readiness

Focusing on the early childhood care and education programs and Kindergarten Readiness Snapshot tool measures from year 1, what improvements have been seen in Kindergarten Readiness over the full KESA cycle? (Include the percentage of kindergarten students in each building who participate in the Kindergarten Readiness Snapshot, the ASQ-3, and the ASQ:SE-2, unless the teacher collaborates with the family to determine that the ASQ should not be used.)

Lansing Early Childhood has undergone a lot of change in the past five years to offer more quality early childhood programming in the Lansing School District for families. A No Fee/At Risk classroom with 40 seats was added during the 19-20 school year, and a daycare center for one to four-year-olds was added in July 2020. The district Parents as Teachers program (free to district families) was expanded to include four and five-year-olds, and two more PAT educators were added. PAT serves as a pipeline to all early childhood programs--No Fee/At Risk, Peer, and Special Education.

Fastbridge data for Fall of 2021 (67%) shows a higher level of students in Tier 1 on the fall measure than in Fall 2018 (50%) when Lansing did not have a No Fee/At-Risk Classroom. The corresponding high-risk categories show a decrease of 18%. SAEBRS also shows a corresponding positive change during the same time period of 13%. The student population in Fall of 2018 (N=30) and in the Fall of 2021 (N=66) shows an increase greater than 50% in student enrollment with 36 students in the No Fee/At Risk classroom.

Currently, there are 94 students in the early childhood programs and 71 students enrolled in the daycare. For the 22-23 school year, the incoming kindergarten class had Fastbridge scores for comparison, and ASQ-SE data may be compared since the 21-22 school year as the four-year-olds are participating in the same electronic platform. During the 20-21 school year, early childhood and kindergarten staff collaborated on areas that needed to be addressed for kindergarten readiness such as parent engagement, rigorous academics, standardized BSEL programming, and a sustainable kindergarten transition program. Early Childhood staff is licensed and or certified in their area of teaching. Ongoing professional development that is appropriate for job duties and aligned with the MTSS protocol for the pre-numeracy, pre-literacy, and BSEL instructional strategies has been implemented.

Beginning in 21-22, Early Childhood began administering FastBridge, providing an additional data point for incoming Kindergarteners.

Incoming kindergartners are also administered the ASQ:SE-2 & ASQ-3.

All kindergarten students who were identified on the ASQ: SE 2 (Ages and Stages Questionnaire Social Emotional 2nd edition) received either further assessment, specialized intervention, or ongoing monitoring. Families were contacted within two weeks of ASQ: SE 2 completion. The ASQ-3 is a second screening tool that assesses student strengths as well as developmental concerns. Families completed the ASQ's during Kindergarten round-up using devices available through the district.

Since starting the process, we have a protocol for analyzing the results of the ASQ and Fastbridge and reaching out to families, and ensuring services are provided as needed.

What practices developed over the full KESA cycle will be sustained as you move into KESA cycle two?

Early Childhood staff is licensed and or certified in their area of teaching. Ongoing professional development that is appropriate for job duties and aligned with the MTSS protocol for the pre-numeracy, pre-literacy, and BSEL instructional strategies.

What does your data indicate regarding needs that might influence strategies to improve Kindergarten Readiness in KESA cycle two?

Early childhood and kindergarten staff collaborated on areas that needed to be addressed for kindergarten readiness such as parent engagement, rigorous academics, routinized BSEL programming, and a sustainable kindergarten transition program.

Individual Plans of Study

Explain the growth and development of the system IPS process over the 5-year KESA cycle.

We have transitioned from Career Cruising to Xello, so students have access to a more robust repository of information.

At LMS, 100% of students complete Xello Interest Inventory and Xello Matchmaker. The results are kept in Xello from year to year for each student. Students complete an individual plan of study, and then we work to find students opportunities for exploration, so they are exposed to a wide variety of options. Students report their interests, potential career possibilities, and high school course of study to parents at Student-Led Conferences. All 6th-grade students take part in a Career Fair with conducted research and presentations. Parents are invited to attend. At the 8th grade level, we had more opportunities pre-COVID – we attended a STEM Fair at the University of St. Mary and also took a field trip to Pioneer Career Center at KCKCC in Leavenworth. We are hoping that some of these opportunities become available again.

