#345
**Seaman**
School District
*Learning Without Limits*

# 2022 ANNUAL REPORT

# BOARD OF EDUCATION

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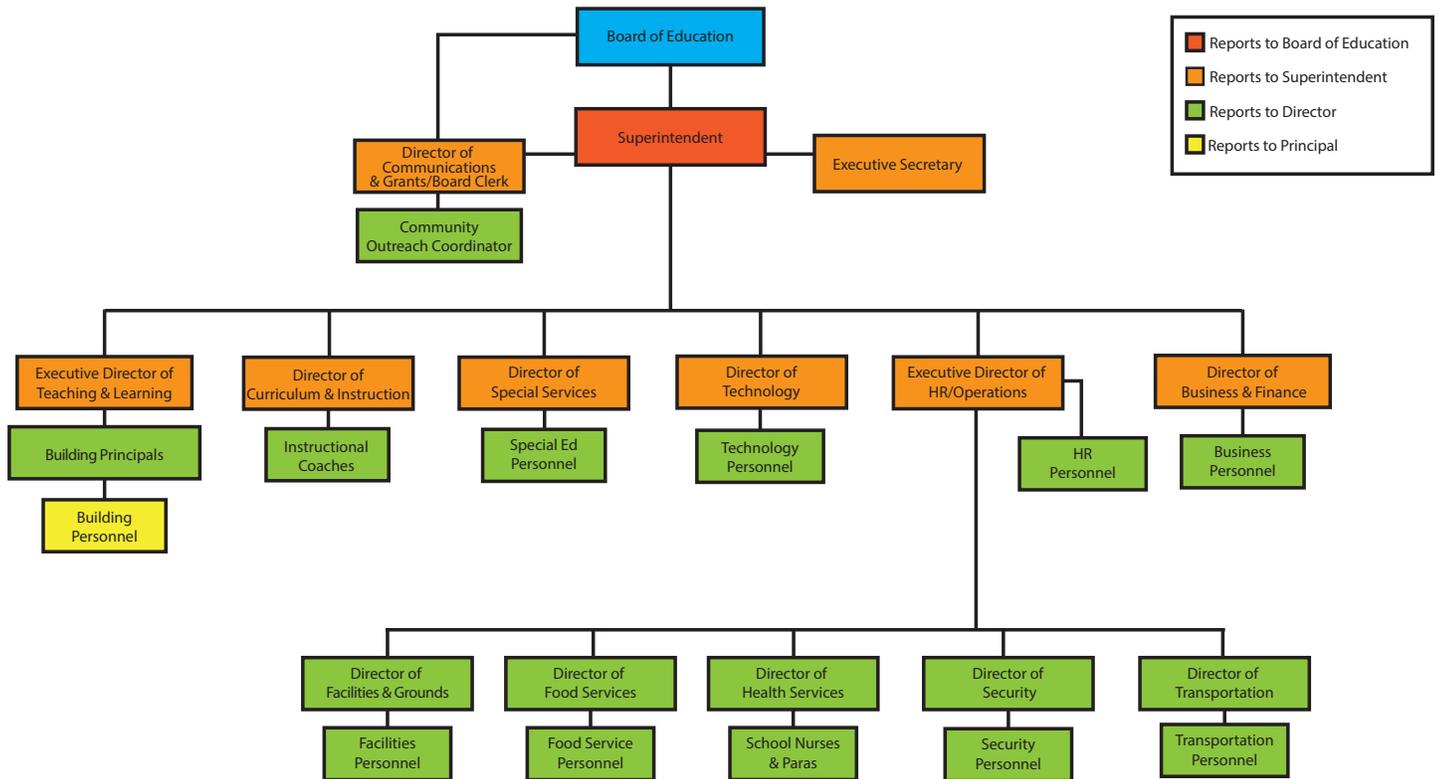Donna **MCGINTY**

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# ORGANIZATIONAL CHART

Board of Education

Director of Communications & Grants/Board Clerk

Superintendent

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Community Outreach Coordinator

**Legend:**
- Reports to Board of Education
- Reports to Superintendent
- Reports to Director
- Reports to Principal

Executive Director of Teaching & Learning
- Building Principals
  - Building Personnel

Director of Curriculum & Instruction
- Instructional Coaches

Director of Special Services
- Special Ed Personnel

Director of Technology
- Technology Personnel

Executive Director of HR/Operations
- HR Personnel

Director of Business & Finance
- Business Personnel

Director of Facilities & Grounds
- Facilities Personnel

Director of Food Services
- Food Service Personnel

Director of Health Services
- School Nurses & Paras

Director of Security
- Security Personnel

Director of Transportation
- Transportation Personnel

# IN THIS REPORT...

# Seaman Schools-USD 345

## KESA Year One

## System Yearly Update Collaboration Document



**Reminders:**

- **Consider using this document as a collaboration tool both within your district and by sharing with your entire OVT team.**
- **You should then copy and paste from this document into the KESA Authenticated Web Application. NOTE: You will NOT submit this document to KSDE; systems must enter this information into the authenticated application 30 days prior to the OVT visit.**
- **Make sure to save often as the authenticated application will time out in a relatively short time of inactivity.**

# A. Tell Your Story…
Based on your reflection of your previous system improvement cycle, provide any information that you think would benefit your OVT Chair, OVT Team, or the ARC that is not included in the other sections of this report.

**Superintendent Leadership Change:** USD 345 conducted a KASB superintendent search this spring. We will have new leadership next year. Mr. Brad Willson has accepted the position of superintendent. We will also be wrapping up our strategic plan cycle and plan to begin working toward creating a new plan under this new leadership.

**Kansans Can Star Recognition Update:** USD 345 is one of seven districts across the state to receive Star Recognition Awards in five of the eight areas. We were awarded Copper Awards in the areas of Individual Plan of Study, Civic Engagement, Prepared for High School Graduation. We were awarded Silver Awards in the areas of Social-Emotional Growth and Graduation Rate. We plan to reapply for the Kindergarten Readiness recognition this year.

**Diversity, Equity and Inclusion:** Our district went through a namesake process this year which resulted in a Board of Education Resolution. Within the last year we have instituted a district Equity Council that is composed of a variety of stakeholders (students, staff, parents, BOE members and community members). We are in the process of  developing an action plan to address diversity, equity and inclusion across the district. After completing the Education Advisory Board (EAB) Self-Assessment, the council identified the following priorities: embedding anti-racist polices and practices, implementing inclusive teaching practices, and supporting student mental health.  At the high school, student organizations continue to grow around diversity, equity and inclusion such as our Equity Action Network (EAN), LGBTQ Club, and Vikings United.

**Elementary Resource Update**: Per the USD 345 curriculum adoption cycle, 2021-2022 has been an implementation year for K-3 ELA and 4-6 Math. The resources reviewed and selected last year include Core Knowledge Language Arts (CKLA) for grades K-3. This has been a huge shift in teaching reading. Our staff are learning how to implement the structured literacy model as opposed to balanced literacy. Current research and the requirements for Dyslexia have prompted this change and support a stronger implementation of both foundational skills (e.g., decoding, spelling) and higher-level literacy skills (e.g., reading comprehension, written expression). Eureka Math was selected as the resource for 4th and 5th grades and is a highly rated resource that provides more rigorous content. 6th grade teachers also implemented Carnegie Learning Math this year. It is vertically aligned with the middle school and will support a stronger transition from elementary to middle school. We plan to expand the CKLA adoption to 4th and 5th grade and Eureka Math for grades K-3 next year. 6th grade ELA has opted to postpone ELA adoption for a year.

**Secondary Resource Update**: Per the USD 345 curriculum adoption cycle, 2021-22 is a resource review year for 7-12 Career and Tech Ed, 7-12 social emotional, and 7-8 social studies curriculum.  With our CTE courses, it was identified that 9th grade Biology would need to be updated for next year.  The 9th grade biology team has completed their review process, and after piloting two resources determined to adopt Savvas' Miller & Levine Biology for implementation in the 2022-23 school year.  Review teams have been established for both 7-12 social emotional and 7-8 social studies, and will be completing the review process in spring 2022.  For 2021-22 implementation, our 7-8 math team adopted Carnegie Learning Math.  This team has received ongoing professional learning with the resource to support their implementation.

**Special Education Intervention Program:**  Our special education department was able to adopt a reading intervention curriculum for our elementary resource teachers. The materials arrived March 2022 and training will take place in May. The intervention targets specific reading skills from level K-3. The resource that was adopted is Fundations, which is a multisensory structured language program from Wilson Language.

**Blended Learning:** We have been a Blended Learning district since 2016 and continue to offer annual opportunities for staff to join a Blended Learning cohort.  Through blended learning, teachers design instruction to provide students choice in the time, pace, place, or path of learning. Our blended learning program has continued to grow, with 137 PreK-12th grade certified staff members having been trained in blended learning.  Additionally, our learning management systems of Schoology (2nd-12th) and Seesaw (PreK-1st) support our blended learning environments by allowing us to leverage technology to meet the differentiated needs of student learners.

