

KANSANS CAN SCHOOL  
REDESIGN PROJECT

# Model Schools





# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Barber County North USD 254

### Medicine Lodge Grade School

■ APOLLO I

#### VISION STATEMENT

Empowering students to be brave, curious, kind and excited for their futures.

#### MEASURABLE GOALS

How might we facilitate students having purpose and ownership of their learning by providing engaging learning opportunities?

**GOAL 1:** By May 2021, students will show 50% growth on AIMS testing in reading and math from fall scores, utilizing data notebooks, standards-based report cards and Istation.

**GOAL 2:** Our students will better understand their strengths and opportunities for growth. This will increase student ownership, and positively impact their performances in all areas of the school day. Parents will gain a better understanding of their student's progress.

**GOAL 3:** Students will become more successful and independent learners. Our Focus Friday goal is to have 80% of all students participating in Focus Friday student-choice activities.

#### SIGNATURE STRATEGIES

- K-4 competency bands through the Kansas State Department of Education (KSDE) to determine standards for reporting.
- ESGI for data collection and reporting to parents.
- Istation implementation for student's to track growth.
- 5-6 WIN time to aid students individually with their path of learning.
- Focus Fridays: Club activities by desired choice earned.

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# Medicine Lodge Junior-Senior High School

■ APOLLO I

## VISION STATEMENT

Medicine Lodge Junior-Senior High School wants to lead learners to lifelong success!

## MEASURABLE GOALS

**GOAL 1:** Create a cohesive relationship between the school and community by having regularly scheduled meetings with community members and school representatives.

**GOAL 2:** Create a meaningful flexible schedule that meets the needs of 21<sup>st</sup> century learners and Individualized Plans of Study (IPS).

**GOAL 3:** Create positive learning opportunities by giving students a voice in their learning through Flex/Focus Fridays, choice boards and project-based learning opportunities.

## SIGNATURE STRATEGIES

- Created a guide with community partners that defines a successful relationship.
- Met with businesses face-to-face to share our plan and begin building relationships.
- Visited schools that are implementing nontraditional schedules.
- Created a needs assessment and planned visits to schools comparable in size and location.
- Developed a plan to purchase and upgrade necessary equipment in the building.

### Contact Information:

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Basehor-Linwood USD 458

Basehor Elementary School  
Basehor Intermediate School

 GEMINI I

### VISION STATEMENT

Learn. Love. Lead.  
#TheBlueJayWay

### MEASURABLE GOALS

- GOAL 1:** During the 2021-2022 school year, all classes will implement conflict resolution strategies to promote ownership of learning and emotional regulation.
- GOAL 2:** During the 2021-2022 school year, 80% of all Basehor Elementary School (BES) students will make growth or be at the 80<sup>th</sup> percentile or higher on spring MAP reading and math testing, as compared to fall reading and math testing.
- GOAL 3:** During the 2021-2022 school year, BES will complete a local and global service project.

### SIGNATURE STRATEGIES

- **Learn** stands for Individualized Learning. Each student has a data portfolio to track growth in reading and math for goal setting. Students may also be asked to take part in our SAM Lab. This is our Sensory Aerobic Motor Planning lab, which takes place before school, four days a week. Other sessions run during the school day. Stations are set up in a classroom to promote aerobic exercise, sensory integration and cross-lateral movement. Daily use of these activities help build core strength and promote increased connections between neurons in the brain that communicate with the prefrontal cortex to integrate sensory input more efficiently.
- **Love** stands for Student Success Skills that focus on the social-emotional well being of students. All grade levels, K-5, start the day with a “School Family” meeting. Students participate in making connections with others, using breathing strategies to reduce stress, uniting through a group pledge or song and making a commitment for the day.
- **Lead** stands for Real-World application and Community Engagement. Each grade level will participate in both a local and global (outside of the Basehor community) project each year. Our goal is to team with community members to show how learning in school relates to the outside world and to show that each student can make a difference in their community and their world.

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# Basehor-Linwood High School



## VISION STATEMENT AND WHY

Shared Vision Basehor-Linwood High School (BLHS): Empower, Engage, and Encourage ALL Bobcats of Tomorrow.

WHY: Each Student finds their own WHY!

## MEASURABLE GOALS

**GOAL 1:** 100% of students engaged in a meaningful activity that meets cognitive and social-emotional needs of each and every student.

**GOAL 2:** For each BLHS student to be connected to community partnerships and have the opportunity to engage in activities within and outside of the community.

**GOAL 3:** To successfully implement and grow an Innovation Academy at BLHS.

**GOAL 4:** To encourage personalized, real-world learning in each and every student involved in the academy.

**GOAL 5:** 50% of class of 2022 will obtain at least one market value asset before graduation.

## SIGNATURE STRATEGIES

- 1. Embrace the unknown:** We encourage trial all over the building and kids taking risks and teachers being able to try different things around the building. This helps students find a meaningful activity for them to be involved in.
- 2. Student choice:** Giving kids opportunities to choose. We encourage teachers to give kids options and allow students to choose in all courses. In our innovation academy, students can choose their projects and courses.
- 3. It's okay to fail:** We encourage students and staff to try and to fail fast! The things you can learn by failure many times are much greater than what you learn by always being successful. We encourage this in our building.
- 4. Community partnerships:** The partnerships we have developed with our community has made our town even tighter. We have worked with city officials to build parks, to coordinate city functions, to redesign buildings. We encourage our teachers to connect with our community to work with our students.

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Beloit USD 273

### Beloit Elementary School

■ GEMINI I

#### VISION STATEMENT

Beloit students will graduate with the academic preparation, cognitive preparation, technical skills, employability skills and civic engagement needed for postsecondary success.

#### MEASURABLE GOALS

**GOAL 1 - Relevance:** Beloit Elementary (BES): Beloit Elementary will enhance existing, and create new, learning experiences that are relevant to students' real lives.

**GOAL 2 - Relationships:** BES: During the KESA process, Beloit Elementary will design a pre-K-6 social-emotional learning model.

#### SIGNATURE STRATEGIES

##### GOAL 1 STRATEGIES:

- **STEM/Technology:** A STEM course has been created for ALL students to be exposed to high-wage, high-demand and high-tech fields of study. Enhancements include: 3D design and printing, computer coding, drones and robotics.
- **Project Based Learning (PBL):** PBL has been integrated across the curriculum. This hands-on approach continues to evolve and add relevance to learning.
- **Personalized Learning:** Fountas and Pinnell has been adopted to provide structure for personalized literacy instruction. Each year, this curriculum is added to the next grade level, with expansion into fourth grade slated for 2022-2023. The number of students reading on grade level has increased during the past three years.

##### GOAL 2 STRATEGIES:

- **BES Skills Time:** BES has created a 30-minute dedicated time to engage in nonacademic, social-emotional learning. Teachers lead students through the Character Education Pillars and Boys Town Life Skills. This work is designed to get students emotionally ready to learn for the day.
- **Character Education:** The focus is one Character Education pillar each month. Teachers use the BES Skills Time and the Readers with Character curriculum. One student from each classroom receives the monthly character education award. In addition, grade levels create a character education video. Teachers also submit positive office referrals.
- **SECD Infrastructure:** Beloit Elementary adopted a formal bully prevention program (Olweus Bully Prevention Program) and hired a full-time social worker. The infrastructure also includes a counseling center.
- **Student Leadership Team:** To give students more voice and choice, BES created a student leadership team. The team plans service learning projects, a charity donation drive, and provides feedback to school administration.

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Burrton USD 369

### Burrton Middle/High School

■ GEMINI I

#### VISION STATEMENT

Our vision is for all USD 369 staff to help students discover their individual passions; help students grow and develop employability, life and interpersonal skills; and to maximize postsecondary success in their communities, families and careers. We want Burrton students to author their own life stories.

#### MEASURABLE GOALS

- GOAL 1:** Aligning our ELA and math curriculums across the board.
- GOAL 2:** Multi-Tier System of Supports (MTSS) implementation survey for staff members.
- GOAL 3:** Family engagement survey given to our parents through our MTSS teachers.

#### SIGNATURE STRATEGIES

- GOAL 1:** Met with Technical Assistance System Network (TASN) for each team. The team came up with evaluated curriculum options. Each team then preceded with a recommendation. The team then discussed what option would be best for the school. Once the team came up with a curriculum, it was then presented to the board of education (BOE) for approval.
- GOAL 2:** The staff filled out the MTSS implementation survey during an all-staff in-service. With these results, we viewed and were able to determine what strategies were working well and which ones needed to be reevaluated.
- GOAL 3:** Teachers sent to all families with students in our district regarding our school climate. With these results we can reevaluate our current policies and procedures.

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Caldwell USD 360

### Caldwell Schools

 GEMINI II

#### VISION STATEMENT

Bluejays discovering our  
Worth, Interests, Needs,  
Goals, Skills (WINGS).

#### MEASURABLE GOALS

**GOAL 1:** Increase student academic achievement by 10% from fall to spring.

**GOAL 2:** Caldwell Schools will implement Second Step K-8 and include the themes for 9-12; Caldwell Elementary (CES) will implement PAX strategies.

#### SIGNATURE STRATEGIES

##### GOAL 1 STRATEGIES:

- Principals will do walk-throughs to check for implementation fidelity.
- **CES STAFF:** Continue with MTSS, trained in new math curriculum.
- **CSS Staff:** MTSS process implementation, new curriculum implementation.
- Data team will track progress and report to staff.

##### GOAL 2 STRATEGIES:

- CES classroom teachers will teach weekly Second Step lessons.
- Sixth- through eighth-grade classroom teachers will teach weekly Second Step lessons during Nest time.
- Ninth- through 12<sup>th</sup>-grade classroom teachers will teach weekly Social and Emotional Learning (SEL) lessons corresponding to the Second Step lessons.
- Preschool through fifth-grade teachers will be trained in the PAX program and implement the strategies at CES.

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Cedar Vale USD 285

### Cedar Vale Schools

 GEMINI II

#### VISION STATEMENT

Cedar Vale Schools dedicated to a long tradition of student success and continued growth.

#### MISSION

We believe all students shall learn in a happy, healthy environment and become responsible productive members of an ever-changing society.  
SO

#### VISION STATEMENT: (2017-2018)

**KESA year 1:** We will provide all students with a high-quality, rigorous, and personalized education that will guide students to a productive and successful career path. BECAUSE

#### Cedar Vale Why STATEMENT

**(2018-2019) Gemini II:** We want to make Cedar Vale School a place where students are the focus; where they feel safe and appreciated; and where they gain real-world skills, such as perseverance and drive, so that they can be successful outside of school in whatever collegiate or career path they choose.

**School Slogan:** Stakeholders voted 2018-2019 school year: PURPLE CRUSH

Perseverance  
Unstoppable  
Risk-Taking  
Pride  
Leaders  
Excellence

Civic-Minded  
Respect  
Understandable  
Successful  
Honest

#### MEASURABLE GOALS

**GOAL 1 - Relationship:** Student-student and student-teacher and teacher-teacher. Redesign: Student Success Skills - Success skills, such as self-regulation, empathy, self-efficacy, self-awareness, perseverance and the ability to collaborate and communicate.

**GOAL 2 - Relevance:** Component 2: Instruction; authentic learning experiences. Component 3: Engagement: Individual Plans of Study (IPS) with student interest and inquiry-based activities. Redesign Area: Personalized learning, real-world application.

#### SIGNATURE STRATEGIES

##### Schoolwide, we embedded

**Family Groups:** These are led by a teacher and are multiaged for each level K-5 and 6-12. We created dedicated time in our schedule to meet daily at the middle school and high school and weekly at the elementary level. We began using a character program during year 5 to better facilitate intentional dialogue and instruction: K-5: Second Steps and 6<sup>th</sup>-12<sup>th</sup>: The Core.

**Interest Groups:** These groups meet weekly at the sixth-12<sup>th</sup> grade level, and two six-week blocks at the elementary level. These are nongrade, real-world interests, and can be anything the teacher selects. Students sign up for their preferred choice.

##### Collaboration Time Teacher-

**Teacher:** Time is dedicated during the school day monthly for teachers to meet and facilitate any goals and or issues.

##### Project Based Learning (PBL):

PBL across content when possible and in subject content.

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Clay County USD 379

### Clay Center Community High School

 GEMINI II

#### VISION STATEMENT

Clay Center Community High School (CCCHS) empowers all students to thrive through:

- Engaged learning.
- Community partnerships.
- Active citizenship.
- Healthy relationships.

#### MEASURABLE GOALS

- GOAL 1:** How might we help our students graduate?
- GOAL 2:** How might we help our students be successful after high school graduation?
- GOAL 3:** How might we meet the social-emotional needs of our students?

#### SIGNATURE STRATEGIES

- GOAL 1:** Our freshman teachers operate a help room for struggling freshmen during Tiger Time. We assign freshmen to a specific personalized learning time during the day, and operate a math help room during that time. We also offer tutoring after school Monday-Friday. We operated a Tiger Success Academy for sophomores and juniors behind on credits, and offered credit recovery at the end of the fall semester.
- GOAL 2:** We are utilizing each student's IPS, including parent/student conferences, and the creation of digital portfolios and Xello lessons during advisory. We are also facilitating postsecondary exploration, including a yearly college fair, bi-yearly career fair, college visits, and scholarship/FAFSA work nights for seniors and their parents. We offer dual-enrollment classes, internships and job shadowing.
- GOAL 3:** We moved our advisory to the morning for a soft start for students and utilize our flex mod schedule, Tiger Time and Personalized Learning Time with ongoing pivots.

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# Clay Center Community Middle School

 GEMINI II

## VISION STATEMENT

Innovating to inspire our future.