Our goal is to make it more specific and give expanded opportunities for our high school students by guiding AP courses, expanding CTE pathways, and technical classes through our partnership with KCKCC and dual-credit opportunities with Donnelly College. We are also working on expanding our dual-credit offerings by working with the University of St. Mary. Students have the opportunity to visit with representatives from colleges and universities, all branches of the military, and local business owners in a variety of formats.

IPS is embedded in the curriculum of Business Math, Consumer Finance and Civics, and DECA. Financial aid is discussed by outside presenters from universities, the TRIO program, and the military.

Provide evidence demonstrating students have multiple postsecondary exploration experiences and knowledge of all postsecondary opportunities:

Using the Xello data we expanded opportunities for our high school students by guiding AP courses, expanded CTE pathways, and technical classes through our partnership with KCKCC, and dual-credit opportunities with Donnelly College. Students have the opportunity to visit with representatives from colleges and universities, all branches of the military, and local business owners in a variety of formats.

Detail the review process for each student's growth and/or graduation electronic portfolios:

Through potential career pathways, including the required education, annual salary, and availability of open positions. Students have the opportunity to visit with representatives from colleges and universities, all branches of the military, and local business owners in a variety of formats. Financial aid and planning sessions are hosted by Trio to assist families with first-generation college students. Those students seeking additional coursework in this area could choose to enroll in a Career and Life Planning course at LHS, visit with our career counselor who has a multitude of resources available to families, or meet with the senior lessons embedded within Xello allow our students to work through class counselor to obtain a complete list of local scholarships.

Describe any changes/modifications made to the system's IPS program based on the Year 4 report and Annual IPS Survey:

To ensure that all students receive information concerning IPS opportunities and post-secondary planning materials, we host class meetings with careful attention to attendance. Any student who does not attend a class meeting is approached individually. All meeting information is sent home to parents via our Student Management System. Other forms of communication involve student emails, posted notices in the school, video tutorials, and student broadcasting announcements (the ROAR news segment). Advisory and CCR classes are the hubs of the distribution of career materials, surveys, and information.

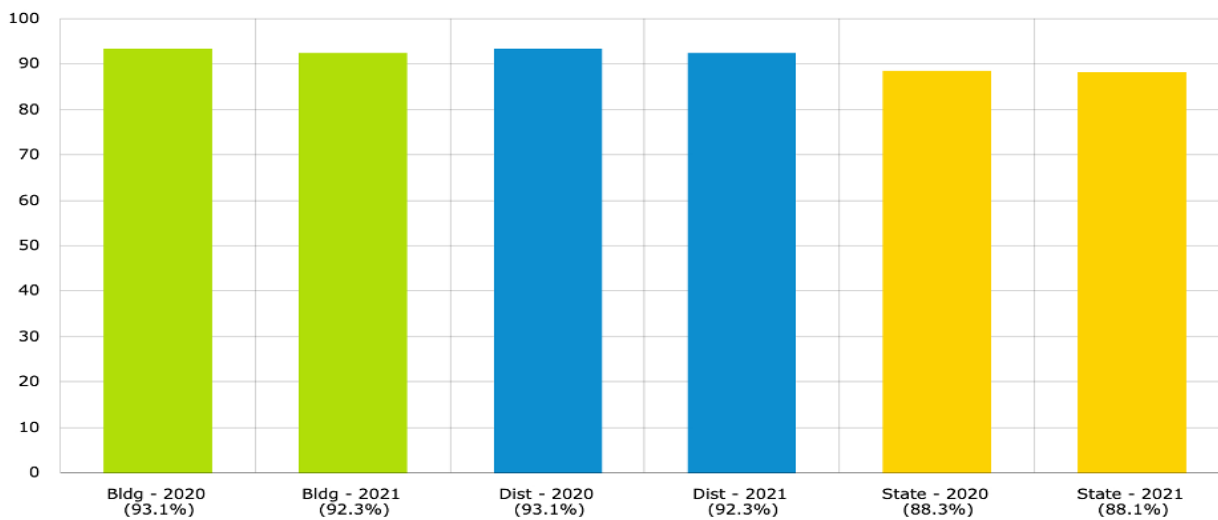
This process is forever changing as the students' interests evolve. We have transitioned from Career Cruising to Xello, so students have access to a more robust repository of information.

