

Innovative District Summary

District Name/USD #: Fredonia - USD #484

District Superintendent: Brian Smith

Local School Board President: Feyn Baker

Date Approved by Local Board: May 26, 2016

District Address: 300 N. 6th

Street

Fredonia, KS

66736

City

Zip

Contact Name: Brian Smith

Title: Superintendent

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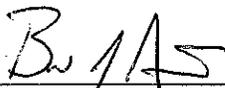
District Classification: Urban Suburban Rural

KSHSAA Rating: 3A

Number of Schools in District: 1 Elementary 1 Middle/Junior 1 High
 Other (please specify)

Current District Enrollment: 660

Percent of students who qualify for free or reduced lunch: 56.3 % e



Signature of Superintendent



Signature of School Board President

Date: 5/26/16

Date: 5-26-16

DESCRIPTION OF EDUCATIONAL PROGRAMS:

USD 484 Fredonia is dedicated to preparing students for life after public education, striving to create a rigorous experience with an emphasis on relevancy that prepares our students for the twenty-first century global marketplace. At the high school level, students can enroll in classes through agreements with Independence and Allen County Community Colleges. For students who will be the first in their family to attend college, the Upward Bound program is available via Independence Community College. This program allows students to become involved in college activities and spend time on campus during the summer while participating in a month-long program that provides both educational courses and social activities. Ultimately, these students are working toward the first two years of their college education being paid in its entirety.

Students are able to take a number of classes that are classified as Career and Technical Education oriented. As a part of these pathways, students have the opportunity to earn their ASE mechanics certification. Additionally, we have programs in family and consumer sciences, culinary arts, agriculture and business. Starting in the fall of 2016 we will be offering Microsoft certification and an industrial arts program.

Students are celebrated for their work at graduation, signifying levels of preparation for life beyond USD 484 Fredonia with the donning of "honor cords," braids of cloth in various colors symbolizing the numerous accomplishments of the students. Students graduating in the spring of 2016 wore cords which represented service organizations, being a Regents Scholar, completion of 12 to 23 college hours, completion of 24 or more college hours, for being a member of National Honor Society and more.

As we move forward we will creatively integrate relevancy and career interests at the earliest levels of education within the district, fostering a love for and understanding of why education is of critical importance, guided using feedback we gather from current students, graduates and stakeholders.

DESCRIPTION OF PARENTAL AND COMMUNITY SUPPORT:

Parents of students enrolled in USD 484 Fredonia, and the community at large, are heavily involved and invested in the school system. Stakeholders are engaged by the district's use of mass communication tools, including the local newspaper, parent-to-teacher emails, the use of Powerschool which allows parents to monitor progression of student learning in real time, the use of the learning management system, Canvas, which allows parents to assume the role of an observer within a class so that they can virtually sit in on their child's education at any time, and School Reach, a school to parent messaging system. Site Council continues to play a role in our district, with meetings occurring quarterly.

In order to expand our system of communications, we completed professional development focused on staff learning about and engaging stakeholders through the

use of social media, adopting the mantra that “if somebody is going to tell our story, why not let it be us.” To this end we spent two days in the summer of 2015 with Kevin Case, an expert on the Twitter platform. As a result of this, the district has developed specific channels for dispersing information to and engaging with the community. Teachers have also created Twitter accounts and are encouraged to share the happenings from their classroom, engaging the community, students and parents.

We have found that using the Twitter social media platform has allowed us to generate an atmosphere where a two sided conversation is possible, rather than the one way methods of the past.

In addition to Twitter, the district has also created a Facebook page for the purpose of sharing information about the schools’ activities. Both Facebook and Twitter offer patrons additional links to Livestreaming. The use of LiveStreaming allows our district to showcase events occurring at the school for anyone that wants to be involved but cannot be physically present at events.

While Twitter and Facebook allow us to get immediate feedback from stakeholders in a way that email, web postings, School Reach and newspaper articles could never offer, we also allow for parents, teachers within the district, and students to share perceptions of the school via surveys and become involved within the school through our local Parent Teacher Organization.

During the process of preparing the application to become an innovative school district, several meetings were held with staff and Board of Education members, parent groups and the community at large.

These include:

- April 2016: Meeting with staff members
- 2015 - 2016: Meeting with Board of Education members
- April 11, 2016: Meeting with community members
- May 17, 2016: Meeting with community members

SPECIFIC GOALS AND MEASURABLE PUPIL OUTCOMES TO BE OBTAINED:

GOAL ONE: It is the goal of USD 484 Fredonia to have a continuing relationship with AdvancED, using their system accreditation model to ensure continuous improvement, rather than transitioning to the still in development state model.