**Technology Refresh**: We continue to value providing technology-rich environments for teaching and learning to occur.  All certified staff receive a MacBook Air laptop and we have 1:1 device distributions K-12, with K-1st receiving iPads and 2nd-12th receiving MacBook Airs.  This 1:1 implementation allows for increased equity and access to technology for all families, especially over the past year as we have continued to have students and staff absent for quarantines.  Our Technology Departments maintains a technology plan that has device refresh cycles in place for certified staff, secondary students, and elementary students.  The technology plan is regularly revisited and approved by the Technology Advisory Committee, consisting of district staff, students, parents, and board members.  During the 2021-22 school year, the board approved the refresh for elementary devices to be implemented during the 2022-23 school year.

**SMS & SHS Program Expansions**: Secondary academic course offerings are reviewed annually and any proposed changes are taken to the Board of Education for approval before being placed in each building's program planning guide.  This year, both SMS and SHS have expanded academic program offerings that will be implemented for 2022-23.  SMS has add + offerings for both 7th and 8th grade math, English language arts, and social studies (Example: Math 7+).  SMS students have a variety of instructional/education needs, and these courses will provide high ability and high achieving students opportunities to meet their individual academic needs and interests.  Spanish II and French I have also been added at the middle level for earlier opportunities for students to be exposed to world languages.  At SHS, two additional academic pathways have been added: "Hospitality and Tourism: Restaurant and Event Management" and "Law, Public Safety, Corrections & Security: Corrections, Security, Law, and Law Enforcement Services" in order to allow our students to consider these possible career paths.  We have also expanded other elective course offerings for students with the addition of Floriculture And Greenhouse Management, British Literature, Junior Language Arts- Modern Literature, and Historical Research Project.

**Horizon Winner:** We are proud to share that we have a 1st grade teacher, Taylor Holmer, who was recognized this year as a KSDE Horizon Award Winner. This is a prestigious award across the state.

1. **Compliance** – this comes from KSDE input and will be prepopulate

**2. Foundational Structures:** Foundational Structures refer to the underlying programs and services within your system. Please describe how your system currently addresses each.

| Emerging | Implementing | Transitioning | Modeling |
|---|---|---|---|
| <ul><li>Work is becoming more evident</li><li>plans are taking form</li><li>all of the relevant pieces are in place</li></ul> | <ul><li>There is evidence that work is being done</li><li>Plans are being actively put into action</li></ul> | <ul><li>There is evidence that work is moving in a positive direction</li><li>There are pockets of implementation and sustained efforts</li></ul> | <ul><li>Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality</li></ul> |

| | Early Childhood Rubric Rating | Elementary Rubric Rating | Middle School Rubric Rating | High School Rubric Rating |
|---|---|---|---|---|
| Tiered Framework of Supports | Transitioning | Modeling | Modeling | Implementing |
| Family, Business, and Community Partnerships | Transitioning | Transitioning | Implementing | Transitioning |
| Diversity, Equity, and Access | Emerging | Emerging | Emerging | Emerging |
| Communication and Basic Skills | Modeling | Modeling | Transitioning | Transitioning |
| Civic and Social Engagement | Transitioning | Transitioning | Transitioning | Transitioning |
| Physical and Mental Health | Modeling | Modeling | Transitioning | Implementing |
| Arts and Cultural Appreciation | Implementing | Implementing | Transitioning | Transitioning |
| Postsecondary and Career Preparation | Emerging | Emerging | Transitioning | Transitioning |

| **Tiered Framework of Supports** - Describe how you are implementing a Tiered Framework of Supports for all students. (THIS rubric might help determine your current strengths and needs.) | Early Childhood: <ul><li>Consultation with TASN to implement a system for tiered instruction.</li><li>Using MyIGDI's to create tiered intervention groups.</li></ul> |
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| | Elementary: Benchmarking 3x year, Intervention groups in place, fluid groupings, progress monitoring weekly/bi-weekly basis, research-based interventions (Math, Reading and SEL in some buildings) |
| | Middle School: Benchmark NWEA MAP assessments are given three times a year to inform instructional intervention decision making. The data is reviewed and communicated to leadership teams, academic teams, and interventionists. Students are placed into homogeneous groups focusing |

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| | on skill deficit. The groups are fluid based on data progress monitoring. Intervention programs are selected and professional development is given to staff who implement those. |
| | High School: A MTSS subcommittee of Building Leadership Team members has been formed and meetings have been scheduled throughout the year.  NWEA MAP benchmark assessments are scheduled three times a year.  Data protocols are provided to PLCs for use in data analysis.  Collaborative teams use a rigorous data protocol to determine entrance and exit criteria for interventions, such as enrollment in Math and Reading Strategies courses.  Behavior recognition tickets are being used to reinforce positive student behaviors.  In other processes that support core instruction, collaborative content-area groups are updating curriculum maps and administrators are systematically collecting data during walkthroughs on universal instructional strategies. |
| **Family, Business, and Community Partnerships** - Describe how stakeholder engagement is embedded in your system's and school(s) climate and culture. ([THIS rubric](#) might help determine your current strengths and needs.) | Early Childhood: <br> ● We provide monthly family engagement activities here on site, as well as, providing families things that they can do at home. <br> ● We have multiple methods of communication from classroom communication and communication from the principal. |
| | Elementary: Many partnerships with businesses and community members, provide support/funds/resources for us. <br> -Site Councils and PTOs |
| | Middle School: Monthly Site Council meetings are held to engage families in their students' learning, such as participating in data conversations during meetings. Quarterly PTO meetings are held to create a support system from parents to teachers and vice-versa. |
| | High School: Strong community partnerships have been established and continue to thrive through our student internship program and CTE business advisory boards.  Various opportunities to engage in service to the community through volunteerism are provided to students.  Additionally, monthly meetings are held for the site council, athletic booster club, and fine art booster club to foster involvement in athletics and activities from families and community members.  Many |
| **Diversity, Equity, and Access -** Describe how your system includes a culturally responsive environment, as well as | Early Childhood: <br> ● Representation on the District Equity Council <br> ● We have a social emotional curriculum. <br> ● We disaggregate data in special populations for KPP. |
| | Elementary: Monitor data- disaggregated by subgroups criteria (SPED, |

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| embraces the richness of your diversity. ([THIS rubric](#) might help determine your current strengths and needs.) | race, gender, lunch status) <br> Building systems in place to create a safe environment and provide supports when SEL is impacted (calm corners, common expectations, wellness rooms, etc.) <br> Training for administration <br> Intervention supports |
| | Middle School: <br> When any new curricular adoptions are reviewed, resource content must be accessible to students regardless of cultural or physical abilities.  AVID, a nonprofit college-readiness program designed to help students develop the skills they need to be successful in college, is in its first year of program implementation.  Additional staff will be sent to be trained in AVID during the summer of 2022. |
| | High School: <br> Similar to the middle school, all new curriculum resource adoptions are vetted to include a diversity of voices/cultures.  This year, this has applied to an expansion of reading materials in ELA as well as a new resource adoption proposal for Biology.  The Equity Action Network (EAN) is a student group that continues to thrive at SHS with a focus on making SHS inclusive, asking hard questions and having truthful conversations, educating and spreading the word, and talking about race.  SHS has also adopted AVID programming and will be expanding the number of AVID classrooms and trained teachers for the 2022 school year.  Additional opportunities for student equity exist in student activities such as Unified Bowling, inclusion opportunities of SPED students in regular education settings, and an active LGBTQ club with teacher sponsors.  Finally, SHS also has JAG, a resiliency-building workforce preparation program that helps students learn in-demand employability skills and provides a bridge to post-secondary education and career advancement opportunities. |
| **Communication and Basic Skills -** Describe how your system supports student learning of communication skills through your PK – 12 curricula, programs, and services. ([THIS rubric](#) might help determine your current strengths and needs.) | Early Childhood: <br> We have a curriculum map for all content areas that the entire building uses.  Professional development is provided to all teachers.  New teachers are then pulled for some more additional professional development to go deeper within the curriculum with the instructional coach. |
| | Elementary: Curricular maps are being created for Specials (PE, Music, and Library).  PLTW/Science has been completed.  Math and Reading are being redone to match our new curriculums.  Typing Agent and other computer skills are being covered in the classroom and library. |
| | Middle School: <br> All departments are currently working to complete curriculum maps. We have a robust curriculum review and adoption process that has professional development infused throughout the cycle. |

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| | High School: SHS has 21 different career pathways that provide students opportunities to engage in career-development skills.  SHS is also a PLTW school, having built pathways from each of the PLTW biomedical, engineering and computer science courses.  During spring conferences, families and Career and Life Planning teachers connect for student-Led conferences.  SHS follows the curriculum adoption cycle for consistent review of curriculum and standards within departmental PLCs. |
| **Civic and Social Engagement -** Describe how your system supports student learning of civic, economic, social, and political choices through your PK – 12 curricula, programs, and services. ([THIS rubric](#) might help determine your current strengths and needs.) | Early Childhood: Site Council, WatchDog Program, 2nd step program, Christmas Angels |
| | Elementary: Community resource room; Charity organizations are selected once a month for our school to collect money or items of giving to help support our community, district resource room (Families in need, Harvesters, Topeka Outreach) Veterans Day events and Constitution Day activities NF received Civic Advocacy Network Award<br><br>HGSS curriculum K-6 Junior Achievement |
| | Middle School: Students participate in National History Day. We offer Civics and a Government and Public Administration pathway. Junior Achievement is taught in Family and Consumer Sciences. Students engage in activities that benefit the community and their social awareness; such as the annual Topeka North Outreach Carnival fundraiser. During presidential election years, social studies teachers conduct voting simulations.  We have an active student council that engages with and represents the building community. |
| | High School: Seaman High School received the Promising Practice Award from KSDE's Civic Advocacy Network in 2018. The following year SHS received the School of Excellence.  Annually, students complete History Day projects and presentations.  Voter registration drives occur and transportation has been provided to students on election days.  SHS recently added a student club called the Civic Engagement Club.  Members of the club have written bills they have presented at our State House.  Similar to the middle school, the high school also has an active student council.  Frequently, SHS students give presentations to various civic organizations such as Sunrise Optimist, state legislature, business partners, and board of education meetings, which support communication and advocacy skills. |
| **Physical and Mental Health -** Describe how your system supports | Early Childhood: Classroom instruction is aligned to state standards and curriculum map |
| | Elementary: Second Step Curriculum, Counselor in each building, Mental |