A career counselor has been added at the high school level in hopes of increasing career internships or field trip opportunities. To help students continue to grow their IPS, a digital IPS form was developed and is used 6-12.

We are also working on expanding our dual-credit offerings by working with the University of St. Mary, UMKC, and Baker University.

High School Graduation

What does the updated graduation data below tell you about your trend across the full KESA continuous improvement cycle?



The Graduation Rate of USD 469 continues to be above the state average. USD 469 was awarded the Kansas Star Silver Award based on graduation rates. In addition to the interventions listed above, students who want to “drop out” meet with the social worker and review possible supports to continue. The Building Leadership Team reviews graduation rate data and develops interventions to improve the rate.

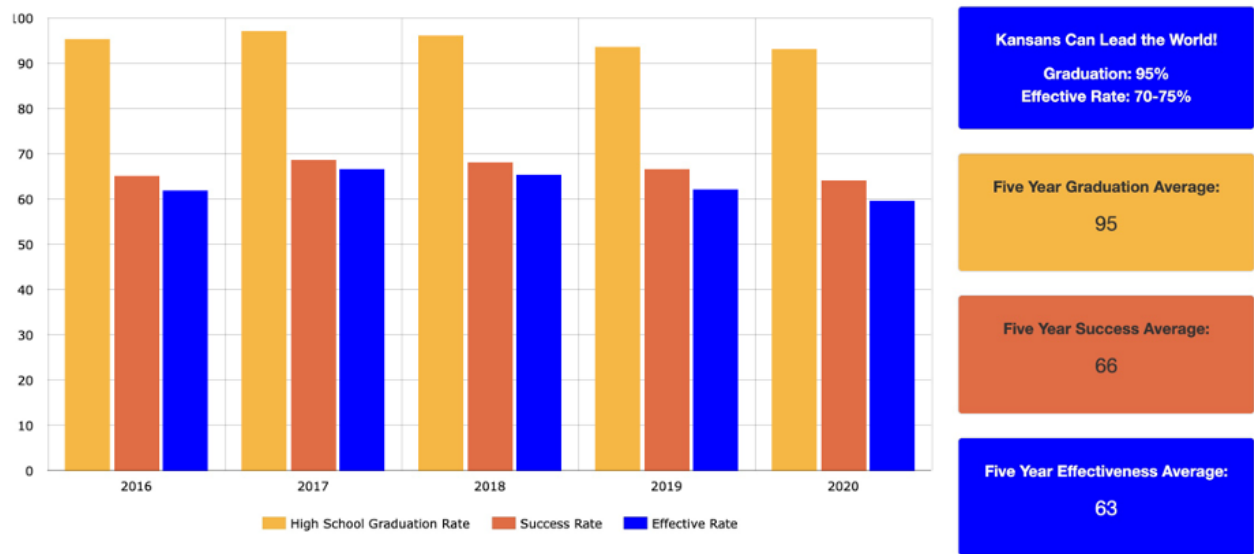
As a district, we are well aware that our percentages have dipped in the last few years. In order to ensure that we do not continue the decline, we are dedicated to making authentic connections with all students, providing targeted and impact intervention, increasing opportunities for extra help/tutoring, and shifting to a focus on mastery learning instead of relying on inaccurate grading practices.

How do you see this data impacting your goals and process for the next KESA cycle?

Graduation rate data should be used to create targeted interventions for all students. The Building Leadership Team has reviewed the data and continues to focus the 2x10 connections initiative to include students who are at higher risk of not completing high school (Free Lunch, move during high school with at least 1 failing grade, SPED).