## MEASURABLE GOALS

### GOAL 1 - School Community:

Students, staff, families, guests and the Clay Center community will feel safe and respected in our building.

### GOAL 2 - Engaging Experiences:

Students will become engaged as they personalize their learning and experience projects with real-world applications.

## SIGNATURE STRATEGIES

### Social-Emotional Learning (SEL)

**Curriculum:** Teachers will pilot a social-emotional curriculum with their PAWS students. We use 6-Minute SEL on a weekly basis.

**Executive Function Skills:** Teams will identify specific targeted skills for student success. We will focus on Tier 1 instruction, and then follow with Tier 2 and 3 instruction.

### Project Based Learning (PBL):

Students will complete a PBL project in each class once a semester, including goal setting, planning, conferencing, etc.

**Personalization:** Staff will create personalized learning opportunities for students and begin investigating standards-based learning. Modern Classroom is a model that was taught and utilized.

### Contact Information:

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# Wakefield School

## GEMINI II

### VISION STATEMENT

Wakefield will foster and develop the relationships, life skills and rigor necessary for our students to be successful in their society and future endeavors.

### MEASURABLE GOALS

- Engagement
- Relationships
- Student Success Skills

### SIGNATURE STRATEGIES

**6-12 Flex Day:** Students will utilize success skills through personalized learning each Friday by creating their own schedule based on their own personal needs.

**Flight Crews/Advisory:** Students are paired with a mentor teacher in a small-group setting to work on SEL curriculum and foster relationships with peers and staff.

**Problem-based learning (PBL):** Each teacher focuses on at least one PBL per semester

**Personalized Learning (PL):** Daily through classes K-12 and weekly through Flex Days 6-12.

#### Contact Information:

Mike Teeter  
Principal  
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# Coffeyville USD 445

## Community Elementary School

■ MERCURY

### VISION STATEMENT

Community Elementary School (CES) will empower students socially, emotionally, physically and academically - one life at a time-in order to be prepared for real-world experiences.

### MEASURABLE GOALS

**GOAL 1 - Academic:** By the time students leave CES, they will meet or exceed the national average by showing continued improvement through buildingwide nationally normed benchmark testing.

**GOAL 2 - Social-Emotional:** Students will demonstrate resiliency concepts resulting in fewer referrals to the office or the counselor as measured quarterly.

**GOAL 3 - Health/Wellness:** Increase health awareness by creating a CES Wellness Plan for staff and students.

### SIGNATURE STRATEGIES

#### Academic

- **Tiered Instruction:** Students are grouped with common abilities and retaught lessons.
- **Guided Reading:** Small-group instruction in foundational elementary levels.

#### Social-Emotional

- **Zones of Regulation:** Tools/ common language for teachers and students to communicate their feeling.
- **Second Step:** Curriculum that guides teachers/students through emotional awareness.
- **Service Learning Projects:** Lessons were teacher created and focused on their state standards.

#### Health/Wellness

- **Teacher Challenges:** Walking, water consumption, biometric screening.

#### Contact Information:

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Columbus USD 493

### Columbus Unified High School

■ APOLLO I

#### VISION STATEMENT

Columbus Unified High School (CUHS): Adapting education to meet the needs of ALL students.

#### MEASURABLE GOALS

**GOAL 1:** Increasing real-world applicable work experience via increased opportunities, work experiences, life skills instruction and relevant instruction (number in experiences, college courses, Wed mods).

**GOAL 2:** Increasing varied opportunities to engage all learners and a variety of postsecondary pathways. (IPS participation/ completion; Wednesday choices/attendance.)

**GOAL 3:** Increasing academic scores for postsecondary preparation.

#### SIGNATURE STRATEGIES

- New Master Schedule with Flex Wednesday with MTSS groups, as well as varied mods for different experiences, postsecondary opportunities, SEL and life skills.
- Implementing FastBridge for more data for MTSS with English, Math and SEL.
- Integrated IPS with education on interests and varied paths: interest inventory, postsecondary planning, career day, job skills/prep, Xello lessons and other created activities.

**Contact Information:**

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# Park Elementary School

■ APOLLO III

## VISION STATEMENT

We are a community of respectful, responsible problem solvers with a love for learning and confidence in our abilities.

## MEASURABLE GOALS

- GOAL 1:** Parent involvement.
- GOAL 2:** Consistent behavior structures.
- GOAL 3:** Social-emotional care of our students.

## SIGNATURE STRATEGIES

**Kids Connections:** Pairing students with a positive adult outside of their classroom teacher.

**Parent Involvement Nights:** Host quarterly nights for our families.

**Whole Brain Teaching/Fun Friday Incentive:** Have a Buildingwide positive behavior reward system.

**Communication Tool:** Use a communication tool between the classroom and office to ensure we are giving our students the opportunities to problem solve their issues before they become discipline.

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Emporia USD 253

### Grant F. Timmerman Elementary School

■ APOLLO III

#### VISION STATEMENT

Empowering students while encouraging engagement and ownership to develop purposeful and holistic humans  
#TimmermanHOPE.

#### MEASURABLE GOALS

- GOAL 1:** By May 2026, Timmerman will increase the predictive postsecondary success rate from 41% to 75%
- GOAL 2:** By May 2026, Timmerman will decrease the number of students scoring in the high-risk category of FastBridge Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) by 5%.

#### SIGNATURE STRATEGIES

##### Student Engagement

- Interest-based Clubs:** Students will have the opportunity to join an interest-based club facilitated by staff members once a quarter. The purpose of this strategy is to decrease absences and tardies based on the premise that students will be motivated to attend school. This aligns with our Kansas Education Systems Accreditation (KESA) goals in the areas of curriculum, assessment and instructional planning, as well as leadership.
- Family Luncheons:** Parents and families will be invited to eat lunch with their students once a quarter in order to provide opportunities for involvement in a nonthreatening way. The purpose of this strategy is to increase the level of comfort of our families in our school (especially since COVID-19) so that they will be more likely to be involved in other events. This aligns to our KESA goal in the area of parent, school and community.

##### School Structure

- Developmental Play:** Each Friday for 25 minutes, all students will have scheduled time to play based on what is developmentally appropriate at each grade level. The purpose of this strategy is to help develop student success skills, improve social interaction and decrease student conflict. This strategy aligns our KESA goal in the area of tiered support.

##### Family/Home Support

- Care Notes:** Parents will be asked to provide support for their children at school by writing a note every month as a form of parent involvement. The purpose of this strategy is the holistic development of each child in our school through the increase of their self-worth. This aligns to our KESA goal in the area of parent, school and community.

#### Contact Information:

Laurie Kurzen  
Principal  
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# Emporia Middle School

■ APOLLO II

## VISION STATEMENT

Challenge. Empower.  
Belong. Grow.

## MEASURABLE GOALS

### **District Priority I: Student Achievement and Success:**

Develop inspired and engaged learners through a safe and caring learning environment that fosters a balance of academic and social-emotional success.

**District Goal:** Support the social-emotional development of our educational community.

### **Emporia Middle School (EMS)**

**Smart Goal:** Increase the percentage of students in the low-risk category by 3% (from 79% to 82%) on the SAEBRS by May 2023.

## SIGNATURE STRATEGIES

To increase positive connections with peers and adults, EMS staff have committed to create interest-based clubs that will occur during the day and be sustained by teacher teams and the redesign site team. Currently, we have 51 clubs, and 100% of the teachers have clubs on their teams' designated schedule.

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# Village Elementary School

■ APOLLO II

## VISION STATEMENT

Empower students to engage in academics and life with confidence, grit and enthusiasm in everything they do whether at school, home, community and country.

## MEASURABLE GOALS

**GOAL 1 - Academics:** By 2026, 80% of Village students will increase academic achievement on the aMath FastBridge assessment by four points annually.

**GOAL 2 - Social-Emotional Learning (SEL):** By 2026, Village will reduce the number of care and safety calls by 5% annually.

## SIGNATURE STRATEGIES

**Clubs:** As a school, we would like to devote clubs each week for students to engage in activities that provide opportunities to obtain professional and life skills.

**SEL Tiered Intervention:** All students will be receiving whole group SEL instruction, along with additional personalized behavior/SEL tiered instruction, to engage in life skills specific to student needs. We want our instruction to be preventative, rather than reactive, to students' needs.

**Structured skill development K-2 (3-5):** As a school, we identified skill areas that we needed to purposefully work on to ensure our students could perform at a higher level. Students will be working on these skills through activities based on collaboration.

**Number talks:** All students will receive Number Talks time outside of their core math instruction and math flex time. They will discuss practice problems as a whole class and put knowledge into use throughout the week.

**Family Events:** Parents are excited to be involved with the school again after the pandemic. Next year, we will have nine events, with every other event being a cultural event. Once we have parents attending regularly, we will look to strengthen the bond between home and school with additional prototypes.

### Contact Information:

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Christopher Skiles  
Co-pilot  
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# Walnut Elementary School

## ■ APOLLO II

### VISION STATEMENT

Advocate, Empower, Inspire.

The vision of Walnut is simple. We want to advocate for the individual needs of all students and families. We want to empower each student with the things necessary to reach their full potential and to be college and career ready when they leave the public school system. Finally, we desire to inspire students to reach for their dreams and to see how academics fuel their dreams.

### MEASURABLE GOALS

**GOAL 1:** By 2026, 80% of tier 2 and tier 3 students, as identified by the social-emotional indicators, will make positive, continuous growth into the next year.

**GOAL 2:** By 2026, at least 80% of all students will make typical and/or aggressive growth into the next year, based on FastBridge from the fall to the spring.

### SIGNATURE STRATEGIES

- Data Talks monthly with classroom teachers, instructional coach, strategists and special education (SPED) teachers.
- SAEBERS screener will be implemented K-5 to help identify social-emotional tiers. It will be given three times a year by classroom teachers.
- Virtual Beehive is updated by student support specialist. The Virtual Beehive is utilized by classroom teachers and students during SE Flex times.
- Third-grade prototyped growth mindset, perseverance and MIRP strategies for redesign. This will be implemented schoolwide.
- Implement monitored independent reading practice (MIRP) and MIRP conferences.
- Instructional coach trained on MIRP strategies, conferences, etc.

#### Contact Information:

Becca Anderson  
Library/STREAM teacher and Pilot  
(620) 341-2288

# William Allen White Elementary School

## ■ GEMINI II

### VISION STATEMENT

Empower learners through hope and relationships to positively impact community.

### MEASURABLE GOALS

**GOAL 1:** Reduce number of tardies and absences.

**GOAL 2:** Reduce number of care calls and referrals.

**GOAL 3:** Increase academic achievement in math, including fluency in mathematics.

### SIGNATURE STRATEGIES

- Encouragement from classroom teachers, school, family, parent; Community in Schools program (including monthly rewards).
- Empower teachers to handle some instances in classrooms utilizing Calming Corners and sensory-calming fidget baskets.
- Book study with classroom follow-up using Fluency in Mathematics.
- Number Talks used in classrooms and small-group interventions.
- Use of new math curriculum to fidelity.

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Tell Kirk  
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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Flinthills USD 492

### Flinthills Middle/High School

■ APOLLO II

#### VISION STATEMENT

To prepare ALL students to be successful in whatever path they choose.

#### MEASURABLE GOALS

**GOAL 1 - SEL:** All students will be able to self-regulate, have positive relationships with peers and adults, and be able to self-identify their value and purpose to pursue those beyond the walls of our school.

**GOAL 2 - Communication:** All students will be able to articulate passions and needs no matter what path they take in life.

**GOAL 3 - Student Engagement:** All students will be intrinsically and positively motivated to contribute to the world in the classroom and beyond.

#### SIGNATURE STRATEGIES

##### Goal Area: SEL

- Implementation of all students participating in the Character Strong program.
- The implementation of this program has provided a research-based social and emotional learning curricula and professional learning services. We redesigned our middle school/high school master schedule to allow time each week to incorporate this program. This program allows our students to engage in deeper discussion around soft and life skills needed to grow positive character traits. These character traits will allow them to be successful students beyond the walls of Flinthills.

##### Goal Area: Communication

- Implementation of senior exit interviews/IPS portfolios.
- The implementation of our senior exit interview is a graduation requirement of Flinthills High School with the following purpose:
  - To provide all seniors with real-world experience with emphasis on personal reflection and career acquisition.
  - To gain valuable feedback from students about their educational experience here at Flinthills USD 492.
  - To assess the student's ability to apply, analyze, evaluate and communicate information related to his or her career interests and plans, along with their postsecondary plans.
  - This is completed through the IPS that seniors have been working on throughout their four years of high school.

#### Contact Information:

Michael Hunter  
Middle School/High School Principal  
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# Flinthills Primary School

■ APOLLO II

## VISION STATEMENT

To provide a safe, positive environment that fosters an excitement for learning.

## MEASURABLE GOALS

- GOAL 1:** How might we better meet the social-emotional needs of all students?
- GOAL 2:** How might we improve communication skills that encompass speaking, writing and listening?
- GOAL 3:** How might we develop critical thinking and problem-solving skills in our students?

## SIGNATURE STRATEGIES

### Monthly Writing Projects

- Staff will complete writing projects every month.
- Staff will have students speak/present projects.

### Project Based Learning

- Teachers will incorporate project-based learning into their science/social studies curriculum.

### Daily SEL Lessons

- Character Strong curriculum.
- You Hue daily check-ins.

### Flinthills Families

- Monthly meetings with families.

### Schoolwide Expectations

- Flinthills style "Champs" expectations.

#### Contact Information:

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Frontenac USD 249

### Frontenac Junior-Senior High School

■ APOLLO I

#### VISION STATEMENT

World Class Education –  
Small Town Values.