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| student learning of social-emotional, physical, mental, and nutritional health through your PK – 12 curricula, programs, and services. ([THIS rubric](#) might help determine your current strengths and needs.) | Health team per building, District mental health team, SRSSiE screener used, Whole child document used to drive discussions (Panorama?) and established tiered levels of support; breakfast in each building; lunch meets guidelines of healthy; district wellness nights established; # of minutes for PE offered; recess; Professional learning offered establishing incorporation of physical and mental health. |
| | Middle School:<br>Social-emotional curriculum is provided to all students by teachers on a weekly basis during Viking time.  Currently, the curriculum is designed by the SMS counseling team.  However, SMS is currently in a social-emotional review year and may have a new resource adoption for the 2022-23 school year.  Additional supports for students include the introduction of a behavior and social emotional regulation room that is available for student use and all students engage daily in physical education courses.  Second Chance Breakfast is offered to students every day to ensure they are receiving breakfast either before school or during the school day. Our counseling staff created a Schoology Counseling course to serve a central location for mental health support for our students. |
| | High School: Students have career and life planning time every day. During this time, students engage in social-emotional lessons as well as engage with their tool for individual plans of study, Xello.  This is also time for students to work with teachers or other activity groups in which they are involved.  SHS has staff that are involved in the Wellness Council, which facilitate the annual Fall into Fitness 5K, and Wellness Nights.  With the support of our Food Service department, second chance breakfast is provided to students daily.  SHS is also in a social-emotional resource review year and may be adopting a new resource for the 2022-23 school year. |
| **Arts and Cultural Appreciation -** Describe how your system supports student learning of about fine arts and world languages through your PK – 12 curricula, programs, and services. ([THIS rubric](#) might help determine your current strengths and needs.) | Early Childhood:<br>Diverse toys and books. |
| | Elementary:<br>-6th grade SEBO- before school everyday<br>-Elementary Concerts-Music Programs<br>-Music Classes and new instrument/lab purchases<br>-Field trips to Nutcracker, symphony, SHS musical, SMS/SHS Band Visits<br>-Author Visits |
| | Middle School: Students have access to participate in the fall and spring play, fine arts courses, as well as interest-based Viking Time courses. The art department promotes student work to showcase to families and the community. The library creates activities and resources that promote a variety of cultures and pop culture topics. |

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| | High School: SHS has a strong history in the arts, and students have the opportunity to participate in a variety of opportunities for arts and cultural appreciation such as school-sponsored european trips, student exchange programs, FACS courses, World Language courses and clubs/organizations, and a variety of band, orchestra, choir, and theater classes.  Student fine-arts performances are hosted throughout the year, and a fine arts booster club actively supports our student community. |
| **Postsecondary and Career Preparation -** Describe how your system provides opportunities for postsecondary awareness and success within your PK – 12 curricula, programs, and services. (THIS rubric might help determine your current strengths and needs.) | Early Childhood: Community Helpers, Fire department visit, discussions about potential careers, frequent read alouds about community helpers. |
| | Elementary: PLTW, PBL, Starbase, Field Trips, Junior Achievement, Counseling Lessons |
| | Middle School: Every student has an IPS and engages in Xello activities to support their IPS process. Student-led conferences are utilized once a year. Several courses have been added to provide introductory experiences for pathways in the high school. We also have two courses that count for official introductory courses in our pathways. |
| | High School: Numerous systems are in place to support postsecondary and career preparation.  SHS has 21 pathways for student career exploration.  This year, SHS hosted the first-annual Pathway Fair on a home basketball evening to provide information to the community on all the available student pathways.  Each student is assigned and meets with a college and career advocates to review progress toward college and career goals.  Annually, SHS hosts 8th graders for a Curriculum Fair to introduce students to the SHS courses.  SHS also has a thriving partnership with Washburn Tech to provide students industry certificates for postsecondary work.  Our Internship Program also connects students with workplace partners to explore possible careers and gain actual experience outside the classroom.  Students utilize Xello to support the development of their IPS, as well as engaging in IPS-related activities during Career and Life Planning. |

## 3. Needs Assessment Process and Goals: Summarize your comprehensive needs assessment
process and results.  Areas to be addressed include, but not limited to, the following:

| R's, Achievement Data, etc. | **Attendance:** Our attendance rate has remained consistent since 2015-16 at 95.7% and 2020-21 at 96%.  It has fluctuated two percentage points throughout the five years. |
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**MyIGDIs (Individual Growth and Development Indicators):** Our preschool students are assessed 3 times per year on the following early childhood concepts to measure growth for MTSS processes. The data listed below is the data for the 2020-2021 school year.

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| Alliteration | | 26% | 30% |
| Picture Naming | 45% | 32% | 65% |
| Rhyming | 46% | 63% | 57% |
| Sound ID | 60% | 47% | 51% |
| WODB | 62% | 77% | 88% |
| Oral Counting | 58% | 63% | 67% |
| Quantity Comparison | 60% | 72% | 85% |
| Number Naming | 33% | 49% | 56% |
| 1:1 Correspond | 57% | 73% | 75% |

**Ages and Stages Questionnaire (ASQ):** The ASQ is administered to families in the late summer into the fall to gather feedback regarding kindergarten readiness.

All District-ASQ SE-2 No Concern

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| 2018 | 97.14% |
| 2019 | 95.56% |
| 2020 | 97.50% |
| 2021 | 93.75% |

All District-ASQ 3-60 month

| | Comm. | Gross Mo | Fine Mo | Prob Solving | Personal Social |
|---|---|---|---|---|---|
| 2018 | 95.05% | 99.01% | 97.03% | 98.02% | 99.01% |
| 2019 | 99.00% | 99.00% | 95.00% | 99.00% | 97.00% |
| 2020 | 94.65% | 93.75% | 92.86% | 96.43% | 96.43% |
| 2021 | 94.45% | 93.65% | 92.86% | 96.76% | 95.24% |

All District- ASQ 3-72 month

| | Comm. | Gross Mo | Fine Mo | Prob Solving | Personal Social |
|---|---|---|---|---|---|
| 2018 | 96.12% | 97.68% | 98.45% | 96.12% | 96.90% |
| 2019 | 100.00% | 92.18% | 93.05% | 96.52% | 96.53% |
| 2020 | 98.23% | 95.57% | 94.69% | 94.69% | 95.58% |
| 2021 | 98.89% | 97.78% | 88.89% | 90.00% | 95.56% |

**Acadience:** We use Acadience, formally DIBELS Next, as our benchmarking and progress monitoring tools for K-6th.  Our end of year data target is 80% and the results for spring 2020-2021 follows: *Math:* K- 68%, 1st- 63%, 2nd-70%, 3rd- 66%, 4th-76%, 5th-77%, 6th-72%.

*Reading:* K-62%, 1st-56%, 2nd-68%, 3rd-65%, 4th-73%, 5th- 64%, 6th-54%

**Number of Fs-Secondary:** Currently at the middle school, 76% of students do not have an F for a course grade.  At the high school, 65% of students do not have an F.  While these numbers fluctuate over the course of the year, monitoring F data allows us to provide tiered academic supports to students who are at-risk.

**Kansas Assessment Program (KAP)**
**Elementary (KAP):** 3rd- 6th grade KAP performance levels are above the state average in math with our 6th grade performing 17 points higher than the state average. In ELA- 4th through 6th grade perform significantly higher than the state average.  However, 3rd grade performs slightly below state average.  Our 6th grade class performs 11 points higher than the state on the ELA assessment.
Math performance levels in 3 & 4: 3rd grade (51%), 4th grade (41%), 5th grade (35%), 6th grade (49%)
ELA performance levels in 3 & 4: 3rd grade (40%), 4th grade (56%), 5th grade (48%), 6th grade (51%)

**Secondary (KAP):** At the middle school, our KAP Science scores have remained on par with the state.  However, at both SMS and SHS we have dropped below the state in both ELA and Math.  At SMS, we are in our first year of a new math resource adoption and second for ELA to support our curriculum and instruction.  The high school will be reviewing math curriculum during 2022-23 and has been engaging in data protocols, as well as working with a secondary reading specialist, to support ELA implementations.
Math performance levels in 3 & 4: 7th grade (18%), 8th grade (17%), 10th grade (17%)
ELA performance levels in 3 & 4: 7th grade (26%), 8th grade (20%), 10th grade (22%)

**Xello**
Secondary buildings utilize Xello to support the IPS process for 7-12 students.  The five top student interest pathways are Health Science Agriculture, Food & Natural Resources, Architecture & Construction Human Services, and Arts, A/V Technology & Communications.