Postsecondary Success

What does the updated postsecondary success data below tell you about your trend across the full KESA continuous improvement cycle?



USD 469’s Postsecondary Success average is 66 over the KESA cycle. Lansing High School is recognized with a Kansas Star Bronze

recognition for Postsecondary Success.

How do you see this data impacting your goals and process for the next KESA cycle?

This is an area for focus and growth in the next accreditation cycle. Teachers, students, parents, and the community will work to define the skills and attributes of a successful LHS graduate. We will continue to expand dual credit, concurrent credit, and certification opportunities for students while enrolled in high school. We will continue to explore course offerings, Career Pathways, and opportunities to add market-value assets to our programs.

6. Definition of a High School Graduate

Reflect on how your system and its continuous improvement process promoted the characteristics of successful high school graduates across the full KESA cycle:

Academic Preparation:

USD 469 system and continuous improvement process promote a successful high school graduate by providing opportunities for students to explore through an individual plan of study career pathways for future success. The individual plan of study will allow students to be provided with the academic preparation necessary and technical skills to be successful in a chosen post-secondary institution.

Cognitive Preparation:

All students receive high-quality instruction based on district-approved guaranteed and viable curriculum. Every student is screened in Math and Reading three times yearly to determine a need for Tier 2 and Tier 3 support. Each student receives the targeted support they need to succeed.

Technical Skills:

Classes offered in all departments and grade levels focus on the technical skills needed for postsecondary success. CTE teachers participate with Advisory Boards to identify market-value assets to include in all classes.

Employability:

We also provide employability skills through Second Step implementation for Pk-8 students and CCC Framework for grades 9-12. Increased focus on “non-cognitive”

Civic Engagement:

District-wide we also have programming specific for civic engagement to include student council throughout all levels of schools. We also have many clubs and organizations with community involvement components attached to show students the connection between themselves and their community. Finally, we have a variety of support services in our schools to help families in need, such as “The Lion’s Pantry” at LMS, a district-wide food and clothing bank located at the intermediate school, and an annual “Late Night” activity at the high school to support local causes.

8. Stakeholder Involvement

Reflect and describe the lessons learned about how to involve and invest stakeholders in the KESA continuous improvement process:

USD469 continues to reach out to all stakeholders for input to our programming in our schools.

- Building Site Councils that help to guide our decisions at the building level.
- We survey our parents through the Family Engagement Surveys ([FES](#)). We have seen growth in all five areas of the FES survey including a welcoming environment, supporting student learning, effective communication, sharing power and advocacy, and community involvement.
- We also have surveyed all of our internal stakeholders on the implementation of our Multi-tiered systems of support. We specifically are proud of the growth in our math and reading core curriculum implementation and informing our parents of student achievement.
- Additionally, we have seen growth in our internal stakeholders' feedback ([IMIS data](#)) in implementing the intervention materials for math and reading. The IMIS data showed that staff affirmed that intervention in reading and math was being implemented as intended. Reading grew from 71.4 in 2019 to 79.3 in 2022 and Math grew from 66.7 in 2019 to 77.8 in 2022. The IMIS data also showed that staff interventions in reading and math were meeting student needs. Reading grew from 62.7 in 2019 to 76.4 in 2022 and Math grew from 47.5 in 2019 to 73 in 2022. Specifically, we have also increased our Family Engagement Survey data under the supporting student learning from a score of 3.69 to 4.13 from 2019-2022.

Describe any stakeholder groups not involved in this cycle that should be considered for your next cycle. Include a discussion about how the group(s) might be involved:

We have tried to increase our communication efforts throughout this cycle. Sharon Burns was hired as the Communications Director for the district. She communicates via multiple electronic methods and social media venues, including a USD469 website, Facebook, Twitter, mobile app, etc.

Each building also has periodic parental newsletters detailing current events at each school and in classrooms. District wide we produce a monthly video from the superintendent to keep parents and the community informed. This year we have also produced a podcast at the district level to help with recruitment and retention.