USD 484 Fredonia has been a member of the AdvancED system of school improvement and accreditation for many years, first participating in building level model. For the five year cycle ending in 2014, the district successfully transitioned to the systems accreditation model, which provides a trusted, proven framework for examining the school, focusing on five specific standards. These standards are:

- **Standard One: Purpose and Direction** -The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.
- **Standard Two: Governance and Leadership** - The school operates under governance and leadership that promote and support student performance and school effectiveness.
- **Standard Three: Teaching and Assessing for Learning** - The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.
- **Standard Four: Resources and Support Systems** - The school has resources and provides services that support its purpose and direction to ensure success for all students.
- **Standard Five: Using Results for Continuous Improvement** - The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Due to the extensive process of analysis, reflection and external validation, AdvancED's system of accreditation has positioned them as the global leader in accrediting public and private schools around the world. USD 484 Fredonia is proud to be involved with this organization and believe it is important to continue with this process of continuous school improvement rather than wait for the state's accreditation system to be implemented and reach maturity.

GOAL TWO: It is the goal of USD 484 Fredonia to develop a system of assessments with a minimal imprint that challenges and accurately reflects student learning at every level, while providing data that is used to guide teaching and learning.

During the 2014-2015 school year we focused on exploring options for assessments and developing a student growth model using data from our STAR Enterprise math, reading and ELA assessments. During the process of developing a growth model we studied student growth percentile (SGP), implemented growth targets and formulated a plan of intervention using student data to target student learning that ensured that growth in learning had occurred.

The process of exploration of varied assessments revealed some concerns about the use of STAR Enterprise and the data we received from it, which led us to explore the assessment suite offered by ACT.

During April and May of 2016 the summative portion of the ACT Aspire was administered to students in grades three through 10. The data yielded will serve as a baseline for the future and provide us with initial feedback on student learning and teaching.

In addition to the spring summative assessments, next school year we will use interim

and classroom assessments from the ACT Aspire suite to gather information about student learning, measure progress, and evaluate curriculum rigor, relevancy, and implementation.

Initial steps in signing up to administer the regular ACT assessment to juniors and seniors have begun. With this program starting in the 2016-2017 school year, we recently received confirmation that our application to administer the assessment was approved. We have worked with our Board of Education to set the goal of 75 percent of students taking assessments from the ACT suite by the end of their senior year. Taking either the ACT, ACT Engage and Work Keys assessment, we will work to have five percent more students taking one of the assessments each year until 90 percent participation is achieved and maintained, with target goals of a score of 21 or silver key.

In the fall of 2015 we, along with the rest of the state, received student performance results from the Center for Education Testing Excellence (CETE) for the first time in a couple of years. Prior to actually receiving the results, we devoted time to learning about the new manner in which student performance would be reported and how we could use that information to evaluate and enhance student learning and teaching.

Our system of assessments has grown considerably in regard to using state assessment data to guide student learning. During the fall we spent considerable amounts of time during professional learning communities educating staff about the new assessments and how to use the data effectively. As staff comfort levels and competencies using the data increased, we began the process of using the data to guide teaching. Each teacher analyzed data for the grade level of students they work with and regularly developed targeted activities that allowed increased rigor of student learning and cross curricular connections. Teachers document these activities using Google Forms embedded into a Canvas course. Periodic analysis of this data ensures fidelity to the process and that a wide range of targets are addressed.

GOAL THREE: It is the goal of USD 484 Fredonia to develop a top of the class STEAM academy that enriches the education of both stakeholders and students, while rigorously preparing them for the community and post-secondary education.

USD 484 Fredonia will develop a STEAM lab that focuses on Science, Technology, Engineering, the Arts and Mathematics in the unused building that used to be home to grades six, seven and eight. Right away, our STEAM lab will differ from many traditional STEM labs, which focus solely on Science, Technology, Engineering and Mathematics due to the integration of the Arts, which will allow us to place an emphasis on the humanity of dealing with the formalities of the other disciplines.

STEAM classes currently in development include graphic design, programming and game design and project based science, with teachers throughout the district modifying curriculum to incorporate the hands-on, innovative activities typically associated with STEAM. As we grow our academy, we will continue to expand our

programming and game design curriculum, using tools such as Dot Dash and Scratch to introduce basic programming concepts to students starting in Kindergarten. Students will then be able to transition into a program of study in web-based programming languages including but not limited to HTML, Javascript, Python and Ajax. As students progress through middle and high school they will be able to join Fredonia's established, published game design team where an emphasis on cross curricular design, development and marketing of games for the iOS operating system occurs.

Starting with Kindergarten, students will develop a system of agriculture, gardening and ecology that involves community members. It will integrate multiple aspects of curriculum that mature into a self-sustaining, self-supporting greenhouse and hydroponics system involving students grades seven through twelve. Developing systems to harness sustainable energy sources will be explored as will weather systems.