**NWEA MAP- ELA and Math**
This is our second year using MAP 7-12th in ELA and second year expanding math MAP to grade 10. This data is used to monitor curriculum and instruction. MAP math scores have remained mostly steady from beginning of the year to middle, with a slight increase in well below students at 7th and 9th that we should consider. MAP ELA

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| | has shown a slight improvement in grades 7th and 8th since the beginning of the year but a slight decrease in all 9th-12th grades which may require further evaluation.<br><br>**Graduation and Success Rate**<br>Our graduation rate remains above 90% (91.9%). However, our success rate continues to remain close to 55% (56%). We must continue to evaluate our students' individual plans of study and assist our students in identifying post-secondary goals.<br><br>**ACT**<br>We continue to monitor 5 year trends in ACT scores. As more students take the state-paid Kansas ACT, our scores have not increased or had a composite over 22 since 2017-18.  Students who are college bound should be encouraged to enroll in advanced courses that prepare them for college.<br><br>**KCTC-Kansas Communities that Care Survey:** District data for 2021-2022 shows a significant decrease in alcohol use, slight decrease in marijuana, and decrease in Rx drug use. Cigarette use remains the same and our vaping rates are shown to have increased again and are higher than the state average. Do not feel safe at school and bullying items have increased slightly this school year. Unfortunately, we do not have data for 12th grade as not enough student responses were submitted. Our participation rates dropped from 74.9 to 55.5 this year. |
| All building and program data (including virtual) | **Greenbush Virtual Academy**<br>We have partnered with Greenbush Virtual Academy (GVA) to provide a virtual learning environment for interested families.  Currently, 22 students grades 1st-12th are enrolled in GVA.  Students complete coursework asynchronously through Edgenuity (6th-12th) or Florida Virtual curriculum (1st-5th). |
| Identification of gaps in data | We are preparing to review and implement a new SEL curriculum during the upcoming accreditation cycle. With the new resources and the implementation of Panorama, we plan to utilize a variety of tools to support monitoring student SEL.<br><br>Creating  common formative assessments  to monitor student progress with new resources will be a priority during this new cycle. KITE Interim assessments could assist with monitoring essential standards at grades 3-10 who are tested with the KAP. |
| Disaggregation of data | **African American students:**<br>African American students performing in Levels 3 and 4 in KAP, 2021<br>Math 12.49%<br>ELA 28.56% |

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| | Science 28.56%<br><br>**Hispanic Students:**<br>Hispanic students performing in Levels 3 and 4 in KAP, 2021<br>Math 20.75%<br>ELA 30.05%<br>Science 21.73%<br><br>**Special Education**:  Our 2021 December 1 count is 638 students with disabilities with 98 students that qualify for gifted services.<br>Students with disabilities performing in Levels 3 and 4 in KAP, 2021<br>Math 8.95%<br>ELA 12.11%<br>Science 19.16%<br><br>**Free and Reduced Lunch Students:**<br>Students that qualify for free and reduced lunch performing in Levels 3 and 4 in KAP, 2021<br>Math 18.24%<br>ELA 24.27%<br>Science 21.56% |
| Other needs assessment process conclusions | **Family Engagement Survey:**<br>The overall district rating for our USD 345 Family Engagement results has stayed level since 2017 and is near 4.0 on a 5.0 scale.  Our lowest rated area continues to be community involvement.  We believe the questions on the survey need to be reviewed. |
| Other | |

Based on your needs assessment process data, identify at least 2 goals for the improvement cycle.

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| **Goal 1:**  By the end of the 2026 school year, USD 345- Seaman Schools will increase the percentage of students in levels 3 and 4 on the KAP ELA and the math assessments by 3% . | |
| Identify and describe the data findings from your needs assessment process, including gap analysis, that led to this goal. | We've seen a decrease in district KAP data for math since 2019 moving from 36.55% in levels 3 and 4 to 31.84 %. For ELA, we've seen a slight decrease from 2019 37.39% in levels 3 & 4 to 36.58%. Compared to the state in mathematics, district data does perform higher than the state average with 31.84% of students in levels 3 & 4 compared to 27.89% at the state level. For ELA, we are also slightly above the state 36.58% as compared to 35.16%.<br>We have three buildings in the district that are performing lower than the state average. We believe this goal will assist in moving students' performance levels to be at or above the state average. Our goal focuses on preparing students for post-secondary success. |

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| Once the goal has been achieved, how will your system look different? | Upon achieving our goal, we will have increased the number of students achieving academically. |
| What are the strategies/interventions that you intend to implement to meet your goal outcomes? (Be prepared to share your action plan with the OVT team before/during the visit.) | Curriculum Adoptions- Maintain our curriculum adoption cycle that supports the process of adopting and implementing high-quality, rigorous and effective instruction.<br><br>Professional Learning- Provide ongoing and job-embedded professional development on current curriculum and evidence-based instructional practices.<br><br>MTSS- Monitor the implementation of MTSS processes throughout the district, so that tiered supports are in place for students needing additional academic supports.<br><br>Tutoring- Extended learning opportunities through tutoring or summer programming to address gaps in learning. |
| What professional development is needed to prepare for the strategies/interventions of this goal, and how will they be implemented. | Professional Development will be needed for:<br>● Adopted curriculum- provided through initial training and follow up training and/or coaching as needed<br>● Evidence-based strategies- provided during coaching cycles, Blended Learning Cohorts, staff collaborations<br>● MTSS- onboarding new staff to MTSS protocols, training staff in benchmark/progress monitoring tools |
| How will you know that your strategies/interventions are being implemented with fidelity? | We will monitor fidelity of implementation through:<br>● Completing administrative walkthroughs<br>● Monitor implementation of strategies and provide feedback via evaluation procedures<br>● Engaging in grade level and/or content area teacher collaborations<br>● Administering and analyzing common formatives and/or interim assessments and then make informed instructional decisions using the data |
| Identify short-term or long-term measurements used to show progress toward the goal. | Short-Term- Formative assessment data, Benchmark and progress monitoring data<br><br>Long-Term- Annual KAP ELA and Math assessments |
| How will this work impact the measures of the State Board Goals and Definition of a High School Graduate. | This goal is directly aligned with the development of a successful high school graduate that is academically prepared for success in post-secondary college or career opportunities. |

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| State your measurable goal #1. | By the end of the 2026 school year, USD 345- Seaman Schools will increase the percentage of students in levels 3 and 4 on the KAP ELA and the math assessments by 3% . |

| **Goal 2:** By the end of the 2026 school year, 100% of the district buildings will achieve the rating of Transitioning or Modeling based on the KSDE Foundational Structure Reflection Rubric: Diversity, Equity and Inclusion. | |
|---|---|
| Identify and describe the data findings from your needs assessment process, including gap analysis, that led to this goal. | As part of the needs assessment process for Year 1- our administrative team and our district leadership team reviewed the foundational skills rubrics and were able to rate the level of implementation in all areas. The area of diversity, equity and inclusion emerged as an area for growth across all levels in the district. This goal also aligns with the work initiated by the BOE resolution pertaining to the namesake challenges experienced recently. |
| Once the goal has been achieved, how will your system look different? | We anticipate overall district culture improvements that encompasses a conscientious plan to review disaggregated data, enhanced professional development opportunities, improvements in academic achievement and an improved system for curriculum and instruction with stakeholder input from educators, parents, students and community members. |
| What are the strategies/interventions that you intend to implement to meet your goal outcomes? (Be prepared to share your action plan with the OVT team before/during the visit.) | Annual review of district policies that guides decision-making and specifically addresses diversity, equity and inclusion. <br><br> Systematic use of the continuous feedback loop to support decision making and engage the district community in ongoing conversations focused on diversity, equity and inclusion. <br><br> Ongoing review of curriculum that supports diverse, equitable and inclusive practices and is representative of all demographic groups. <br><br> Develop a professional learning plan that promotes the concept of belonging, addresses bullying and racism issues. <br><br> Develop a system for monitoring both qualitative and quantitative data regarding climate, discipline and academic achievement levels for all students. |
| What professional development is needed to prepare for the strategies/interventions of this goal, and how will they be implemented. | Professional Development to assist in meeting the goal: <br>● Curriculum implementation trainings will include strategies for addressing needs of all students <br>● Targeted learning for administrators, instructional coaches and teachers in supporting culturally relevant teaching <br>● Enhance annual bullying training |

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| How will you know that your strategies/interventions are being implemented with fidelity? | We will monitor fidelity of implementation through:<br>● Completing administrative walkthroughs<br>● Monitor implementation of strategies and provide feedback via evaluation procedures<br>● Engaging in grade level and/or content area teacher collaborations<br>● Analyzing climate surveys, discipline data, and academic achievement rates<br>● Ensuring individualized professional development plans aligned to this goal area |
| Identify short-term or long-term measurements used to show progress toward the goal. | We will see improvements in the quantitative and qualitative data sets from climate surveys, discipline data, and academic achievement levels. Annually completing KSDE's Diversity, Equity and Inclusion Foundational Structure Rubric to monitor progress at all levels. |
| How will this work impact the measures of the State Board Goals and Definition of a High School Graduate. | This goal is directly aligned with the development of a successful high school graduate that is academically prepared, demonstrates civic engagement, and has developed employability skills for success in post-secondary college or career opportunities. |
| State your measurable goal #2. | By the end of the 2026 school year, 100% of the district buildings will achieve the rating of Transitioning or Modeling based on the KSDE Foundational Structure Reflection Rubric: Diversity, Equity and Inclusion. |

***If you have an additional goal, copy and paste the chart above to add information for goal #3.**

How does your staff see their work reflected in the improvement process and goals?