To gain more input from the community, Lansing USD 469 is developing a strategic plan for the next five years. We are partnering with Greenbush on strategic planning. Various groups are represented in this process, including community members, BOE members, students, parents, and USD 469 staff. We have gained valuable information during the start of this process about generating a broader reach to our community.

District Strategic Planning Group

	Group 1	Group 2	Group 3	Group 4	Group 5	
Board	1	1	1	1	2	9.68%
District Staff	6	5	2	4	7	38.71%
Students	2	0	2	1	2	11.29%
Community Member	1	1	3	3	2	16.13%
Staff and Parent	1	3	2	2	0	12.90%
Parent	2	2	1	1	1	11.29%
	13	12	11	12	14	62

9. KESA Fidelity of Implementation (Note: There will be pre-populated data from these questions from Years 1-4.)

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

June 13th, 2022

Summarize how the system responded to feedback (comments, suggestions, etc.) from the OVT during the KESA cycle:

After receiving feedback and recommendations from the OVT for Year 4, we immediately came together as a group to discuss how to improve on them. Below are the recommendations and corresponding actions (in BOLD) we have taken this year:

1. Heavy focus on evidence-based instructional teaching practices
Partner with Greenbush, as well as utilize in-house experts, to improve our instructional practice.
2. Focus/fidelity on the core curriculum
Continue to stress the need to have fidelity to the core. Using data/results to prove this (KG scores)
3. Improved use of the walkthrough tool, specifically in the number of times we conduct them and data analysis - Admin PLCs
Specific number of Walkthroughs (30 per quarter) and scheduled time with SW Plains to calibrate and help us analyze the reports (once per semester)
4. More goal setting with students and in PLCs
Deeper dive into data using ION within PLCs - goal-setting
5. Alignment of Greenbush and district PD to walkthrough data/KESA goals
Greenbush, PDC, and admin have already collaborated to create a PD schedule for next year around looking at Data and effective instructional strategies
6. Connecting IPS to post-secondary success
Further implementing IPS with students, as well as monitoring post-secondary success to ensure it is helping
7. Scale up Social-emotional growth efforts to increase student achievement
Partnering with Greenbush's SLS side for more support, training, and resources for SEL
8. Having District Leadership, Building Leadership, and PLC meetings 3-4 times a year devoted to analyzing the Fastbridge, Grades, Behavior, and Attendance data to inform each quarter's goals and practices, set impact cycles around this data, and adjust any policies or procedures that may be adversely affecting student growth and success.
Continue our SCFL and use ION to make better/quicker informed decisions
9. Schoolwide Positive Behavior Interventions and Supports efforts as these efforts have yielded positive results this school year.
Implementation of BIST (Behavior Intervention Support Team) K-5 to vertically align with middle school
10. Continuing to engage their stakeholders (staff, students, and families) in a meaningful way around data, instruction, and communication
Continue to provide the SAI, IMIS, and FES (Family Engagement Survey) with stakeholders, as well as continue meetings such as site council, etc.

Explain Your Next Steps:

Some of our next steps for this school year and beyond are:

- Complete, solidify, and ensure that staff is using the GVCs EC-12 in all content areas
- Continue our movement towards standards-based grading at the K-5 Level
- Provide more training on effective grading practices (Ken O'Conner)
- Meet the needs of our students, specifically in the realm of BSEL
- Continue our partnership with Greenbush SIS and SLS
- Increase the amount of SPED staff, interventionists, social workers, and school psychologists
- Increase the capacity of staff
- Use the results of our needs assessment, current data, and the strategic plan results to create two goals that will guide our efforts to ensure we are meeting the needs of all students.
- PLCs begin to assess the impact of practices.
- This year we have incorporated a new "system check" into our arsenal: building accountability partners. At our quarterly MTSS meetings, schools will highlight their "now what?" or action steps that they will communicate and implement in their buildings based on assessment results. After the next screening window, a member of another school's MTSS team will come to meet with the BLT and ensure that the action steps were taken and discuss the impact. We have affectionately titled this the IVT - "Inside" Visitation Team.