#### MEASURABLE GOALS

##### GOAL 1 - Academic

**Improvement:** We hired an MTSS coordinator for the junior high.

This person works with students individually or in small-groups several times each week. We have Student of Concern meetings on students who have struggles at school and outside of school. We also offer an incentive program for students who do well academically, with attendance and with their behaviors.

##### GOAL 2 - Family and Community

**Engagement:** We started a middle school parent group called Raiderbackers. They help provide monetary support for activities we do with the student body. We also have two life skills days with our junior high students which incorporates the local community.

#### SIGNATURE STRATEGIES

**Recovery Room:** Students have a spot that they can come to where the counselor is located to regulate their brains to return to class.

**Caught Being Good:** Teachers have a slip they can fill out for students who do a positive act for the betterment of the school. Students have their names announced over the intercom each Friday and come to the office for a small reward.

**Life Skills Days:** In the fall, we had four mini lessons for each grade level. Sixth grade's focus was household chores and quick meals, seventh grade focused on health care and healthy living, and the eighth-grade class focused on auto care. The second life skills day was a rotation of activities for all three grade levels. We had first aid and AED training, the Greenbush Culinary School and internet safety training with the Crawford County Sherriff's Department.

**Festa Italiana:** Our students and staff volunteer to help at this event. Each fall, our education foundation hosts an event where volunteers cook for the public to help raise funds for scholarships for our high school graduates. Our junior high students help with set up activities during the event and clean up at the end of the evening.

#### Contact Information:

Mike Martin  
Junior High Principal  
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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Goodland USD 352

### North Elementary School

■ APOLLO I

#### VISION STATEMENT

Create a compassionate school with meaningful relationships and lifelong success for all.

#### MEASURABLE GOALS

- GOAL 1:** Improve Student success skills by promoting relationship building between all students and staff in our building.
- GOAL 2:** Provide real-life experiences for our students.
- GOAL 3:** Buildingwide WIN time provides students with personalized learning opportunities.

#### SIGNATURE STRATEGIES

**Sixth Grade Jobs Targets Real-World Applications:** Students have to fill out a job application and a resume. Then they interview with a community member. The sixth-grade teachers place students in a job. Students start their jobs at the beginning of September, and do their jobs for the whole school year.

If a student is not meeting expectations for their jobs, they can be fired.

**North Neighborhoods Targets Student Success Skills:** North Neighborhoods is our school family time. We have all of our students divided into a neighborhood, which consists of seven to eight kids. They all have a staff member for a leader. We meet once a week for 30 minutes. We do activities, such as a Sanford Harmony (SEL) lesson, character trait, card or board games, coloring and chat, team building activities and much more.

**Schoolwide WIN time Targets Personalized Learning:** Our intervention time, or WIN (What I Need) time, is schoolwide. This allows all of our staff members to have groups where each student's reading intervention is personalized to his or her own unique needs.

**North School News Targets Real-World Applications:** North School News (NSN) is our morning announcements. One of our enrichment WIN groups produces the morning news broadcast. The NSN includes birthdays, weather, today on this day, and any other important events that are happening in our school. This is shared with the whole school, and parents have access to it, as well.

**North Stars Targets Family and Community Partnerships:** Our North Stars program is used to recognize students in a positive way. Each month, each classroom picks a student to be their North Star. North stars are Nice, Open-minded, Respectful, Thoughtful and Honest. Once a month, we provide a special lunch for all 16 of these students. Businesses either donate money to cover the cost of food or the restaurants donate food for our star students. This is one way we are getting the community involved in our school.

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# West Elementary School

■ APOLLO I

## VISION STATEMENT

Engage, Enrich, Empower the whole child to discover and achieve his or her full potential.

## MEASURABLE GOALS

**GOAL 1:** Increase percentage of attendance from 82.5% to 85%.

**GOAL 2:** Schoolwide, 80% of students will reach benchmark scores for math and reading on the spring FastBridge test.

## SIGNATURE STRATEGIES

**Soft Start:** Teachers have age-appropriate toys and activities for students to choose from as they enter the classroom and time for students to become regulated at the beginning of the school day. Students are also offered a grab-and-go breakfast that is consumed in the classroom. Some items and activities have included: coloring, block play, listening to music, cars and trucks, dolls, board games, visiting, etc.

**Teaching SEL lessons in Sanford Harmony and Zones of Regulation:** Every week, teachers are incorporating SEL lessons from either the Sanford Harmony curriculum or the Zones of regulation. This has helped build a foundation of language for self-regulation, as well as the opportunity for relationship building for teachers and students.

**Cowboy Connections:** This year, we had students split into groups with some students from each grade assigned to a teacher. Four days a week, they would meet with their Cowboy Connections group to do social skills, play and build relationships with others in our school community. This gives students a chance to have another trusted adult in the building to work with.

**Lexia and Dream Box:** To increase personalized learning, we have students set goals and track progress in Lexia and Dream Box. We also set a schoolwide goal to have 85% of students at benchmark at the end of school. We had a rocket launch with each grade level.

**PBL and Playlists:** To increase engagement for students, we are encouraging the use of PBL and Playlists. We had some professional development on developing project-based learning, as well as playlists. Teachers have been very creative in the use of both applications.

### Contact Information:

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Halstead-Bentley USD 440

### Bentley Primary School

 GEMINI II

#### VISION STATEMENT

We want each student to feel valued, important, seen, and loved unconditionally for who they are. We also have a desire to teach them how to think so they can grow in all aspects. We want them to learn how to function in a way that will open pathways to a better life and future. We want them to have the resources to make their own lives (and our world) better.

#### MEASURABLE GOALS

- GOAL 1:** Increase the percentage of students reading on grade-level based on FastBridge data from 40% to 70% by April 2022.
- GOAL 2:** By spring break (2022), we will move from 6% of students with office referrals to less than 5%.

#### SIGNATURE STRATEGIES

- Progress Monitoring on FastBridge and ESGI.
- MTSS groups daily for 30 minutes.
- Tier 2 instruction with Title 1 teacher.
- School counselor/family therapist with individual and small groups.
- Lions Quest and Zones of Regulation lessons in homerooms.

Contact Information:

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# Halstead Middle School

 GEMINI II

## VISION STATEMENT

Working together to empower all students.

## MEASURABLE GOALS

- GOAL 1:** Social-emotional support systems in place.
- GOAL 2:** Career exploration across all grade levels.

## SIGNATURE STRATEGIES

### Social-emotional Support Systems:

1. The school day starts with a 20-minute period called Fresh Start. Students are given a soft start into their day at school. If late, they can still go eat breakfast during this time. Each day has a theme for teachers to use for interaction: mindfulness, character education, goals and grades, and fitness.
2. Our school has a wellness room for students to utilize throughout the day for regulation, hygiene needs and food. There is a system of requesting time in the wellness room, along with scheduled times for students in need.
3. Two therapy dogs are present at the school. One is in the library and one in the fifth-grade classroom.
4. Our building has a full-time counselor and a part-time school-based family therapist.

**Career Exploration:** Each grade level explores four of the 16 pathways. The exploration can be a research project, a speaker, a field trip or an individual designed idea. Eighth-grade students participate in Future Mobile Lab and Reality U. Beginning in the sixth grade, students have access to Xello for career exploration, inventories and to build a portfolio.

### Contact Information:

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Haven USD 312

### Haven Grade School

 GEMINI II

#### VISION STATEMENT

Through intentionally designed systems, Haven USD 312 is committed to creating a positive and inclusive culture, focusing on academic and personal success to ultimately be the district of choice for staff, students and our communities.

#### MEASURABLE GOALS

- GOAL 1:** By the end of the 2022-2023 school year, 85% of students will be considered low-risk as determined by SAEBRS, relationship mapping, absenteeism, behavior referrals and course grades.
- GOAL 2:** By the end of the 2022-2023 school year, 60% of students will reach their end-of-the-year benchmark. By the end of the 2022-2023 school year, 85% of students will demonstrate modest growth or better on reading and math benchmark testing.

#### SIGNATURE STRATEGIES

- FastBridge:** Benchmark screener for ELA, Math, and SEL- Given fall, winter and spring.
- SAEBRS/MySAEBERS:** Teacher component, student component-SEL Screener.
- Relationship Mapping:** Survey given to students and staff to determine who they consider to have a positive relationship with - given and analyzed by counseling staff.
- Progress Monitoring:** Scheduled and intentional monitoring of all students.
- Tiered Instruction:** Scheduled, intentional and differentiated instruction for all students.

#### Contact Information:

Laurel Scott  
Principal  
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# Haven Middle School

 GEMINI II

## VISION STATEMENT

Through intentionally designed systems, Haven USD 312 is committed to creating a positive and inclusive culture, focusing on academic and personal success to ultimately be the district of choice for staff, students and our communities.

## MEASURABLE GOALS

**GOAL 1:** By using a relationship mapping survey given three times a year, we will identify positive relationships that students have reported with adults in our building. By the end of the school year, 100% of our students will identify at least one positive relationship with an adult in the building.

**GOAL 2:** In reading and math, at least 85% of students will achieve modest growth or higher as defined by FastBridge Student Growth percentiles demonstrated by winter and spring FastBridge testing.

## SIGNATURE STRATEGIES

**FastBridge:** Screener for ELA, Math, and SEL SAEBRS - screener for SEL, student self evaluation component, too.

**Relationship mapping:** Student and staff survey to identify relationships within the building, analyzed with SAEBRS.

**Progress monitoring:** Scheduled and intentional monitoring of all students.

**Tiered instruction:** Scheduled, intentional and differentiated instruction for all students.

### Contact Information:

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Haviland USD 474

### Haviland Schools

 GEMINI II

#### VISION STATEMENT

The mission of Haviland USD 474, in cooperation with the community, is to prepare all our students for the decisions and challenges of their future.

#### MEASURABLE GOALS

- GOAL 1:** By the spring of 2023, decrease the number of high-risk students to 10 percent or less.
- GOAL 2:** By the spring of 2023, decrease the percentage of students in levels 1 and 2 on Kansas State Assessments in Social Studies to under 40%.

#### SIGNATURE STRATEGIES

1. Multi-grade level Families that meet bi-monthly to develop relationships and mentor support.
2. Develop an after-school program to give students enrichment opportunities and support working parents.
3. School greenhouse: Students will be given the opportunity to participate in growing plants, doing research, developing marketing skills, working alongside the community garden and selling plants.
4. Each teacher will attend at least one grade-specific PDC training during the school year.

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Hays USD 489

### Lincoln Elementary School

 APOLLO II

#### VISION STATEMENT

Empower students to persevere.

#### MEASURABLE GOALS

- GOAL 1:** Each grade level will have at least two interactions per month with a chosen community partner.
- GOAL 2:** Each classroom teacher will have a minimum of 20 interactions, including a response, with family members per month (e.g., face-to-face conversations, email responses, phone conversations).

#### SIGNATURE STRATEGIES

- Community partnerships were based on the idea that the partnerships would be reciprocal. Partnerships included: Ellis County Farm Bureau, Golden Belt Bank, Taco Shop, Hays Police Department, Hays Recreation Commission, Humane Society, FHSU, and Midland Marketing.
- Families were surveyed to determine the preferred method of contact. Most families preferred text messaging and a large percentage of families also preferred that communication be provided in Spanish. Based on these preferences, communication was sent via email and text message. For families that indicated that Spanish was the preferred language, emails and text messages were translated into Spanish. After these strategies were implemented, there was an increase in response from families, and our interaction goal was easily exceeded every month. Incorporating new, schoolwide events that were free of charge also helped increase family engagement. New events included an evening Veteran's Day celebration, family dinner and family picnic.
- Schoolwide Houses took place twice per month for 30 minutes each, in which K-5 students were able to interact with peers and staff from other grade levels. Teaching social skills and building relationships with others were the key focal points. Students enjoyed spotting other students and staff from their House in the hallways.
- Club meetings were also incorporated schoolwide twice per month for 30 minutes each. All students selected the Club they wanted to participate in. Due to COVID, we were only able to implement Clubs for one rotation. Next year, students will be able to rotate to other Clubs throughout the school year. This will further personalize their learning, strengthen relationships, and provide valuable background knowledge and experiences. Clubs also provided additional opportunities to partner with community members and families. Club choices this year included: LEGO, Arts and Crafts, Sign Language, Read Craftivity, Yoga, Cultural, Dance, Show and Tell, Crochet, Journalism/Scrapbooking, William Allen White, STEM, and Play 30.

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Hillsboro USD 410

### Hillsboro Middle High School

 GEMINI I

#### VISION STATEMENT

At Hillsboro Middle High School (HMHS), we want students to love learning and be excited about life.

#### MEASURABLE GOALS

- GOAL 1:** Every student will be involved in at least one community project every year.
- GOAL 2:** Students will complete 5-8 project-based learning units.
- GOAL 3:** Students will have at least one adult that they have a positive connection with.

#### SIGNATURE STRATEGIES

- Project-Based Learning:** Project-based learning will be a piece of every student's experience at HMHS.
- Community Involvement:** Community involvement will be infused to PBLs or other projects as much as possible so that students can realize how valuable they are within the community.
- Scheduling:** Scheduling will be determined based on current needs of students.
- Relationship Building:** Purposeful opportunities are provided throughout the school year so that students have an opportunity to form a connection with as many adults as possible.

#### Contact Information:

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Hutchinson USD 308

### Hutchinson Middle School 8

#### ■ APOLLO III

#### VISION STATEMENT

My choice, my future, my school. I am a Salthawk.

#### MEASURABLE GOALS

- GOAL 1:** Hutchinson Middle School (HMS) 8 will increase student engagement, according to MRA data, from a score of 55 to 70 by spring 2022, by providing students with voice and choice.
- GOAL 2:** Investigation Team 1 will increase hands-on learning opportunities by 20% by providing real-world application, by Spring 2023.
- GOAL 3:** Investigation Team 3 will provide students with the opportunity to have voice and choice by embedding clubs and study hall or FLEX time within the school day.