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| In Seaman USD 345, we have a philosophy that we all teach seniors. Teachers work collectively to improve student achievement and prepare for post-secondary success at all grade levels. Both goal areas are student-focused and align to the KSDE's Kansans Can Vision for Success. We have a structure in place for a strong continuous feedback loop utilizing collaborative teams, building leadership teams, and district leadership teams. They take an active role in determining goals and areas for improvement. |

How are your building and program (including virtual) goals aligned to the system goals?

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| All building goals align to the district strategic plan, which in turn is aligned to our district KESA accreditation process. |

# 4. Sustainability of the Improvement Process

| How is your KESA continuous improvement process and plan embedded in your system's strategic plan? | They were aligned during our previous KESA cycle and are still currently aligned. However, with the change in Superintendent next year and the completion of our Strategic Plan cycle ending next year (22-23), our KESA continuous improvement plan may be updated during this new cycle. |
|---|---|
| How is the professional development plan included in and aligned with the improvement plan to promote sustainability of effort? | Our Professional Development Council (PDC) has representation from each building and meets quarterly to ensure alignment to district and building PD needs.  A comprehensive professional learning plan is reviewed annually by the PDC which allows for relevant changes. A survey is administered annually to gather data regarding professional learning needs.  Data from the survey is analyzed and used to drive planning at both the district, building, and individual level. |
| How were members of your governing body/board actively informed of and involved in the KESA continuous improvement process? | The Board of Education is invited and participates in our KESA OVT visit every year.<br><br>The Board of Education receives an annual report from our Teaching & Learning team regarding the KESA process.  This typically occurs after the annual Outside Visiting Team (OVT) review in the spring. |
| Beyond instructional and curricular areas, explain what procedures, policies and resources are in place to support effective implementation of the KESA continuous improvement process efforts (e.g. fiscal resources, human resources, facilities, technology, etc.). | Fiscal resources are allocated annually to curriculum and assessment.<br><br>Annual review of staffing needs to support programming is conducted by human resources.<br><br>Technology integration is a high priority for our district.  We continue to provide 1:1 devices for students and certified staff.  Collaboration occurs weekly between Teaching & Learning and the technology team. |

# 5. Kansas Vision for Education and State Board Outcomes

**Social Emotional Growth**

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|---|---|
| What valid local assessment data is your system collecting from students, staff and families to evaluate Social Emotional Growth? | **KCTC (Kansas Communities That Care):** We administer this assessment to all 6th, 8th, 10th and 12th graders during the month of January.<br><br>**SRSS-IE (Student Risk Screening Scale - Internalizing and Externalizing):** We continue to use this screener to monitor MTSS processes 3 times per year.<br><br>**Panorama:** We purchased this online data warehouse in October of 2021 and are in the process of reviewing the social emotional tools embedded within this resource. Our district mental health committee is conducting the review. We plan to implement appropriate surveys next year. |
| What does the disaggregated data tell you about your student skills and competencies? | KCTC: District data for 2021-2022 shows a significant decrease in alcohol use, slight decrease in marijuana, and decrease in Rx drug use. Cigarette use remains the same and our vaping rates are shown to have increased again and are higher than the state average. Do not feel safe at school and bullying items have increased slightly this school year. Unfortunately, we do not have data for 12th grade as not enough student responses were submitted.<br>SRSS-IE: Within the past four years of taking the SRSS-IE in the Fall, Winter, and Spring we have had a goal of 80% of our students in the green category of internalizing and externalizing behaviors. Seaman USD 345 students have remained within 2 percentage points below that goal, but have been as high as 8 percentage points above that goal. We are able to use this data to screen our students that show concerns in the yellow and red categories.  After the data is triangulated with building performance, academic performance, as well as KCTC data, students will receive Tier 2 or Tier 3 support. |
| Explain how the above results are or will be used to inform/modify curriculum, instruction and policies in your system. | Entering year 5 of our KESA cycle during a pandemic heightened our awareness of focusing on the social-emotional needs of our students, staff, and families. This year's attendance data, office referrals, which include suspension rates, wellness check-ins of students indicated a need to add different levels of interventions than during any other year.<br><br>We have identified a great need to secure a more efficient way of gathering and tracking SEL data during a school year as well as from year to year. We are satisfied with our digital citizenship curriculum. During our previous cycle, we were monitoring ABCs |

| | data in spreadsheets that required manual input. The purchasing of Panorama this year during KESA year 1 will support our system.

Early childhood through 12th grade have identified the need to conduct a resource review for our core instructional materials. Selecting resources to support intervention is a continual work in progress. Adding supplemental resources will continue annually as needed. Our middle school and high school are reviewing materials this year and early childhood and elementary will review resources next year. |
|---|---|
| Describe how the SECD standards are embedded and aligned throughout your PreK-12 curriculum. | Early childhood integrates the SECD standards into their Tier 1 instruction.

Counselors teach the SECD standards at least once a month at the elementary level in every classroom. Classroom teachers provide instruction aligned to standards using Second Step and integrated with ELA and HGSS instruction.

Middle school staff follow the SECD standards through lessons designed by building counselors. Lessons are integrated into their Viking Time throughout the course of the year.

High school staff incorporate SECD standards during Career and Life Planning (CaLP) time scheduled daily. Currently the building is using the adopted School Connect curriculum for SEL lessons. |
| How do you prioritize, support, and sustain an equitable and culturally relevant climate across the system? | This is an area we have identified as needing improvement. Currently, we have district level teams and student groups in place. These groups focus on identifying areas for growth, developing plans, and monitoring progress. |

## Kindergarten Readiness

| Describe how your system is currently collaborating with early childhood care and education programs in your community to support kindergarten readiness. | Mathes Early Learning Center now provides ½ day programming in 7.5 classrooms. Three year olds attend in the AM and four year olds attend in the PM. The .5 classroom provides programming for our TARC- Tiny K students. We also have increased to two full day classrooms this years.

We partner with United Way and receive KPP funding to support developmentally appropriate instruction, foster family engagement and implement MTSS.

We also partner with the Kansas Children's Discovery Center to |
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| | provide Camp Kindergarten and a Kindergarten Fair every summer for incoming kindergarteners. We also received a grant to implement STEM activities. |
| Explain how your system is ensuring that early childhood care and education programs are available to all children in the community on an equitable and inclusive basis, so that children of all abilities and backgrounds have the opportunity to learn together in the same classrooms as their peers? | First Fridays are allotted in the calendar as Child Find/Screening days for eligible students.

All of our classrooms utilize an integrated model with approximately ⅓ SPED, ⅓ at-risk or state prek and ⅓ community students. Priorities are made for SPED and at-risk eligible students. |
| How does your system engage and partner with families and caregivers to support learning at home and smooth transitions into kindergarten? | MELC staff host monthly theme-based  family engagement nights that build cognitive and social development.

We continue to partner with Parents of Teachers contracted through Keystone to provide service to families and their children aged birth to 5 years old.

We continue to use the online platform, Seesaw, to support learning at home activities  and keeping our families informed of the early childhood concepts being taught.

Our curriculum is now posted on our district website for families and the communities to view at any time. It includes a pacing guide for the skills being taught throughout the year. |
| What did the data gathered from early childhood care and education programs and the Kindergarten Readiness Snapshot tool tell you about the strengths and needs of early childhood environments and instruction?  How are you using this data to create environments and instruction to meet the needs of incoming kindergarteners? | We need to continue to build our MTSS processes and catch the students who are underperforming academically to support kindergarten readiness skills prior to kindergarten. We have identified areas for growth with alliteration, sound ID, number naming and rhyming.

We will continue to support local daycare settings with our community liaison position to ensure quality environments prior to kindergarten.