We will also develop an engineering program that introduces students to concepts at a young age, building competencies in robotics, electronics, and more. Expanding cross curricular and community support as the program matures, students will eventually branch into certification for Apple repairs, building and programming robots from scratch and hosting science camps and math fairs for students of all ages.

Since we have a large number of graduates of USD 484 leading careers in the areas of physical and life science, chemistry, medicine and earth and space sciences, we will have discussions with them, capitalizing on what we learn from them about why our framework for science has been so successful over the years while also addressing opportunities for improvement.

GOAL FOUR: *It is the goal of USD 484 Fredonia to build a system of relevancy in education that marries student learning with real world contextual situation.*

Fredonia is a relatively small, rural town with access to a respectable number of small businesses spanning a number of different career paths. Due to this, we have a tremendous opportunity to develop a relationship with them that will allow our students to connect the dots of relevancy, creating a deep understanding of the reason education is so important. Opportunities include businesses and industries dealing with construction, fabrication, engineering, chemistry, electrical, plumbing, maintenance and more.

As we aggressively pursue a relevant education for each student, those in their last two years within the system will be able to pursue job shadowing and on-the-job training with many of these employers for credit towards their high school diploma.

Assisting students in realizing an education that is relevant to their chosen career path, from seventh grade on students will complete a digital Individual Plan of Study. Students will keep track of courses taken, record assessment scores and monitor their

grades. They will plan for their future through reflection and aligning courses to areas of interest and feedback obtained from the Kansas Career Pipeline. Starting in the 2016 - 2017 school year these students will also have access to a pair of coaches that guide them through this process.

In an effort to provide as many opportunities as possible for our students, we want to explore the possibility of eliminating a speech requirement for students who are presenters during a national event. One such event is FCCLA's STAR Events held annually during the summer months. For students who participate in two or more sports, we would like to waive the physical education requirement. Since physical education is no longer specifically required at the 9th grade level, students would have the opportunity to waive the course through participation in the sports. The stipulation for the waiver would be if they had not successfully participated in two sports by the end of their sophomore year, a full year of physical education would be a requirement.

GOAL FIVE: *It is the goal of USD 484 Fredonia to develop a program of literacy that ensures every student's success in reading, communication skills and digital fluency.*

Being able to read with a high level of comprehension is crucial to success in every aspect of life. As we move forward, we are developing a program that ensures a broader definition of literacy. Students will be successful in every aspect of communication: fluent in reading, writing, oral communications and digital fluency.

EXPLANATION OF HOW PUPIL PERFORMANCE IN ACHIEVING THE SPECIFIED OUTCOMES WILL BE:

Goal One - AdvancED Accreditation

- Measured: USD 484 will maintain current accreditation system with AdvancED.
- Evaluated: USD 484 will maintain current system of self assessment and external validation with AdvancED.
- Reported: USD 484 will make readily available all documentation, reports and review documents for proof of compliance.

Goal Two - System of Assessments with Reduced Footprint

- Measured: USD 484 will maintain a system of assessments that identifies and explains all aspects of the testing program.
- Evaluated: USD 484 will maintain current system of self assessment and external validation with AdvancED relative to student learning data and use of data to drive continuous improvement.
- Reported: USD 484 will make readily available all documentation prepared for self assessment and accreditation purposes to illustrate student learning, student growth and program growth.

Goal Three - STEAM Academy

- Measured: USD 484 will measure progress using a checklist of identified time sensitive outcomes.
- Evaluated: USD 484 will develop a rubric to evaluate level of success.
- Reported: USD 484 will make readily available all documentation relating to enrollment, participation, curriculum and evaluations.

Goal Four - Relevancy Framework

- Measured: USD 484 will measure progress using a checklist of identified time sensitive outcomes.
- Evaluated: USD 484 will evaluate relevancy framework using rubrics and stakeholder surveys.
- Reported: USD 484 will make readily available all documentation relating to measurement and evaluation of relevancy framework.

Goal Five - Literacy Framework

- Measured: USD 484 will measure progress using a checklist of identified time sensitive outcomes.
- Evaluated: USD 484 will evaluate literacy framework using stakeholder survey, observation, formal evaluation and linkage to assessment results.
- Reported: USD 484 will make readily available all documentation relating to measurement and evaluation of literacy framework.

DESCRIPTION OF STATE LAWS, RULES AND REGULATIONS FROM WHICH DISTRICT IS REQUESTING TO BE EXEMPT:

USD 484 Fredonia requests exemption from the following state laws:

- Any requirements to use the state accreditation model developed by KSDE, using AdvancED's systems accreditation model instead.
- The ability to use trained, certified personnel to teach Career and Technical Education courses.
- The ability to develop pathways other than those approved by KSDE.
- The ability to use apprenticeships and mentoring programs with leaders of industry to count towards high school credit.
- Any possible exemptions from using Kansas Assessments, instead using ACT Aspire and ACT system of assessments.