#### SIGNATURE STRATEGIES

**Bite of Reality experience:** The first part of this day, students were able to participate in a job fair, where they were able to hear from professionals from the community. A few of the professions showcased were: Firefighters, a surgeon, a personal trainer, someone from the Army, and a few others. The second part of this day, students went to the gym for the Bite of Reality experience, where they were given a profile, including a job, an imaginary adult life, monthly student loan and car payments, children, etc., and then they had to work on their financial literacy by working through a monthly budget.

**Hutchinson Middle School 8 Beautification:** Students worked in several classes, in order to improve the climate and culture of our school building by addressing the physical needs of the school building and the overall school day experiences of our eighth-grade population. The students were very vocal about things they wanted to improve around our school, with the hopes that students would become motivated and proud to be an eighth grader. Projects that took place in this prototype were: building planter boxes and planting flowers and vegetables; creating and posting encouraging messages and signs throughout the school; utilizing positive behavior punch cards; incorporating music during passing periods; creating beautiful signs with our redesign vision statement; and starting the process of getting a therapy dog for our building.

## Hutchinson Middle School 8

### **FLEX days embedded into the school day schedule:**

Through student survey data, it became clear that as the students wanted more voice and choice throughout their school day, they also wanted time for clubs, study hall sessions, rehearsals for music and other extra activities built into the school day. This would also help alleviate the concern of teachers over the students' academic needs, thus FLEX time was created. For FLEX time, our kids experienced four Club Day opportunities, the first taking place in the middle of the day, and two taking place at the end of the day, with one club option of their choice. The final Club Day was an entire day filled with student voice and choice as our students rotated through three different club "orbits". These clubs included, but were not limited to: macramé, true crime and cookies, bowling, umpiring, Spanish, black-out poetry, guitar, art with resin, nature walking, and baking. The other FLEX time looked like an academic WIN time (What I Need or What You need) for students to get some specified instruction time, work on homework, finish missing assignments, study, etc. We had two of these specific WIN days, which yielded much student success.

### **Civic engagement through our very first HMS 8**

**Service Day:** Our students participated in the first-ever (but not last) half-day service day. We had a half of a day of school on our schedule, and we used it in order to have our kids show our community some love. We had students put on a car wash to raise money for our therapy dog; paint positive messages on rocks to hide throughout the city of Hutchinson; create t-shirt dog toys for our animal shelter; participate in yard cleanups at several homes around our school; make signs for our school building in Spanish and ASL; and beautify our local Boys and Girls Club yard. This activity is dedicated to help our eighth-grade students become servant leaders, and we will be growing this service day to multiple opportunities in the future.

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# Hutchinson STEM Magnet School at Allen

## ■ APOLLO I

### VISION STATEMENT

An intense focus on the success of EACH student.

### MEASURABLE GOALS

- GOAL 1:** We will integrate STEM/ design process thinking in all areas of the school day and connect STEM to the real world.
- GOAL 2:** We will meet the social and emotional needs of our students.
- GOAL 3:** We will create a personalized learning environment that allows each student to achieve to their highest potential.

### SIGNATURE STRATEGIES

#### Goal Sheets

Each classroom has a goal sheet that students use to meet individual goals. This could be in math, reading or both. They are based on needs shown through testing or daily work. Students then work toward meeting weekly or biweekly goals that they co-create with their teachers. Teachers constantly evaluate and make changes to meet student learning needs in the best way possible.

#### Connecting STEM to the Real-world

Each year, every grade level focuses on two large engineering units (Engineering is Elementary) that take students to different areas in the world where there is a problem. Students then collaborate in teams to use the engineering design process to create a solution for the problem. Each grade level also has a local field expert that they visit or bring in to extend their learning.

#### Leader in Me – 7 Habits

This team piloted this program in primary and intermediate grades during the 2021-2022 school year. They had data to show the positive downward trends in behavior referrals once implementing this program. Our staff voted 100% to go full school with this starting in the 2022-2023 school year.

#### Special OPS

Our specials teachers (music, PE, counselor, librarian) provide Special Opportunities every Friday. Students had the opportunity to experience opportunities they would not otherwise receive. It may include cooking, robotics, sewing, physical activities (Zumba), etc. Community connections are our next step to expand this strategy.

#### Outdoor Classroom and STEM Squad Studio

We partnered with community organizations, families, our PTA and local businesses to make our dream of creating two new learning spaces. The outdoor classroom allows for outdoor play-based learning (personalized learning strategy); provides outdoor space for social-emotional processing and growth; outdoor space for classroom learning; and gave our students an opportunity to put STEM skills to work designing, creating, and maintaining this space. Our STEM Squad Studio has three distinct areas for STEM learning - culinary learning, construction and 3D printing/Zspace/robotics. Students again put their engineering skills to work to design this space.

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# Morgan Elementary School

■ APOLLO III

## VISION STATEMENT

Motivate others.  
Overcome  
obstacles. Realize  
our potential. Give  
our best. Adapt  
circumstances.  
Never give up.

## MEASURABLE GOALS

- GOAL 1:** Improve school belonging and connectedness from 66% in fourth through sixth grade to 70%, and from 87.5% in pre-K through third grade to 90% as measured by MRA and counselor minute meetings.
- GOAL 2:** Improve average daily attendance from 89% to 97% as measured by Skyward attendance reports.
- GOAL 3:** Ninety-five percent of students will make one year's growth in ELA.

## SIGNATURE STRATEGIES

**Buildingwide clubs based on student interests:** Students select their top three choices out of several clubs. Club day is on Friday, and the goal was to increase overall attendance percentage on the day data suggested students were most likely to be absent.

**Morgan News Now:** Student-created and edited news program sharing news, information and ELA strategies.

### **Individual grade-level family nights.**

The goal was to allow families to reenter the building, watch their students perform ELA tasks, connect with other families, and learn about ELA strategies to utilize at home.

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# Wiley Elementary School

■ APOLLO I

## VISION STATEMENT

Empower Students to:

- Have a passion.
- Acquire skills.
- Work hard.
- Keep it kind.
- Succeed in their futures.

## MEASURABLE GOALS

- GOAL 1:** Wiley staff will personalize learning in alignment with standards/competencies, in order to meet each student's individual academic needs.
- GOAL 2:** Wiley students will be engaged in real-world and leadership opportunities to develop employability and communication skills.

## SIGNATURE STRATEGIES

- Mighty Mentors is a mentoring program where older students in the building are matched with younger at-risk students to build healthy relationships and model social skills.
- Leadership Opportunities are offered to all fifth- and sixth-grade students during a block of time built into our master schedule. Roles include: Ambassador, design interns, broadcasting, communication, botany, legacy leaders, food service, office/library/school aides and student interns.
- Mini Sweet Treat is a student-run business. Students wrote a business plan, applied for a loan, and then opened a business that models the High School Sweet Treat. They market products, restock and manage the business.
- PBL/Personalized Learning/Choice Boards meet students individual academic needs with personalized instruction and academic choices.

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Kaw Valley USD 321

### Rossville Elementary School

■ APOLLO I

#### VISION STATEMENT

Empower every student to be the best version of themselves.

#### MEASURABLE GOALS

- GOAL 1:** Reduce the number of extreme behaviors and office referrals by creating a clear, unified system.
- GOAL 2:** Engage students and families in student school success through the use of digital portfolios.
- GOAL 3:** Increase real-world connections and student success skills.

#### SIGNATURE STRATEGIES

- Create and implement a reactive behavior plan flow chart identifying types of behaviors and the course of action to deal with them. Introduction to the plan will be done through a parent/student meeting so expectations are clear and set the students up for success.
- Create and utilize digital portfolios through Google Sites for all K-6 students. These digital portfolios will highlight student goals (and when they achieve them), their best work (academic and art), favorite memories (in and out of school), as well as some empowering academic experiences (STEAM, PBL, community service). Due to the nature of Google Sites, portfolios will be built upon each year, and by the time they graduate high school, students will have created a site that highlights their achievements in their K-12 experience. Time will be set aside for teachers and students to work on portfolios at a minimum of one time each month.
- For students to be the best version of themselves, we believe that we must do what we can to create personalized learning opportunities to highlight student strengths and interests. To achieve this, activities such as "Teach the Teacher" and "Independent Research Time" are implemented in a variety of classrooms across our school. Not only does this build confidence, as students are sharing or investigating something they are passionate about, but these experiences also ignite a love for learning.
- We believe that in order for students to be the best version of themselves, we must do what we can to create as many real-world experiences as possible. We strive to do this through building close community partnerships where students get to interact with businesses and other stakeholders within our town.

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# Rossville Junior-Senior High School

## ■ APOLLO I

### VISION STATEMENT

Rossville Junior-Senior High School (RJSHS) educators and stakeholders will provide innovative, relevant and personalized opportunities to lead students to postsecondary success.

**WHY:** Relevance through innovation.

### MEASURABLE GOALS

**GOAL 1:** Implement year two of our flex-mod schedule with minimal class overlaps and improve tracking of absences and tardies using PowerSchool and adaptive scheduler.

**GOAL 2:** Implement student portfolios and increase student-led conference attendance to 90%.

**GOAL 3:** Continue Friday conferences and use intervention and advisory teachers to keep 90% or above passing for each grade level.

### SIGNATURE STRATEGIES

1. Implemented a flex-mod schedule to address the concerns of a limited and rigid seven-hour schedule.
  - a. Many students were able to take more than seven classes in our new schedule. It also allowed time for students to get extra help through interventions on an individual basis.
2. Improved student, teacher and parent communication through Friday conferences to close gaps and keep kids off of the failing list.
  - a. Teachers and students communicated with each other and parents to help get off the failing list or to stay off of it completely.
3. Used advisory time to work on social-emotional concerns through Dawg development. We also used this time to do Xello and Friday conferences.
  - a. Our counselor used information from our Get Help button to see trends in social-emotional issues, and then used that to create lessons that were relevant to our students. Students also worked on Xello lessons to plan for their future.
4. Our schedule allowed for a more personalized approach to our students. It opened up more opportunities for classes and work studies. Students were able to use their flex times to take more classes to work toward college credit courses and/or classes in their pathway.

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# St. Marys Grade School

■ APOLLO I

## VISION STATEMENT

St. Marys Grade School (SMGS) inspires independent, emotionally healthy learners who persevere.

## MEASURABLE GOALS

- GOAL 1:** Improve student success skills of independence and confidence.
- GOAL 2:** Advance students in their academic performance.
- GOAL 3:** Engage students' families in academics and success skills.

## SIGNATURE STRATEGIES

**Use of Student Smart Goals:** Every student quarterly or more often, depending on grade level.

**ELA Multi-level interventions K-2:** Using common assessment data to set groups.

**Project-Based Learning:** Either once per semester or all year.

**Growth Mindset:** Using common posters and vocabulary with a 15-minute/week lesson.

**Math Routines with Push in support:** Use of title teachers and paras.

**Academic Game/Activity with Family:** Depending on grade level, how often? Once a month, at least.

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# St. Marys Junior-Senior High School

■ APOLLO I

## VISION STATEMENT

Provide opportunity for each student to develop the necessary skills to be successful and engage in his or her future communities.

## MEASURABLE GOALS

**GOAL 1 - Scheduling:** By August 2022, we will offer a master schedule that allows for every students' educational needs/interests to be met. This schedule will allow for student choice based on interests and strengths. This schedule will then make students more accountable for their educational experiences.

**GOAL 2 - Personalized Learning:** By August 2022, SMJSHS will focus on creating personalized learning opportunities within the classroom setting, as we believe this will assist students to be college and career ready.

**GOAL 3 - Community Engagement:** By August 2022, we will foster a culture of community engagement prompting community-school partnerships that enrich teaching, learning, activities and contribute to the public good.

## SIGNATURE STRATEGIES

### Scheduling

- Create a schedule that is flexible and allows for meaningful learning, enrichment and intervention.
- Flex hours in the middle of the day that allow for true interventions, tier 2 strategies, as well as student choice for enrichment activities if they are in good standing.

### Personalized Learning

- Offer student voice and choice in what is offered. Also look for mastery learning vs. just grades.
- Get students college/career ready.
- Student-led interventions and student-led enrichment activities. (ex. sign language).

### Community Engagement.

- Streamline social media to include all social media outlets (Twitter, facebook, etc.).
- Advertise the good in our school (academic, sports, extracurriculars).
- Create community partnerships.

### Contact Information:

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# Lincoln Elementary School

■ APOLLO II

## VISION STATEMENT

Lincoln will teach the academic and social-emotional skills needed for students to be able to set goals, complete projects, help our community and be successful at a job.

## MEASURABLE GOALS

- GOAL 1:** All classrooms will implement daily class meetings using the Empowering Education to develop a sense of community and teach self-regulation skills.
- GOAL 2:** All classrooms will implement a project-based learning unit, in order to increase student motivation and engagement.
- GOAL 3:** All certified teachers will unpack the ELA and math competencies (from the Kansas Navigating Change document) and design at least one proficiency scale for ELA and Math.