Social emotional support is always a priority and we look to continue expanding our resources in this area for staff, students and families. |

## Individual Plans of Study

| | |
|---|---|
| Describe the system's PreK-12 IPS process?  Be sure to include the following four components required by the State Board of Education:<br>   1) A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.<br>   2) Eighth- through 12th-grade course-builder function with course selections based on career interests.<br>   3) A general postsecondary plan (workforce, military, certification program, two- or four-year college).<br>   4) A portable electronic portfolio. | **PreK-6:**  One of the goals for the next cycle is to develop the IPS process within our early childhood and elementary buildings.<br><br>**Middle and High School:** Xello is our adopted platform for our 7-12 IPS Process.  The Xello program fully engages every student in building the skills, knowledge, and plans for future success.  Within the program, students engage with career matchmaker quizzes and goal setting.  Students use their Xello information, along with personalized conversations with Career Advocates, counselors, and CaLP teachers to identify their postsecondary plan.  Students can capture their plans within a digital portfolio within Xello that can be shared with parents or other people with whom the student wants to share their Xello profile. |
| Share evidence that the system has provided professional development to ALL staff about the foundations and implementation of IPS? | Staff were initially trained on Xello when we transitioned to using the program during the fall semester of 2020.  Principals, Career Advocates, Counselors (PAC) meet regularly throughout the year to discuss current IPS implementation and identify next steps. |
| Review and evaluate the district framework and organization that ensures all students beginning in grade 8 have an IPS. | There is an informal framework in place for each 8th grader to be provided a Xello account and to begin preliminary work in Xello during their Viking Time class.  8th graders attend an annual Curriculum Fair in order to be introduced to and explore courses available to them as a freshman and throughout high school.  Additionally, middle school counselors meet with students to ensure appropriate courses have been selected for the following school year. |
| Describe the process for evaluating each student's IPS a minimum of twice per year. | All freshmen complete a Success 101 course (college and career readiness and exploration). Students in grades 10-12 meet twice a year with the College & Career Advocates.  This time is designed to review student IPS processes and make any updates to student plans.  7-12 students also engage in student-led conferences during the spring semester, which includes parents and Advisory/Career and Life Planning teachers in the conversation annually.<br><br>Additionally, counselors review electives and course planning with students during enrollment to ensure students know |

| | what the requirements are and which options are best for students' interests. These conversations also take place throughout the year as the students engage in their Viking Time and/or career and life planning. |
|---|---|
| How have the results from the Annual IPS Survey impacted the process in your system? | Currently, we do not have an established Annual IPS Survey that goes out to all stakeholders. However, information from student survey data pulled from Xello has been used to identify student interest in career pathways at SHS. For example, the five top student interest pathways are Health Science Agriculture, Food & Natural Resources, Architecture & Construction Human Services, and Arts, A/V Technology & Communications. This information helps us identify our program planning guides and provide course offerings in these areas for students. |

## High School Graduation (Note: Until data is available for a given year, the report will read "Data not yet available" in the place where the data would be imported.)

| Explain how your system is using the graduation data shown below to inform your system's continuous improvement process. | Our graduation data shows that a continued focus is needed for supporting students' academic, social-emotional, and mental health needs. This ongoing, multi-tiered support will have a positive impact on our goal of improving graduation rates and effective rate. Our graduation rate for 2019- 91.9%, 2018- 93.2%, 2017- 95.5%.

For students who did not graduate on time, we will continue to support them for graduation opportunities during a 5th year. We have partnered with Greenbush Virtual Academy to support some students who seek this 5th year graduation option. |
|---|---|

## Postsecondary Success (Note: Until data is available for a given year, the report will read "Data not yet available" in the place where the data would be imported.)

| Explain how your system is using the postsecondary success data shown below to inform your system's continuous improvement process. | Continued development of our Individual Plans of Study process, the implementation of Student-Led Parent Teacher Conferences (involving parents in the plan), and utilization of our graduate survey information, will continue to allow us to positively impact post-secondary enrollment and completion. |
|---|---|

# 7. Stakeholder Involvement and Engagement

Explain which stakeholder groups have been involved in your KESA continuous improvement process and how they have been involved.  (e.g. needs analysis, goal selection, vision, etc.)

Data sharing annually with the staff and the community at our SEAF Seaman Education Advantage Foundation banquet. We also publicly post our strategic plan, our curriculum and our results on our district website.

We have active site councils at all buildings and a strong district site council that has representation from every building. We have a district leadership team and routinely functioning building leadership teams. THe district site council participated in an annual strategic plan review/update this year on a Saturday morning in February with our BOE and district administration.

Annual survey regarding family engagement aligned to the PTA standards and KSDE recommended areas is administered to every family in the district and provides us with district and building data.

All Board of Education meetings are live streamed for the public and have been well attended the past two years.

We have a robust district website and utilize many social media platforms to continue to communicate school district happenings to our families and our community.

What is your process for sharing accreditation-related updates and feedback with your stakeholder groups?

Our district Teaching and Learning Team updates the BOE annually. Updates are shared with building level administration which is then shared with building staff and site council as needed.

## 8. KESA Fidelity of Implementation

| | |
|---|---|
| Did you complete and submit your System Yearly Update report (this document) at least one month prior to the scheduled OVT visit? | YES |
| On what date was or will this System Yearly Update be shared with the local board of education/governing body? | 6/13/2022 |
| On what date did you share last year's OVT summary report with your local board of education/governing body? | 9/13/2021 |
| If applicable, explain any variation from the expected KESA activities this year. | N/A |
| How are you ensuring that your system continuous improvement process is being effectively implemented and evaluated? | We monitor improvement processes through grade level or content area collaborative teams, building leadership teams, and district leadership teams. Our Title I schools are also monitoring school improvement efforts utilizing the KansaStar platform. |
| As a system, how are you ensuring that a continuous improvement process is being effectively implemented and evaluated in each building? | We monitor improvement processes through grade level or content area collaborative teams, building leadership teams, and district leadership teams. Our Title I schools are also monitoring school improvement efforts utilizing the KansaStar platform. |

# B. Explain Your Next Steps

Use this space to describe what needs to be done to prepare for Year 2+ of your accreditation cycle, and any questions you would like to share with your OVT Chair/Team for their input.

We will take our needs assessment information and continue to build our action plan around our two goal areas as well as all areas of the accreditation process. Areas for further growth for the new KESA cycle include:

1. Improving academic rigor through the implementation of high-quality curriculum and the monitoring of student progress and performance through a student data warehouse platform. We will continue to refine our MTSS processes at all levels.

2. Providing ongoing professional learning opportunities for staff in blended learning and project-based learning in order to bring personalized student learning opportunities into classrooms.

3. Working to expand Individual Plans of Study to include 6th-grade students. This will support postsecondary success and the transition to our middle school. Continue enhancing the IPS system at the secondary level and ensure inclusivity of all students.

4. Supporting student social-emotional growth through updated curricular resources and expansion of viable assessment/monitoring tools.

5. Establishing culturally responsible environments that create a sense of belonging for all students.

6. Monitoring chronic absenteeism and building systems to better support students and families.

# Mill Levy

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| General Fund | 20.000 | 20.000 | 20.000 | 20.000 | 20.000 |
| LOB Mill Levy | 16.457 | 14.261 | 13.188 | 13.837 | 13.999 |
| Capital Outlay | 7.448 | 7.908 | 7.973 | 8.000 | 8.000 |
| Bond & Interest | 7.688 | 9.047 | 9.741 | 9.088 | 9.154 |
| **Total** | **51.593** | **51.216** | **50.902** | **50.925** | **51.153** |