## SIGNATURE STRATEGIES

- Implementation of Empowering Education for our schoolwide focus on community and self-regulation. The curriculum provided a script for teachers, principal and social media so that the communication of skills was consistent. We found that the consistent message helped our students and staff to discuss emotions and the skills to self-regulate. Our office referrals were made for less than 10% of our students.
- Every class participated in at least one PBL unit this year. Our students were given more choices than previous years. They also reported their findings to a specified audience. We believe that this increased our student engagement, as evidenced by less than 10% of our students were sent to the office for discipline issues.
- Our grade band teachers (K-2 and 3-6) worked together to unpack the competencies. They utilized the following resources to assist them: "A Handbook for Personalized Competency-based Education," by Marzano, Norford, Finn, and Finn III (2017), "A Handbook for Developing and Using Proficiency Scales in the Classroom," by Jan K. Hoegh (2020), and the "South Dakota Department of Education Unpacked Standards for ELA and for Math" (Adopted 2018).
- Our K-2 teachers used the Phonological Awareness Skills Screener (PASS) data to place students in multiage groups for 45 minutes four-days a week to focus on phonological awareness skills to support reading and spelling development.
- After two months of this intervention, we saw the average score increase by 8%. There were no students in the Tier III range, and 30% had mastered all the skills (15% was the baseline.) Based on this information, we have decided that multiage grouping is a strategy that is worth studying and continuing for our students' learning.

(May 2022)

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Lakin USD 215

### Lakin Grade School

 GEMINI II

#### VISION STATEMENT

All Learn, All Belong, All  
Lead to Succeed.

#### MEASURABLE GOALS

**GOAL 1:** Implement Conscious Discipline as our SEL program.

**GOAL 2:** Implement competency-based learning in science.

#### SIGNATURE STRATEGIES

- Each classroom will do a Brain Start Smart every morning, which gets students connected and ready for learning.
- Each classroom will implement a Safe Place in the classroom for students to go to in order to become regulated.
- Each classroom will teach breathing techniques for students to become regulated.
- Each classroom, kindergarten through fourth grade, will teach science based on the Science competencies developed by KSDE.

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Liberal USD 480

### Meadowlark Elementary School

 MERCURY

#### VISION STATEMENT

We are a family that will work together to reach our dreams. We are Meadowlark!

#### MEASURABLE GOALS

- GOAL 1:** By winter 2024, 90% of our students at Meadowlark Elementary School will develop social-emotional knowledge and skills measured through behavior tracking and student surveys. (Redesign Principles: Student Success Skills, Personalized Learning, SBO: Social-emotional Character Development, 5 Rs: Relationships, Relevance, Results.)
- GOAL 2:** By spring 2023, 80% of our students will receive personalized learning for each student’s strengths, needs, skills and interests measured by using assessment data. (Student Success Skills, Personalized Learning, SBO-IPS, Relevance and Rigor)
- GOAL 3:** By May 2022, 95% of students will be exposed to relevant, real-world experiences and will be documented by the number of different MITEE Monday course offerings, project-based learning units, passion projects and community member presentations. (Real-world application SBO: Civic Engagement, Relevance and Rigor.)

#### SIGNATURE STRATEGIES

**School Families:** Most adults in our building have seven to eight students of different grade levels that stay as their family from the time they enroll at Meadowlark until they leave us. This helps in building relationships with other adults in our school. We also offer other times for families to meet, other than the regular Monday morning time.

**Personalized Learning Time (PLT):** This is small-group instruction time where students are grouped together with other students to receive direct instruction in what they need. The other students are working on learning menus, where they have choice in what they want to work on from a predetermined list of things created by the teacher.

**MITEE Monday:** This is a time that teachers offer courses that are not typically offered during the school day. Students have choices of which courses they select from (K-5<sup>th</sup> grade). This is a time for students to start to experience things that interest them. Community connections also take place during this time.

**Morning Stations:** These are activities that are offered before the beginning of the school day. Students get to choose where they go. Sensory room, coloring stations, movies, movement, Makerspace and the library are some of the options. This gives students time to decompress and be ready to start their day on a good note.

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Little River-Windom USD 444

### Windom Elementary School

 GEMINI II

#### VISION STATEMENT

Students will be well-rounded individuals ready to contribute to society.

#### MEASURABLE GOALS

**GOAL 1:** To increase student engagement through investigative, hands-on learning experiences.

**GOAL 2:** To ensure all students have their social and emotional needs addressed through the collaboration of teachers, parents, community members and students.

#### SIGNATURE STRATEGIES

##### **Workshop Wednesdays in grades 4-6**

- Multiage, small-group, project-based learning activities.
- Activities/groups based on student interest surveys.

##### **Star-Base Program in Salina for 5<sup>th</sup> graders**

- Five-week STEM program.
- Integrated science, math and technology activities.

##### **Morning Soft Start Program**

- Before-school activities for students (student selected).
- Homework help, board games, drawing, movement, music, conversation, etc.

##### **Family Groups**

- Multiage family groups led by one or two staff members.
- Eat lunch together, activities, projects – based on character education trait, special events, etc.

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Lyons USD 405

### Central Elementary School

 GEMINI II

#### VISION STATEMENT

Central provides a safe, healthy and positive environment to ensure the success of each student.

#### MEASURABLE GOALS

**GOAL 1 - Safe:** We will create a school where students feel safe, welcome and have a sense of belonging every day.

**GOAL 2 - Healthy:** We will create a healthy environment that is centered around the whole child with a focus on academic and SEL success.

**GOAL 3 - Positive:** We will promote positive connections with staff, families and students through activities that promote communication and community.

#### SIGNATURE STRATEGIES

- The strategies that are most used in our Redesign efforts are student success and real-world application.
- Pertaining to student success, we revamped our MTSS schedule, time and groups to make this work for the needs of the children. We also put a focus on all areas of student success, including academic, social-emotional and soft skills.
- Real-world application is something Central really took off with. The teachers use project-based learning in their classroom as often as possible, and the students are more engaged in the lessons being taught.

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# Lyons Middle School

 GEMINI II

## VISION STATEMENT

Providing opportunities to think, explore, create and learn in a positive environment.

“Because we support our students.”

## MEASURABLE GOALS

**GOAL 1 - Personalized Learning:** With tiered instruction and project-based learning.

**GOAL 2 - Student success academically:** Lower failing list, fewer missing assignments, IPS, social-emotional support.

## SIGNATURE STRATEGIES

We have implemented **Tiered Instruction** with Tier 3 being a specific class offered in our eight-hour schedule. Tier 2 is offered during our Personalized Learning Time. We have been using MAP testing and state assessments to identify students for Tier classes. We are transitioning to include FastBridge for the 2022-2023 school year.

Our **Personalized Learning Time** is also geared toward IPS and interests of students. Project-based learning is encouraged for students who do not have Tier Instruction during this time.

We have implemented **Power Hour**, which is a full hour centered around lunch time. Students have 20 minutes for lunch, the other 40 minutes is devoted to academic success and social-emotional development. Students who are missing assignments or failing classes are assigned to a study hall to work on academic improvement. Students who are in good standing have choices of rooms, including gym time, card games, puzzles, art/music, computer games, robotics, etc.

We implemented **Soft Start**, which are Home Room Communities. Students start their day with a small-group of students and build a community with that small-group and their teacher leader. Social-emotional lessons are delivered during this time frame, as well.

Our ESL interventions include a **Diversity Outreach Program**, which involves non-English speaking parents. They have regular meetings to discuss ways to involve this large population of our community, as we are 43% ESL. We have created a position for a parent liaison for this group that speaks Spanish and handles all communication with our Hispanic families. We also created a K-12 program to meet the needs of newcomers and other ESOL students.

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# Park Elementary School

## GEMINI II

### VISION STATEMENT

Love  
Ignites  
Opportunities  
Needed for  
Success

To facilitate the social-emotional stability of the whole child in order to be a successful learner.

### MEASURABLE GOALS

- GOAL 1:** Decrease the number of office referrals after implementing school families.
- GOAL 2:** Increase community involvement within the school.

### SIGNATURE STRATEGIES

- **School families:** K-2 students are mixed and placed into families consisting of all grade levels and two adults that meet once per week (Friday mornings) for activities, social-emotional learning and experiences.
- Local church pastor greets students at the front doors each morning.
- **Soft start:** Students are allowed a flexible, soft start to their morning where they can work on social skills while choosing the activities they would like to participate in.
- **More play:** More recess and play time built into the schedule to ensure students have unstructured learning time.

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Melvorn USD 456

### Marais des Cygnes Valley Elementary School

■ APOLLO II

#### VISION STATEMENT

We want to make our school a place where students are the focus. Where they start to understand who they are, and what they can do. An environment in real-world experiences and project-based learning.

#### MEASURABLE GOALS

**GOAL 1 - Time:** Adjust current schedules to enhance and implement our other two goals.

**GOAL 2 - Real-world learning:** Kindergarten through fifth grade will do a yearlong project-based learning project with one project per grade.

**GOAL 3 - Student engagement:** Student interest surveys – What do they want to learn? What do they know prior to starting a project or club? What did they learn after the project or club was completed?

#### SIGNATURE STRATEGIES

- We created time in our schedule for clubs. Clubs meet twice a month for one to two hours. The students were able to be in three different clubs throughout the year. Clubs included: Technology, Life skills (sewing, cooking), Art, Science, Math, Music, Fitness, Reading and Board games. Clubs sparked an intrinsic motivation in our students!
- Teachers organized and planned their yearlong project within their classroom time. Recycling, gardening, community service, school store, newspaper and careers. Some of the projects included the entire building. For example, recycling was done in every classroom. Everyone enjoyed the flowers from the gardening project. Students could earn Trojan Bucks to spend at the store. They earned them by being kind, doing great in class, etc. There was a monthly competition to see which class spent the most money at the store.
- Social media communication was key. The invitation to come in person (parents, community, family) in the building was limited during the fall semester. We used social media so parents, family members and the community could see all the great things our students were doing.
- Our clubs and our projects enhanced our positive building environment. Staff collaborated on the clubs and projects. We are always talking about curriculum and data, so this was a nice change. The staff collaborated twice a month. Outside resources were helpful when planning our clubs and projects. It was fun for the students and the staff to think outside the box!

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Neodesha USD 461

### Neodesha High School

 GEMINI II

#### VISION STATEMENT

We're all teachers and learners - together, active, engaged and respectful.

#### MEASURABLE GOALS

**GOAL 1 - 21<sup>st</sup> Century skills:** Getting our students prepared for their postsecondary careers through the incorporation of technology into the classroom and individualized educational plans.

**GOAL 2 - Social-emotional:** Targeting our students' social-emotional health through the incorporation of a social-emotional curriculum during FAMILY time.

**GOAL 3 - Academic and Civic Engagement:** Targeting academic growth and rigor in and out of the classroom through high academic standards and engagement with community partnerships.

#### SIGNATURE STRATEGIES

**Intervention/BOLTZ period:** Every Wednesday and Thursday from 1:25-2 p.m., we have an intervention period for students who are 65% or below in their classes. We assign kids based on a priority day so they can work through all their classes they struggle in. Students who are not in intervention have BOLTZ, where they pick between various activities and have the opportunity to extend their learning based on their interest.

**SEL/Family Time:** We have also created school FAMILIES that are mixed with a range of 7-12 students (two seventh, two eighth, two ninth, etc.). This allows the teachers to have FAMILY members for six years, which allows them to become an advocate for the student, and the teacher to become their person. Within our FAMILY group, we embed our SEL curriculum and student-led conferences to continue working toward our overall goals.

**Student-led businesses:** Through redesign, we have created a school store and student-led bank. All of our Career and Technical Education (CTE) departments make or produce student-designed products that are sold within our school store. We are currently in the process of incorporating our "Bluestreak Bonanza" into our Spring PTC so we can showcase student work from all of our classes at the middle school and high school.

#### Contact Information:

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# North Lawn Elementary School

 GEMINI II

## VISION STATEMENT

#believe, achieve,  
proceed (Hashtag)

North Lawn students  
believe, achieve, and  
then proceed. (Vision)

At North Lawn  
Elementary, we believe  
each student can make  
a difference in his or her  
life and learn in his or  
her own way to achieve  
his or her dreams.

## MEASURABLE GOALS

**GOAL 1:** Improve our students' social-emotional well-being.

**GOAL 2:** Provide engaging hands-on learning for our students. Individualize instruction to fit our students' needs.

**GOAL 3:** Help our students become model citizens and become civically engaged in our community.

## SIGNATURE STRATEGIES

- Soft start/family time.
- Schoolwide zones of regulation.
- Schoolwide SEL curriculum.
- Wise Wednesday Clubs.
- Change clubs quarterly.
- PBL projects.
- Each classroom is partnering with a local business.
- Schoolwide student expectations.
- Adding 10 extra minutes to the school day.
- Adding art as a specials class.
- Student ambassadors.

### Contact Information:

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Newton USD 373

### Chisholm Middle School

 GEMINI I

#### VISION STATEMENT

Chisholm Middle School will create a culture of learning in which all students experience rigor and relevance by engaging, exploring, growing, and serving their world.

#### MEASURABLE GOALS

- GOAL 1 - Engage:** We will engage our students, staff and families through activities that promote positive school culture and improved connections with the school.
- GOAL 2 - Explore:** We will explore our curriculum through project-based and personalized learning.
- GOAL 3 - Grow:** We will address the social-emotional needs by growing together in our community through mentoring, trauma-informed practices, and providing SEL support through our support staff.

#### SIGNATURE STRATEGIES

- Community Service:** Food drives and service projects at several different local places (Caring Hands Humane Society, Kansas Christian Home, Presbyterian Manor, etc.).
- Personalized Learning:** Use of the Summit Learning platform to implement project-based and personalized learning. Students are able to move at their own pace and complete work throughout the semester. Grading is based on mastery of skills – projects and assessments may be redone until the student has demonstrated mastery of the material.
- Flexible Seating:** Flexible seating in the cafeteria and in a number of classrooms in the school.
- Student Mentoring:** Every student is mentored once every two weeks by a teacher. Mentor check-ins include a social-emotional check, academic check and goal setting.

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# South Breeze Elementary School

■ GEMINI I

## VISION STATEMENT

To become resilient, lifelong learners in a community where relationships are engaging and supportive.

## MEASURABLE GOALS

**GOAL 1 - Family engagement:** By the end of the 2021-2022 school year, family connectedness, within our school community will improve from 71% to 80%.

**GOAL 2 - Social-emotional:** By May 2022, recognition of good character will improve by 20% from 57 to 77.

**GOAL 3 - Academic growth:** By the end of the 2022-2023 school year, student engagement will increase from 72% to 80%.

## SIGNATURE STRATEGIES

**Family engagement:** Two family nights a year (fall and spring), parent/student surveys.

**Social-emotional:** All-school assembly in the gym every morning, family groups.

**Academic growth:** Schoolwide PBL project.

### Contact Information:

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## North Lyon County USD 251

Americus Elementary School  
NLC Junior High School  
Northern Heights High School

 GEMINI I

### VISION STATEMENT

Empowering students to learn without limits!

### MEASURABLE GOALS

- GOAL 1:** In five years, family engagement will increase by 10% as measured by various communication tools.
- GOAL 2:** In five years, USD 251 will devise and implement a plan for faculty peer mentoring and collaboration to occur a minimum of 30 times throughout the year with a target goal of 1,000 total minutes per year.
- GOAL 3:** In five years, student engagement will increase by 10% when measured using the Wellington Engagement Index.

### SIGNATURE STRATEGIES

- Family engagement surveys.
- FAST Night community nights.
- Infinite Campus Parent Portals.
- Individual Plans of Study (IPS).
- Student-led parent-teacher conferences.
- Individualized learning projects.
- Revamped schedule
  - ➔ Personalized learning project time built in to every Friday, 8-10 a.m.
- Focus on postsecondary goals and studies.
- Emphasis on job shadowing and internships for upperclassmen.

#### Contact Information:

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## North Ottawa County USD 239

### Minneapolis Junior-Senior High School

■ GEMINI I

#### VISION STATEMENT

The mission of USD 239 is to develop students with self-respect, respect for others, a lifelong love of learning, commitment to family and community, respect for work, and the ability to respond to change.

#### MEASURABLE GOALS

**DISTRICT GOAL 1:** Starting with the Class of 2024, 80% of graduates will achieve postsecondary progress according to the Kansas State Department of Education's (KSDE) definition, which will include military.

**DISTRICT GOAL 4:** North Ottawa County students, with the use of Social-Emotional Learning Student Competency Measures, will improve in all areas measured at all three buildings.

#### SIGNATURE STRATEGIES

Continue with the visitation schedule per KESA plan: Eighth visit North Central Kansas Technical College (NCKT), freshmen Salina Area Technical College (SATC) and the Kansas State University (KSU) Aerospace and Engineering, sophomores Cloud County Community College (CCCC), and juniors Fort Hays State University (FHSU).

Begin using advanced placement (AP) time for more ELA and math interventions using the FastBridge suite of assessments. Using the diagnostic aMath and aReading, staff are creating personalized intervention plans to address those of high risk. Each staff will work with 7-11 students that are noted by the testing.

ACE release time will be designated for reading and math support. Staff will assign those students who are needing assistance with core math and English classwork and be assigned to that room for AP.

DATA DATA and DATA ... We will track more SEL data by using mySabres tool this year. Also, soft job skills data will be tracked by using the Employability Skills Rubric found in the KSDE Measuring and Reflecting Student Learning, Appendix pg. 13-15.

#### Contact Information:

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Oberlin USD 294

### Oberlin Elementary School

■ APOLLO I

#### VISION STATEMENT

Our Mission. Their Journey.

#### MEASURABLE GOALS

**GOAL 1 - RELATIONSHIPS:**

Goal Statement: By spring 2024, USD 294 will develop and increase positive staff/student relationships and student/student relationships by decreasing the number of students who are at risk, according to SAEBRS data and school survey scores by 1% annually (revised 2/22/2022).

**GOAL 2 - RELEVANCE:**

By spring 2023, USD 294 will develop a systematic process to review core English Language Arts (ELA) curricular standards and provide a 100% seamless horizontal and vertical transition between grade levels and building levels to promote student achievement by creating relevant learning for students through personalized and tiered support (revised 3/07/2022).

#### SIGNATURE STRATEGIES

**RELEVANCE:** Tiered Support System: Had four trainings this year and worked on dividing up the students in the quadrants. They worked on remaking a schedule so they can meet the needs of the students through this Tiered Support System. They are moving to a schoolwide title program so they can work with all students.

**RELATIONSHIPS:** Second Step and Team Time have been implemented into our daily schedule. The first 30 minutes are designated as social-emotional, relationship building time for every student and teacher in multigrade level teams.

**Contact Information:**

Joel Applegate  
Superintendent  
(785) 475-3805

# Decatur Community High School

■ APOLLO I

## VISION STATEMENT

Our Mission. Their Journey.

## MEASURABLE GOALS

### GOAL 1 - RELATIONSHIPS:

Goal Statement: By Spring 2024, USD 294 will develop and increase positive staff/student relationships and student/student relationships by decreasing the number of students who are at risk, according to SAEBRS data and school survey scores, by 1% annually (revised 2/22/2022).

### GOAL 2 - RELEVANCE:

By spring 2023, USD 294 will develop a systematic process to review core English Language Arts curricular standards and provide a 100% seamless horizontal and vertical transition between grade levels and building levels to promote student achievement by creating relevant learning for students through personalized and tiered support (revised 3/07/2022).

## SIGNATURE STRATEGIES

**RELEVANCE:** Tiered Support System - Like Oberlin Elementary School (OES), they went through the training and are changing their schedule and redoing some of their mentor time so they are able to serve the students that are struggling. They have also added an at-risk teacher to help with our at-risk students.

**RELATIONSHIP:** Every student meets with a mentor teacher three times per week during our Summit mentoring period. Students meet in small groups and are pulled individually to talk about personal, academic and activity goals, as well as their general well-being. We look at the big picture of the week, including academic, work obligations, major projects and tests that need to be addressed. Each student completes a Week-at-a-Glance (WAG) sheet with their grades, assignments, activities and weekly goals for the week. Gratitude journals record what students are thankful for and what they have accomplished.

**TRAUMA INFORMED TRAINING (TIRC):** Specific training through the EVERS grant on dealing with of students and staff.

### Contact Information:

Joel Applegate  
Superintendent  
(785) 475-3805

# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Olathe USD 233

### Santa Fe Trail Middle School

 MERCURY

#### VISION STATEMENT

Empowering ALL learners to explore.

#### MEASURABLE GOALS

- GOAL 1:** 100% of students will receive social-emotional support.
- GOAL 2:** 100% of students will participate in one service activity.
- GOAL 3:** 100% of students will show mastery of Santa Fe Trail Middle School (SFTMS) grade-level reading skills.
- GOAL 4:** 100% of students will show mastery of SFTMS grade-level math skills.

#### SIGNATURE STRATEGIES

- START-UP**  
**SEL Pillar Support:** Students report to a homeroom at the beginning of each day. We do mentorship, Second Step Lessons and SEL support during this time.
- WIN/WYN**  
**Academic Pillar Support:** This time was used to support the Academic Pillar in the core subjects. This time was also used to support the district’s 95% Literacy Initiative.
- FLEX**  
**Academic and Civic Engagement Pillar Support:** This time was used to support the Academic and Civic Engagement Pillar. We do our group meetings, combined music rehearsals and some student choice is available for students.
- EXPLORATION DAYS**  
**Civic Engagement Pillar:** We have four Exploration Days that focus on providing equity and opportunity for students outside of the classroom. Student select “Orbits” for the day based on their interests.

#### Contact Information:

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# Osawatomie USD 367

## Osawatomie Middle School

 GEMINI II

### VISION STATEMENT

The mission of Osawatomie Middle School (OMS), is to support our students today, and in their future, by helping them build a foundation for personal success through the values of READY, RESPECT AND RESPONSIBILTiy.

### MEASURABLE GOALS

- GOAL 1:** Continue to move students into levels three and four on the Kansas State Assessment.
- GOAL 2:** Create students that monitor their personal data and develop personal, obtainable goals.
- GOAL 3:** Continue to see class improvement on math and reading screener in winter and spring.

#### Contact Information:

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Osawatomie, Kansas 66064  
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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Ottawa USD 290

### Ottawa Elementary School

 GEMINI I

#### VISION STATEMENT

The vision of USD 290 is that all students graduate from Ottawa High School with the knowledge, skills and behaviors to hold life-sustaining employment.

#### MEASURABLE GOALS

**GOAL 1** - Student Learning:

- All students will demonstrate the knowledge to hold life-sustaining employment, as evidenced by 80% of our students defined by Tier 1, 15% of our students defined by Tier 2, and 5% of our students defined by Tier 3.
- All students will demonstrate the skills to hold life-sustaining employment.
- Students will demonstrate the behaviors needed to hold life-sustaining employment.

**GOAL 2** - USD 290 will complete its School Redesign initiatives:

- USD 290 will implement flexible scheduling.
- USD 290 will implement standards-based grading practices.
- USD 290 will implement a more in-depth birth to pre-K programming.
- USD 290 will implement Individual Plans of Study (IPS) across all grade levels.

**GOAL 3** - Social-Emotional Well-Being of Students:

- USD 290 will improve the social-emotional well-being of its students.

Ottawa Elementary School

**SIGNATURE STRATEGIES**

**GOAL 1:**

- All students will meet their targeted individual growth on assessments (FastBridge and MAP).
- All teachers will continue to ensure the alignment of curriculum vertically.
- All teachers will utilize common evidence of student achievement (focus on math for this year).
- All teachers will continue to utilize standards-based grading practices to communicate student growth.
- All students will meet their targeted individual growth on assessments.
- All students will display skills that demonstrate critical thinking through all contents and in real-world applications.
- All students will continue to be technologically equipped for real-world applications.
- All students will display civic engagement through service projects within the community.
- All teachers will utilize Boys Town skills and strategies to develop intrapersonal/ interpersonal and cognitive skills.
- All teachers will utilize social-emotional data.
- All students will recognize and regulate emotions.
- All staff will create opportunities for the development of positive learning.

**GOAL 2:**

- Elementary schools will explore blended learning options in 2021-2022.
- Elementary schools will implement blended learning options in 2022-2023.
- Elementary schools will continue to review and create blended learning options in 2023 and beyond.
- Elementary schools will explore standards-based grading practices in 2018-2019.
- Elementary schools will implement standards-based grading practices K-5 in 2019-2020.
- Elementary schools will continue to refine their grading practices in 2020 and beyond.
- All schools will explore more IPS options.
- All schools will implement IPS options in 2021-2022.
- All schools will continue to review and create IPS options in 2022 and beyond.

**GOAL 3:**

- Implement Boys Town.
- Engage will provide alternative programming to elementary, middle and high school students.
- USD 290 will create student improvement/mental health teams districtwide.
- USD 290 will hire social workers to provide support for our students.
- USD 290 will revise MTSS programming.

**Contact Information:**

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 Superintendent  
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# Ottawa High School

## GEMINI I

### VISION STATEMENT

The vision of USD 290 is that all students graduate from Ottawa High School (OHS) with the knowledge, skills and behaviors to hold life-sustaining employment.

### MEASURABLE GOALS

#### GOAL 1 - Student Learning:

- All students will demonstrate the knowledge to hold life-sustaining employment, as evidenced by 80% of our students defined by Tier 1, 15% of our students defined by Tier 2, and 5% of our students defined by Tier 3.
- All students will demonstrate the skills to hold life-sustaining employment.
- Students will demonstrate the behaviors needed to hold life-sustaining employment.

#### GOAL 2 - USD 290 will complete its School Redesign initiatives:

- USD 290 will implement flexible scheduling.
- USD 290 will implement standards-based grading practices.
- USD 290 will implement a more in-depth birth to pre-K programming
- USD 290 will implement Individual Plans of Study (IPS) across all grade levels.

#### GOAL 3 - Social-Emotional Well-Being of Students:

- USD 290 will improve the social-emotional well-being of its students.

Ottawa High School

**SIGNATURE STRATEGIES**

**GOAL 1:**

- All students will meet their RIT growth target on spring MAP assessments.
- OHS will have a graduation rate of 90% or higher.
- OHS will maintain an average ACT score within one point of the state average.
- All students will participate in a pathway at OHS with an increased number of pathway completers.
- OHS will provide students with an increased number of community partnerships through internships, guest speakers, job shadowing and community service options.
- All students will participate in a student-led conference discussing their IPS.
- All students will engage in showing PRIDE (Pursue Excellence, Respect Everyone, Improve Yourself and Others, Dare to Dream, and Expect Greatness) while attending OHS.
- All teachers will increase relevance and engagement for students at OHS through school redesign and personalized learning.

**GOAL 2:**

- OHS will explore more flexible schedules in 2021-2022.
- OHS will implement a change in schedule for students in 2022-2023.
- OHS will continue to review and and explore additional changes in 2023-2024.
- OHS will continue to review and create additional flexible options in 2024-2025 and beyond.
- OHS will align standards and develop a document curriculum and scope and sequence in 2019-2020 and 2020-2021.
- OHS will explore standards-based grading practices in 2022-2023.
- OHS will implement standards-based grading practices 2023-2024.
- OHS will continue to refine their grading practices in 2024 and beyond.
- All schools will explore more IPS options.
- All schools will implement IPS options in 2021-2022.
- All schools will continue to review and create IPS options in 2022 and beyond.

**GOAL 3:**

- Implement Boys Town.
- Engage will provide alternative programming to elementary, middle and high school students.
- USD 290 will create student improvement/mental health teams districtwide.
- USD 290 will hire social workers to provide support for our students.
- USD 290 will revise MTSS programming.