## Mill Levy



## Total Mill Levy
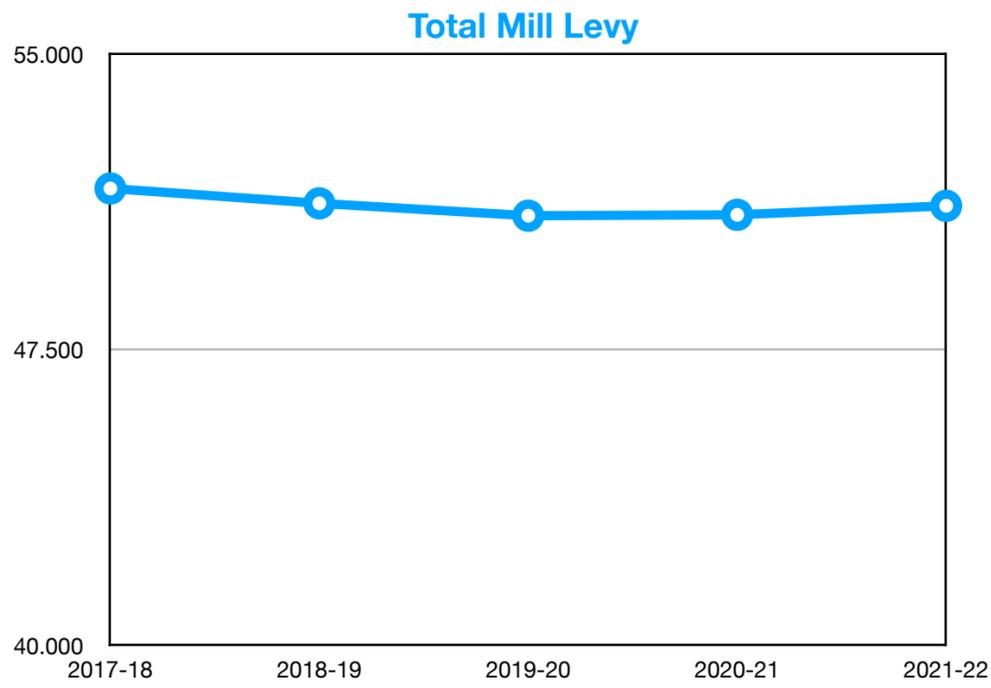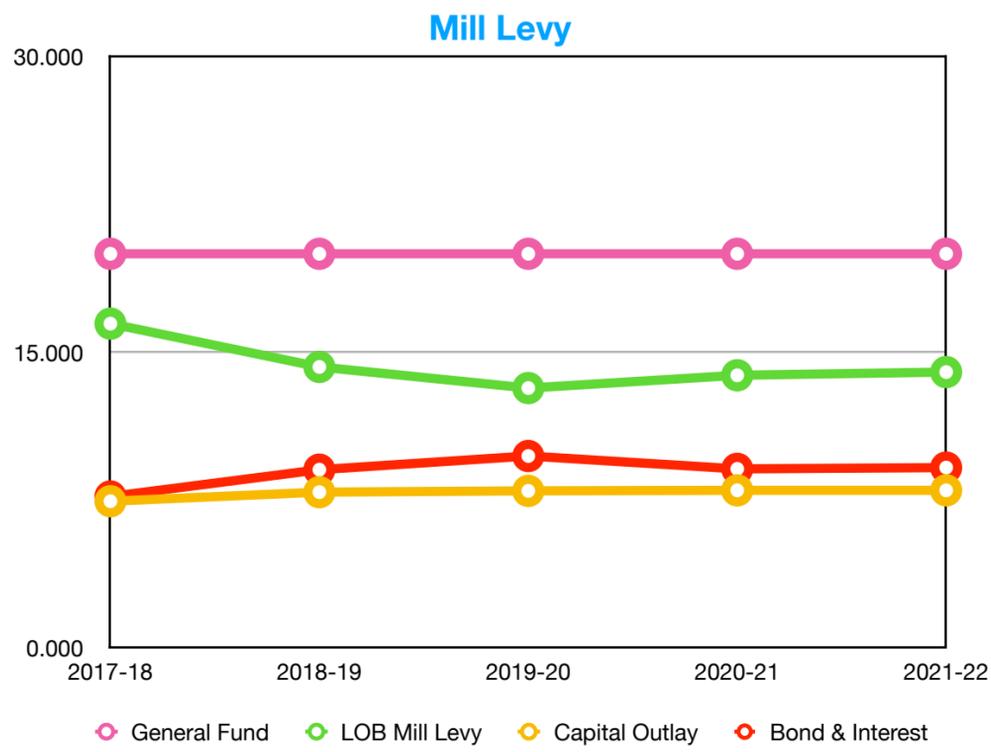
# Valuation

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| Assessed Valuation | $246,004,507 | $255,758,225 | $270,491,249 | $279,886,811 | $297,125,879 |
| Assessed Valuation per Pupil | $63,615 | $66,586 | $71,257 | $74,956 | $79,688 |
| **Taxes per Mill** | **$246,068** | **$255,758** | **$270,491** | **$279,887** | **$297,126** |

## Total Assessed Valuation
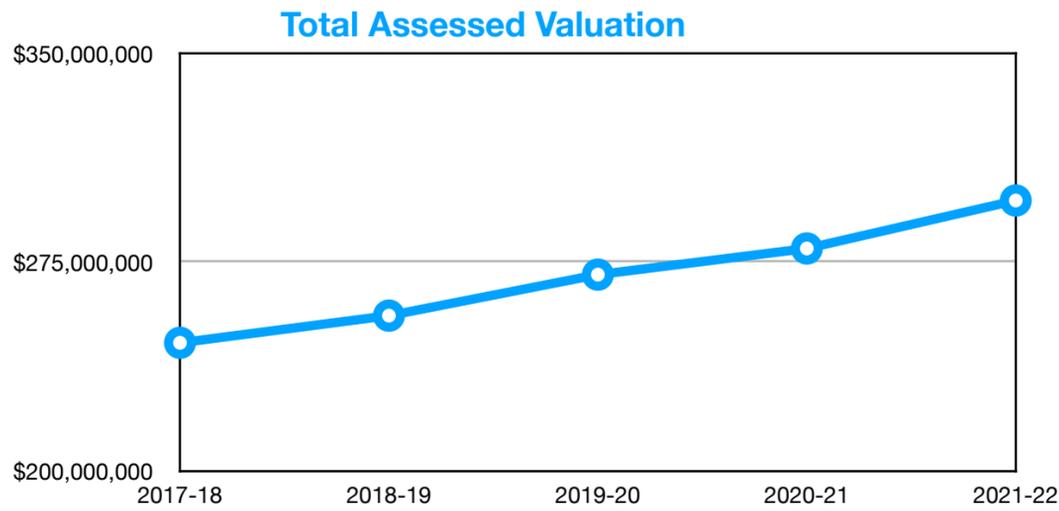
# Operational Legal Max

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| Adjusted Legal General Fund | $23,879,941 | $25,137,350 | $26,243,455 | $26,961,134 | $27,542,662 |
| Legal Max LOB | $7,874,602 | $8,006,699 | $8,041,865 | $8,674,846 | $9,041,413 |
| **Total** | **$31,754,543** | **$33,144,049** | **$34,285,320** | **$35,635,980** | **$36,584,075** |
| **Operational Revenue per Pupil** | **$8,220.18** | **$8,647.03** | **$9,032** | **$9,543.65** | **$9,722** |

## Total Operational Legal Max
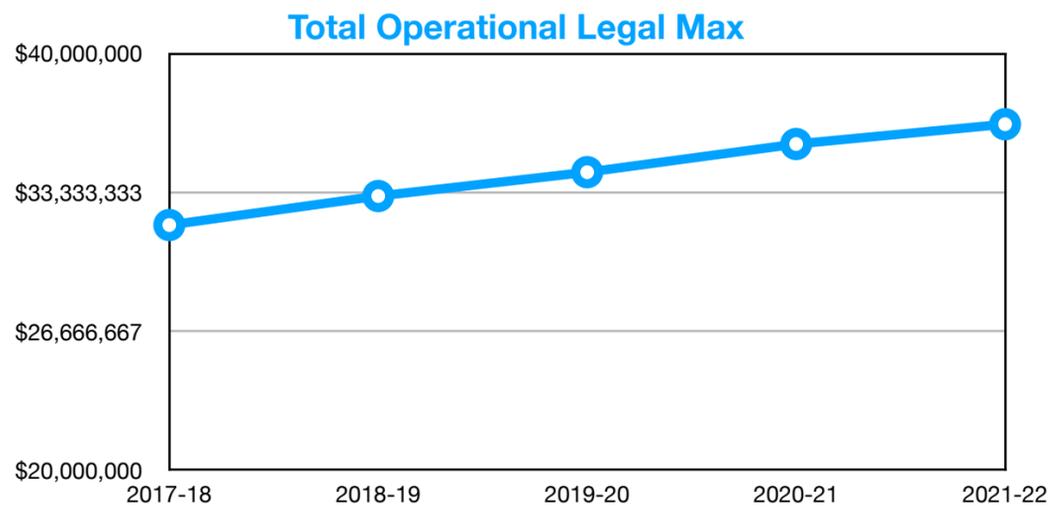
# Operating Expenditures by Function

|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| Instruction | $23,657,210 | $24,762,580 | $26,812,726 | $27,921,708 | $29,049,474 |
| Student Support Services | $2,895,557 | $3,348,346 | $3,487,871 | $3,618,185 | $3,761,825 |
| Instructional Support Services | $1,897,367 | $1,689,195 | $1,699,284 | $1,625,396 | $1,430,368 |
| Administration & Support | $3,627,473 | $3,880,288 | $4,278,099 | $4,141,699 | $4,189,551 |
| Operation & Maintenance | $3,828,380 | $3,643,548 | $4,195,216 | $3,997,860 | $4,404,871 |
| Transportation | $2,608,466 | $3,016,761 | $2,758,402 | $2,519,721 | $3,105,111 |
| Food Services | $1,815,263 | $1,807,899 | $1,755,580 | $1,547,067 | $1,951,192 |
| Capital Improvements | $3,208,174 | $2,356,880 | $589,077 | $1,697,507 | $239,330 |
| Debt Services | $3,679,170 | $4,040,416 | $3,807,922 | $4,661,497 | $4,344,675 |
| Other Costs | $17,533 | $12,864 | $0 | $57,239 | $0 |
| **Total** | **$47,234,593** | **$48,558,777** | **$49,384,177** | **$51,787,879** | **$52,476,397** |