**Contact Information:**

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 Superintendent  
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# Ottawa Middle School

## GEMINI I

### VISION STATEMENT

The vision of USD 290 is that all students graduate from Ottawa High School (OHS) with the knowledge, skills and behaviors to hold life-sustaining employment.

### MEASURABLE GOALS

#### GOAL 1 - Student Learning:

- All students will demonstrate the knowledge to hold life-sustaining employment, as evidenced by 80% of our students defined by Tier 1, 15% of our students defined by Tier 2, and 5% of our students defined by Tier 3.
- All students will demonstrate the skills to hold life-sustaining employment.
- Students will demonstrate the behaviors needed to hold life-sustaining employment.

#### GOAL 2 - USD 290 will complete its School Redesign initiatives:

- USD 290 will implement flexible scheduling.
- USD 290 will implement standards-based grading practices.
- USD 290 will implement a more in-depth birth to pre-K programming
- USD 290 will implement Individual Plans of Study (IPS) across all grade levels.

#### GOAL 3 - Social-Emotional Well-Being of Students:

- USD 290 will improve the social-emotional well-being of its students.

Ottawa Middle School

## SIGNATURE STRATEGIES

### GOAL 1:

- All students will meet their RIT growth target on spring MAP assessments.
- All students will be proficient on end-of-year summative classroom assessments.
- All students will participate in career exploration and complete a project centered around their personal career interests.
- All students will engage in acts of community service as a means to engage in and give back to their community.
- All students will express pride in Ottawa Middle School (OMS).
- All students will carry themselves in a professional manner while working in a professional setting.

### GOAL 2:

- OMS will explore more flexible schedules in 2020-2021 and 2021-2022.
- OMS will implement a change in schedule for students in 2022-2023.
- OMS will continue to review and create additional flexible options in 2023 and beyond.
- OMS will explore standards-based grading practices in 2019-2020.
- OMS will implement standards-based grading practices 2020-2021.
- OMS will continue to refine their grading practices in 2021 and beyond.
- All schools will explore more IPS options.
- All schools will implement IPS options in 2021-2022.
- All schools will continue to review and create IPS options in 2022 and beyond.

### GOAL 3:

- Implement Boys Town.
- Engage will provide alternative programming to elementary, middle and high school students.
- USD 290 will create student improvement/mental health teams districtwide.
- USD 290 will hire social workers to provide support for our students.
- USD 290 will revise MTSS programming.

#### Contact Information:

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# Perry-Lecompton USD 343

## Perry-Lecompton High School

■ APOLLO I

### VISION STATEMENT

Motivate. Engage. Succeed

### MEASURABLE GOALS

- GOAL 1:** Reduce missing assignments during the 2022-2023 school year: Juniors and seniors = no more than two missing assignments per week; sophomores and freshman = no more than three missing assignments per week (this goal reflects a 48% drop in the number of missing assignments for seniors and juniors, and a 54% drop for sophomores and freshmen).
  
- GOAL 2:** Reduce discipline write-ups by 20% by spring 2022.
  
- GOAL 3:** Increase enrollment by 10% in college/dual-credit classes and Washburn Institute of Technology by spring 2023.

Perry-Lecompton High School

SIGNATURE STRATEGIES

**1. Kaw Time:** Consists of both a Family Time and an Academic Study Hall time.

**a. Family Time Strategy:** The student body will become more interconnected and empathetic to their peers. Students will gain leadership and communication skills with other peers from various different class levels. Students will be more accepting to others and socially prepared for the world outside of high school.

- Made up of two to three students from each grade level. (Could be more per grade level depending on enrollment next year).
- Each family will meet at least once a week during Kaw Time.
- Check in with peers, offer mentorship/social-emotional support to one another.
- Work on developing a community service project.
- Participate in an end-of-year house competition (four families per house).
- A faculty member will be assigned to each family to offer guidance and aid.

**b. Academic Study Hall Strategy:**

Most students express frustration with not having anything useful to do during Seminar, and they feel like it is a waste of their time. A majority of students also feel like they don't have enough time to get their work done outside of class. Students feel like they don't know what is going on most days, and they also report that organizational skills are insufficient to be successful outside of school.

- Have a focused 25-minute academic study hall time that will take place most days of the week. This study hall time will be graded and students will receive .25 credit.
- Require the use of planners in an effort to help students get organized and lower the number of missing assignments and late work.
- The planners do not have to be the traditional paper planner. Students can find a planner type method that fits them best, but all students will be expected to use a planner, and planners will be checked during academic study hall time.

**2. Personalized Learning**

**Strategy:** Data indicates that some students do not find school work relevant to their career goals. This strategy will create a pathway for students who plan to go directly into the workforce or a technical school after graduation. This pathway would focus on more scheduling/credit flexibility, workforce relevant curriculum, and a focus on internship/workforce experiences. This pathway would be in addition to the college-preparatory pathway we already have in place.

- Add a course of study for the Workforce/Tech School Path:
- Three ELA credits required instead of four for students who attend Washburn Institute of Technology or complete a job internship.
- Explore adding additional ELA electives or expanding English for Life to a yearlong course.
- Science requirements were recently updated to reflect more practical choices.
- Social Studies - Allow students to take government during the 11<sup>th</sup> or 12<sup>th</sup> grade.
- Practical arts updated to include Washburn Institute of Technology and agriculture.
- Explore adding a graphic design course for fine arts.
- Allow internships that can be taken junior or senior years for up to one credit a semester.

Contact Information:

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Renwick USD 267

### Colwich Elementary School

 GEMINI I

#### VISION STATEMENT

We will give all students a sense of purpose.

#### MEASURABLE GOALS

- GOAL 1:** Form meaningful relationships with all students.
- GOAL 2:** Focus on individual student academic growth.

#### SIGNATURE STRATEGIES

- **Cardinal Connections time:** Each student has a 20-minute time in the morning to connect with classmates and teachers. Focus is on SEL skills and forming meaningful relationships.
- Using the iReady program, we focus on student individual growth on the diagnostics. With FastBridge screeners three times a year, we look for skill deficits and then focus our tier instruction on those deficits that are aligned with iReady and FastBridge both.

**Contact Information:**

Kati Thul  
Principal/Asst. Superintendent  
(316) 796-1331

# Garden Plain High School

■ GEMINI I

## VISION STATEMENT

Garden Plain High School (GPHS) is committed to doing what is best for each student.

## MEASURABLE GOALS

- GOAL 1:** Each student will feel loved, welcomed, safe and connected with at least one staff member.
- GOAL 2:** Each year, all students are involved in the surrounding community in some way, including social media engagement, job shadowing, attendance/support of extracurriculars, and/or reading of newsletter.
- GOAL 3:** Every school year, the daily schedule and all course offerings will be evaluated/redesigned based on the needs of our students.
- GOAL 4:** GPHS will promote continued growth within our CTE programs to increase the number of opportunities for each student.

## SIGNATURE STRATEGIES

- GOAL 1 - Relationship Mapping/Trauma-Informed Practices and Trainings:** We implement a relationship map in the spring of each year to develop our seminar groups for the next year. We keep open communication amongst the staff when it comes to students' well-being.
- GOAL 2 - Internship Class/Hoot House Social Media - with Sports marketing class/Monthly Newsletter:** We have students each semester participate in internships with local businesses. The experiences are invaluable to our students who take advantage of it. We try to keep our community and parents informed about the happenings at GPHS with social media, email communication and a monthly newsletter.
- GOAL 3 - Develop schedules through students' choices/Xello inventory:** Schedules each year are developed from our Xello student interest inventory and class selection. We also evaluate each year our needs for additional opportunities for our students.
- GOAL 4 - CTE Growth:** We currently have 16 pathways with our CTE classes. We continue to get more creative on how to best meet the needs of all students, not just the college-bound students.

### Contact Information:

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Rolla USD 217

 GEMINI I

### VISION STATEMENT

**Relationships that encourage Opportunities for Learning and Lasting Achievements.**

### MEASURABLE GOALS

**GOAL 1:** Every student will create relationships with at least one caring adult. Rolla USD 217 fosters students’ desires and their ability to succeed as they enter the working world and increase their capacity to interact with others in a positive and fruitful manner.

**GOAL 2:** Every student in junior high and high school will have an IPS by the end of the 2021-2022 school year.

**GOAL 3:** Every student and their family will have opportunities to participate in school events and build community relationships.

### SIGNATURE STRATEGIES

- We partner with Seward County Community College to provide dual-credit courses for juniors and seniors that may apply toward certification in a vocational program offered by the college. We send a bus to the college that leaves Rolla at 7 a.m. and returns at noon. Last year, we had a student who graduated from high school with a diploma and from SCCC with an associate’s degree on the same day.
- We implement project-based learning through the use of Summit Learning in the four core subject areas: ELA, Math, Science and Social Studies. These projects focus on cognitive skills, which are necessary for success in postsecondary education and in most career fields.
- We implement a Mentoring Program for grades three and up. Each student is assigned a mentor who checks in every week to two weeks. The mentors help students develop goals, plan a strategy to meet those goals, and coach them through any roadblocks they encounter.
- We teach 16 “Habits of Success” by taking one habit and making a focus on it each week. These habits include Resilience, Curiosity, a Growth Mindset and others.
- We institute Student-Directed Learning whereby students are responsible for setting their own goals, planning a strategy to meet those goals, and requesting to take assessments at the time of their choosing. We implement mastery learning in carrying this out.

#### Contact Information:

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Santa Fe Trail USD 434

### Overbrook Attendance Center

 GEMINI I

#### VISION STATEMENT

**District:** “Inspiring and empowering every Charger, every day.”

**School Mission:** “Change the approach.”

#### MEASURABLE GOALS

**GOAL 1:** Students' reading scores will increase with the implementation of the W.I.N. Program at a higher rate than students who do not attend W.I.N.

#### SIGNATURE STRATEGIES

- We implemented the W.I.N Reading Program for Tier 2 and Tier 3.
- We implemented a new math title position for Tier 2 and Tier 3.
- We implemented a new specials rotation called STREAM that allowed students to work on projects that had specific grade-level standards embedded in them.
- We implemented a tiered system for SEL.

#### Contact Information:

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Redesign Co-Pilot and STREAM Coordinator  
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Lorle Bolt  
Principal  
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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Spring Hill USD 230

### Prairie Creek Elementary School

 GEMINI I

#### VISION STATEMENT

Design a learning experience for all students to succeed and plan for their future.

#### MEASURABLE GOALS

- GOAL 1:** Opportunities for personalized learning.
- GOAL 2:** Projects with real-world career applications.
- GOAL 3:** Students engage in stations of their choice, including real-world careers.

#### SIGNATURE STRATEGIES

- Expand the Career STEAM Investigation (CSI) Studio to all grade levels by providing additional full-time certified personnel.
- Continue building and finding new business and community partnerships.
- Continue developing our SEL Care Team in alignment with our KESA goals.
- Providing on-going professional learning for the CSI studio teacher.
- Provide students the opportunity to visit with professionals during the school day.

**Contact Information:**

Rebecca Boomgaarden  
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# Spring Hill High School

 GEMINI I

## VISION STATEMENT

Success ... Nothing Less.

## MEASURABLE GOALS

**GOAL 1:** Decrease the overall failure rate to less than 5% per semester by the completion of the 2025-2026 school.

**GOAL 2:** Create academies within the school by the 2023-2024 school year to provide all students with ability to achieve Market Value Assets (MVA).

## SIGNATURE STRATEGIES

- Provide appropriate and timely interventions to help struggling students.
  - Bronco Assistance during the school day and an after-school program.
  - Peer tutoring program.
  - Implement a systematic approach to address students with "F's" (SIT, MTSS).
- Focused professional development on Highly Engaged Classroom – Marzano.
- Increase parental involvement within the school.
  - Back-to-School Night.
  - Increase participation during student-led conferences.
  - College/career fair provided to students and parents during conferences.
- Currently working with the Kauffman Foundation in order to create MVA for our students. Looking into creating academies within our school to provide all students the opportunity to gather MVAs before they graduate.

### Contact Information:

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Principal  
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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Stafford USD 349

### Stafford Elementary School

 GEMINI II

#### VISION STATEMENT

At Stafford Schools, we believe that meaningful relationships, relevant and engaged learning, with effective communication, is the foundation for self-driven, lifelong learners that are prepared to be positive members of society.

#### MEASURABLE GOALS

- GOAL 1:** Tiered systems of support:
- Implementing common plan times to review data and plan for students on an individual basis.
  - Behavior tiers-working on buildingwide management that works for all students
- GOAL 2:** Restorative justice.


#### SIGNATURE STRATEGIES

- Rewriteable (by students) discipline flip chart.
- Implementation of 4H Spin Clubs (2022) for student interests and inspiration. Integrates interest learning with writing and community involvement.
- Vertical alignment of standards to plan and implement lessons on our students' levels.

**Contact Information:**

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Elementary Principal  
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# Stafford Middle/High School

 GEMINI II

## VISION STATEMENT

Relationships +  
Relevance + Resiliency =  
Success

## MEASURABLE GOALS

- GOAL 1:** Increase postsecondary success.
- GOAL 2:** Provide personalized, engaging, authentic learning opportunities.
- GOAL 3:** Increase parent, community, and business partnerships.

## SIGNATURE STRATEGIES

**Student-Led Conferences (SLC):** During the past two years, we have worked hard to fine-tune our SLC process. It started with inviting parents to come to see the work their student(s) has done, to including IPS and pre-enrollment for the upcoming school year.

**Flexible Fridays:** These days allow us to bring many opportunities to our students. Sessions range from life skills and fun-filled activities to adulting and career exploration.

**Trojan Wall of Fame:** Teachers and coaches nominate students/athletes each month. Students are then recognized during a weekly "meeting" provided by our mental health liaison.

**IPS Development:** Our team has worked hard to help students create a document that they can continue to add information to over the course of their school career.

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Katie Minks  
Principal  
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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Stockton USD 271

### Stockton Grade School

 MERCURY

#### VISION STATEMENT

We are TIGER Ready!

#### MEASURABLE GOALS

- GOAL 1:** By May 2022, 90% of Stockton Grade School students will feel that teachers understand their lives outside of school.
- GOAL 2:** By May 2022, 65% of Stockton Grade School students will read at or above grade level. This will be measured by the STAR reading assessment.

#### SIGNATURE STRATEGIES

**Personalized Learning:** We implement personalized learning following the Kansas State Department of Education’s definition: “Personalized learning places the whole child at the center of instruction. It is informed by strong relationships between educators/students/family members/ community relationships to provide equity and choice in time, place, path and demonstration of learning.”

**Blended Learning:** An integrated learning experience that includes teacher facilitation for face-to face learning and online platforms, and the student has some control of time, place, path, and/or pace of their learning.

**Project Based Learning:** We follow the gold standard for PBL design elements and teaching practices provided by PBLWorks. Students are engaged in real-world and meaningful projects.

**Social-Emotional Learning and Community Groups:** Pre-K-seventh grade mixed-aged groups (12-14 students) with two adults who meet daily for connection through gratitude practices, team building, Tiger Touchstones, Habits of Work, and social-emotional lessons. We are a Trauma-Informed School and Zones of Regulation is our primary resource for instruction.

#### Contact Information:

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Principal  
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# Wabaunsee USD 329

## Maple Hill Elementary School

■ APOLLO I

### VISION STATEMENT

To improve and create a school where the kids are excited to learn; are successful; have opportunities for growth and experiential learning; build foundational skills; and desire to be successful in life as productive members of the community. Support the social-emotional growth of every student so they may adapt to any situations they may encounter.

### MEASURABLE GOALS

- GOAL 1:** To improve student reading scores and gain leadership skills through showcasing their leadership notebooks.
- GOAL 2:** Gain strong social-emotional skillsets through Sabers three times a year.

### SIGNATURE STRATEGIES

1. Teacher-led instruction for specific reading and math skills.
2. Leader In Me.
3. Charger Family Groups.
4. Community involvement.

#### Contact Information:

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Wellington USD 353

### Kennedy Elementary School

■ MERCURY

#### VISION STATEMENT

Our school will foster an environment to nurture individuals academically, socially and emotionally by:

- Building relationships.
- Teaching respect.
- Fostering social-emotional education.
- Inspiring innovative learners.

#### MEASURABLE GOALS

**BUILDING GOAL AREA:**  
Relationships

**BUILDING GOAL AREA COMPONENT:** 2 - Students

**BUILDING GOAL STATEMENT:**  
Kennedy Elementary School will increase student engagement through the implementation of kindergarten through fifth-grade aligned building protocols.

**BUILDING GOAL AREA:** Relevance

**BUILDING GOAL AREA COMPONENT:** 1 - Curriculum

**BUILDING GOAL STATEMENT:**  
Kennedy Elementary School will increase student learning outcomes through the implementation of a kindergarten through fifth-grade aligned core curriculum.

#### SIGNATURE STRATEGIES

**BUILDING GOAL AREA:**  
**RELATIONSHIPS**  
**Building Goal Area Component: # 2 - Students**

**Building Strategies:**

- Ensure all staff receive (informal) training for Capturing Kids Hearts.
- Ensure all staff receive training for setting Building/Classroom Norms through building a Building/Classroom Social Contract.
- Ensure all staff receive training for CHAMPS.
- Building Leadership Team (BLT) will create building expectations for levels of behavior.
- BLT will prepare to implement training for all staff for behavioral interventions.
- Ensure all staff receive training for behavioral interventions.
- BLT will create behavioral expectations for buildingwide student behavioral expectations (S.O.A.R. Expectations Matrix).
- Ensure all staff receive training for S.O.A.R. Expectations.
- BLT will create positive incentives to be used buildingwide.
- Ensure all staff receive training for positive incentive programs.
- BLT will create resources to assist with student de-escalation.
- Ensure all staff receive training for student de-escalation procedures.

## Kennedy Elementary School

- Ensure students receive character education.
- Ensure students maintain an adult support system.
- Ensure staff work toward increased and improved school/parent communication.

### **BUILDING GOAL AREA: RELEVANCE**

#### **Building Goal Area Component: #1 - Curriculum**

##### **Building Strategies:**

- Ensure all teachers can identify essential standards in each core area.
- Ensure teaching resources are aligned to essential standards, and all teachers are trained on an ongoing basis to utilize these resources.
- Develop and implement a scope and sequence for each core area.
- Ensure all teachers can develop learning intentions and success criteria related to essential standards.
- Develop and implement standards-based report card.
- Discuss and provide ongoing training for essential standards, learning intentions, success criteria, student progress data, etc., in PLC meetings.
- Ensure walk-through evaluations monitor student progress.

#### **Contact Information:**

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Whitewater-Remington USD 206

### Remington Elementary School

 GEMINI II

#### VISION STATEMENT

Lighting a fire for success.

#### MEASURABLE GOALS

- GOAL 1 - SEL:** Communication with community, social, emotional and character development.
- GOAL 2 - Kindergarten Readiness:** ASQ-SE and ASQ 3 Data, 4-year-old preschool program.

#### SIGNATURE STRATEGIES

**Data Review:** We continue to use data to help drive decisions for our redesign goals. This includes: ASQ (Pre-K-K), AimsWeb+ (K-4), Mylgdis (K), SRSS (Pre-K-4), and piloting Terrace Metrics 2022-2023.

**Core Essentials Curriculum:** Through this pre-K through fourth-grade program, we are able to highlight and teach The Big 3 (Maximize Your Potential, Make Smart Decisions, and Treat Others Right). Along with these core values, we focus on a monthly character trait. We discuss these traits in our weekly Fab Fires groups we discuss the meaning and examples of how this trait fits into our lives through the morning announcements. Our counselor conducts weekly lessons with each classroom where the trait is focused. Parents are also educated about this trait through monthly newsletters. At the end of each month, our fourth-grade students lead a Round-Up Assembly where students are highlighted for receiving “Catch Ya Cards”, which are given by any staff member who sees a student showing the Big 3 or the trait of the month. Students are also selected by their teachers to receive a “Horseshoe” award for showing the trait of that month.

**Saddle Up Leadership Program:** Our fourth-grade students are learning about leadership skills through this program led by our counselor. Incoming fourth-grade students attend summer leadership retreat where they learn about leadership, behavioral, and academic/effort expectations for the coming year. They also do team-building exercises and learn about the responsibilities of being a leader in our school, as a fourth-grade student. During the school year, these students are responsible for making videos about the monthly traits, organizing and writing scripts for the Round-Up Assemblies, taking photos, greeting students as they enter the building, and making magnets for the monthly Horseshoe Awards. This program has had a huge impact on the growth of our fourth graders. They have had a lot of experiences that will help them as they progress through middle school and high school. They are learning public speaking, relationships and how to be a leader to others.

**Outdoor Classroom:** We are currently in the process of developing an outdoor classroom. The plan for this space is to allow students outdoor learning space for a variety of areas - reading, science, gardening, music exploration and speaking or acting. This space will include several areas for instruction - with picnic tables and stumps for sitting, a garden and a stage for performances.

**Data Review:** We continue to use data to help drive decisions for our redesign goals. This includes: ASQ (Pre-K-K), AimsWeb+ (K-4), Mylgdis (K), SRSS (Pre-K-4), and piloting Terrace Metrics 2022-2023. We have Tier 2 , 3 reading and math instructional support and daily MTSS (Pre-K-4). Progress monitoring is conducted weekly (pre-K-4).

#### Contact Information:

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# Remington Middle School

 GEMINI II

## VISION STATEMENT

Remington Middle School (RMS) Vision Statement:

It's about who we are ...

- Responsible
- Empathetic
- Service-Oriented
- Persevering
- Encouraging
- Critical Thinkers
- Trustworthy

... that leads us to what we will become!

## MEASURABLE GOALS

**GOAL 1 - Responsive Culture/Civic Engagement goal area:** 71.4% of RMS students are involved in community projects outside of school. 100% of RMS students are involved in community projects during the school year. Our goal is to maintain or increase our percent of student involvement in community service.

**GOAL 2 - Relationships/Social-emotional goal area:** 96% of RMS students say they have at least one teacher in our building they trust and who makes them excited about the future. 90.2% of RMS students say they like school. Our goal is to maintain or increase our percentage of students who feel good about school and their education.

## SIGNATURE STRATEGIES

Through our redesign initiative it was determined that **community service** is an important piece of our school culture. During the school year, 100% of our students participate in monthly community service activities multiple times throughout the school year. We also have a KAY Club that provides service to our school, community, nation and world. All grades are able to join this club. Our current membership is 52, which is 36% of our school population.

**TWIX (Together We Increase eXcellence) Families:** Building relationships in the school building with both staff and students. Each TWIX family has a staff family leader. This person serves as a mentor to their family of nine to 10 students. Families are a combination of all grade levels 5-8. As a result, we have experienced a decrease in tardies/absences along with building connections across the school with other grade levels and staff members.

**Personalized Learning Classes:** We continue to add courses as needed to our curriculum, ie., Project Lead The Way, Encore Classes, Culinary Arts and Flex Classes. Flex classes are classes opposite lunch that are not as academic in nature, but rather exploratory and experiential learning. We offer fishing, ukulele, embroidery, disk golf, painting, piano, crafts, photography, strength training, dance, technology, chess and theater. Students have voice and choice in the Flex classes they take.

Remington Middle has put more emphasis on **MTSS**, #Get Better (a program designed in the 2019-2020 school year based on evaluation of the need for students on the D/F list to have time within the school day to focus on improving grades), and Active Learning. Because of these changes, we anticipate that the number of students with D/F grades will decrease over the course of the nine-week grading period.

### Contact Information:

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 Redesign Pilot for Remington Middle School  
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# Remington High School

## ■ GEMINI II

### VISION STATEMENT

Guiding students to find their passion and purpose.

### MEASURABLE GOALS

- GOAL 1:** Clearinghouse Data of postsecondary success.
- GOAL 2:** Percentage of students enrolled in work study or internship programs.

### SIGNATURE STRATEGIES

- **Flex mod Schedule:** The flex mod schedule allows for students to be gone from school one or two days a week without missing out on core classes or electives the students wish to be involved in.
- **Data Review:** We continue to use data to help drive decisions for our redesign goals. This includes our number of students enrolled in programs involving work study or internships. We also pay close attention to our data for postsecondary enrollment. Our number of students involved in work-study programs and internships continues to increase each year.
- Our Clearinghouse data shows a marked increase in our students' postsecondary success. The 2019 data shows a 77% effective rate, which is an increase of 22% points over the previous year.

#### Contact Information:

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# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Wichita USD 259

### Chester Lewis Alternative High School

 GEMINI II

#### VISION STATEMENT

To create a positive learning environment that is safe, nurturing and challenging for each student, based on their distinct abilities and needs.

#### MEASURABLE GOALS

- GOAL 1:** Decrease the number of incidents referrals by 5%.
- GOAL 2:** Contribute 8% to the district overall graduation rate.

#### SIGNATURE STRATEGIES

- Student-led Individual Plans of Study (IPS) contracts for project-based learning completion.
- Utilizing Capturing Kids Hearts (CKH) Training and EXCEL Model strategy to increase relational capacity amongst all at Chester Lewis High School.
- Daily homeroom for all students utilizing CKH strategies, restorative practices, ACES and trauma-informed information and strategies, IPS goal setting and academic progress monitoring.
- CKH Social Contract strategy incorporated in all classrooms.

#### Contact Information:

Leroy Parks  
Principal  
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[lparks@usd259.net](mailto:lparks@usd259.net)

# KANSANS CAN SCHOOL REDESIGN PROJECT MODEL SCHOOLS

## Winfield USD 465

### Whittier Elementary School

■ APOLLO III

#### VISION STATEMENT

We believe a school with a balanced, nurturing environment increases engagement, fosters strong relationships and develops leadership in students.

#### MEASURABLE GOALS

**GOAL 1:** Eighty percent of our students in grades 1-5 will show at least a 40% growth or mastery on grade level on monthly Fact Fluency Documents by May 2022.

**GOAL 2:** Teachers see a 20% decrease in the number of students in high risk, in some risk or high risk on social behavior indicators on the SAEBRs.

#### SIGNATURE STRATEGIES

##### GOAL 1:

- a. MTSS in all grades with progress monitoring as established through FastBridge Testing/Screening.
- b. Used curriculum-based measurement (CBM) automaticity test from FastBridge.
- c. Number Talks - Ten minutes a day in whole group.
- d. Ten minutes of fact practice daily.

##### GOAL 2:

- a. **Buddy Classes:** Older class with younger class for 30 minutes a week and worked on relationship building, community activities and collaborative projects.
- b. **More Leadership Groups:** Added Movers and Shakers, Earth Club and Tech Team to the already existing Student Council as opportunities for student leadership groups.
- c. **Focus Groups:** Created through the identification of specific social skills by the SAEBRs.
- d. **Spy Squad:** Twenty-four groups of mixed grade levels working weekly with one staff member on relationship building, read the 7 Habits of Happy Kids and concentrated on the 6 C's of the 21<sup>st</sup> Century Learning.

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## Mission

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

## Vision

Kansas leads the world in the success of each student.

## Motto

Kansans Can

## Success defined

A successful Kansas high school graduate has the **academic preparation, cognitive preparation, technical skills, employability skills** and **civic engagement** to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

## Outcomes

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

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