**Total Expenditures by Function**
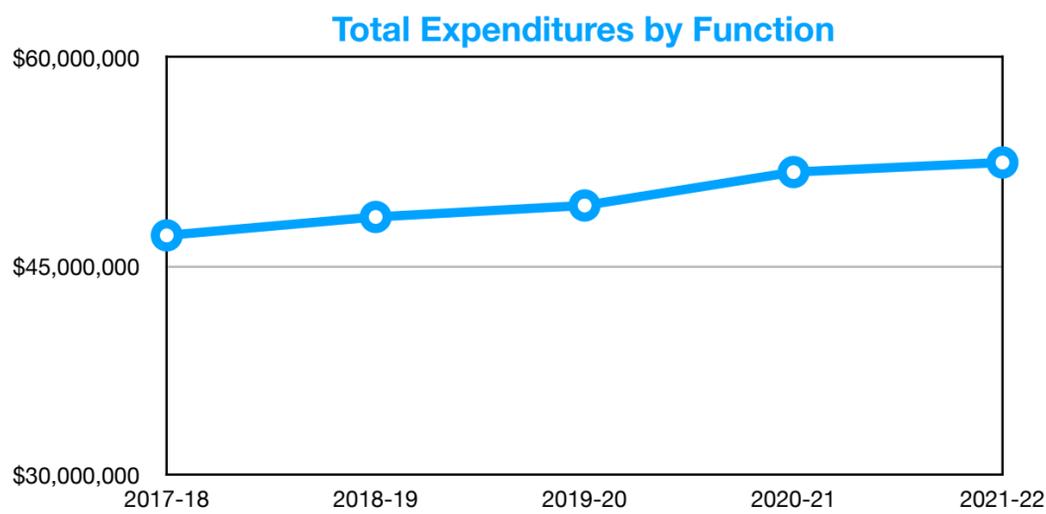


# Operating Cash Balances

|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| Supplemental General (08) | $207,024 | $271,005 | $253,965 | $305,860 | $352,364 |
| Capital Outlay (16) |  | $1,072,666 | $1,797,887 | $2,267,605 | $4,459,523 |
| Driver Training (18) | $148,696 | $178,758 | $203,697 | $216,427 | $227,929 |
| Professional Development (26) | $5,370 | $0 | $3,017 | $0 | $0 |
| Summer School (29) | $69,776 | $46,091 | $40,395 | $38,110 | $31,874 |
| Special Education (30) | $3,092,005 | $2,322,068 | $2,453,063 | $3,991,513 | $5,102,749 |
| **Total** | **$3,522,871** | **$3,890,588** | **$4,752,024** | **$6,819,515** | **$10,174,439** |

**Total Cash Balance**
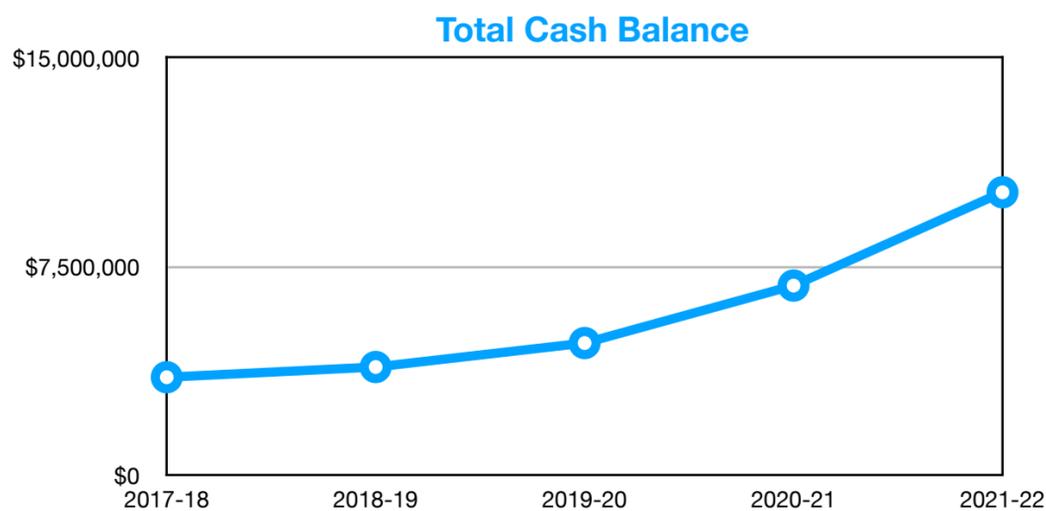
# ENROLLMENT

|  | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
|---|---|---|---|---|---|---|
| MELC/Preschool | 176 | 213 | 227 | 193 | 237 | 232 |
| Elmont | 342 | 337 | 353 | 335 | 334 | 324 |
| Logan | 446 | 438 | 380 | 385 | 427 | 394 |
| North Fairview | 315 | 317 | 329 | 288 | 309 | 305 |
| Northern Hills | 402 | 406 | 390 | 382 | 393 | 387 |
| West Indianola | 445 | 465 | 482 | 454 | 453 | 426 |
| Seaman Middle | 614 | 592 | 610 | 610 | 568 | 586 |
| Seaman High | 1201 | 1203 | 1158 | 1158 | 1253 | 1246 |
| Adult Learners | 88 | 41 | 55 | 45 | 2 | 0 |
| **Total (Sep. 20)** | **4029** | **4012** | **3984** | **3850** | **3976** | **3900** |
| KSDE Audited Headcount | 3913 | 3862 | 3818 | 3735 | 3724 |  |

## TOTAL ENROLLMENT



## PreK/ELEMENTARY ENROLLMENT



## SECONDARY/ADULT ENROLLMENT
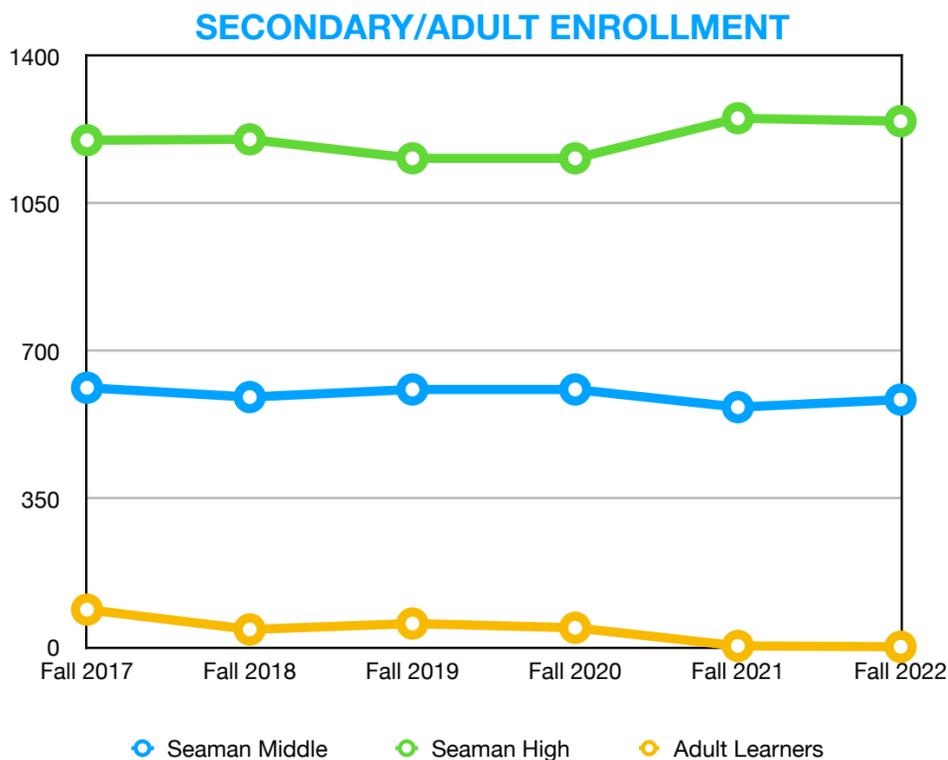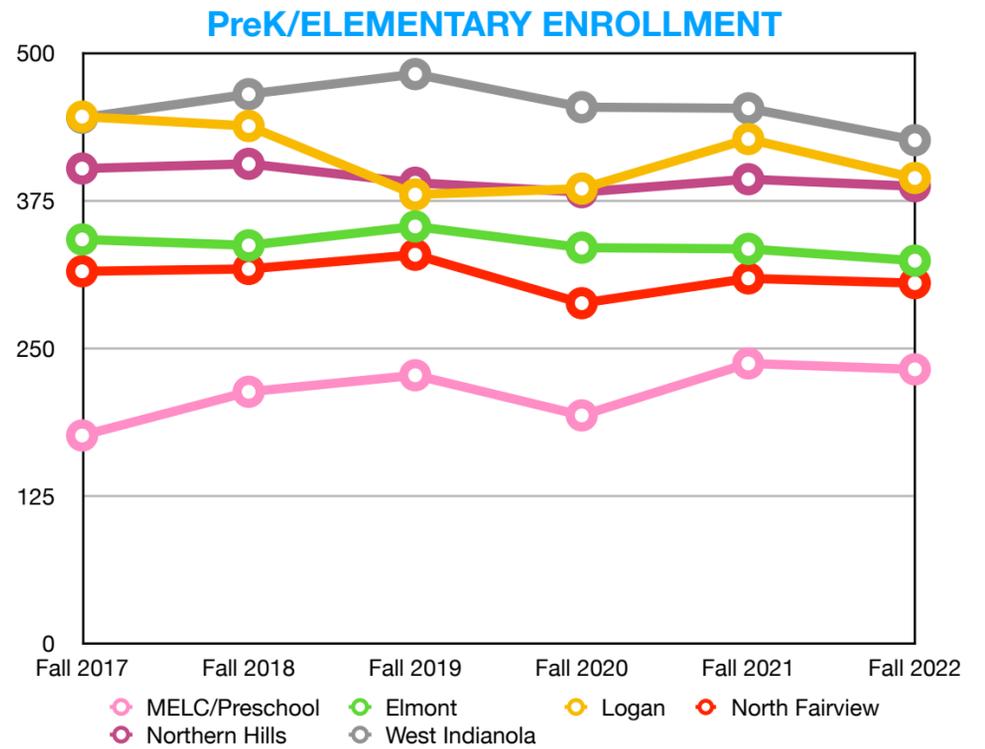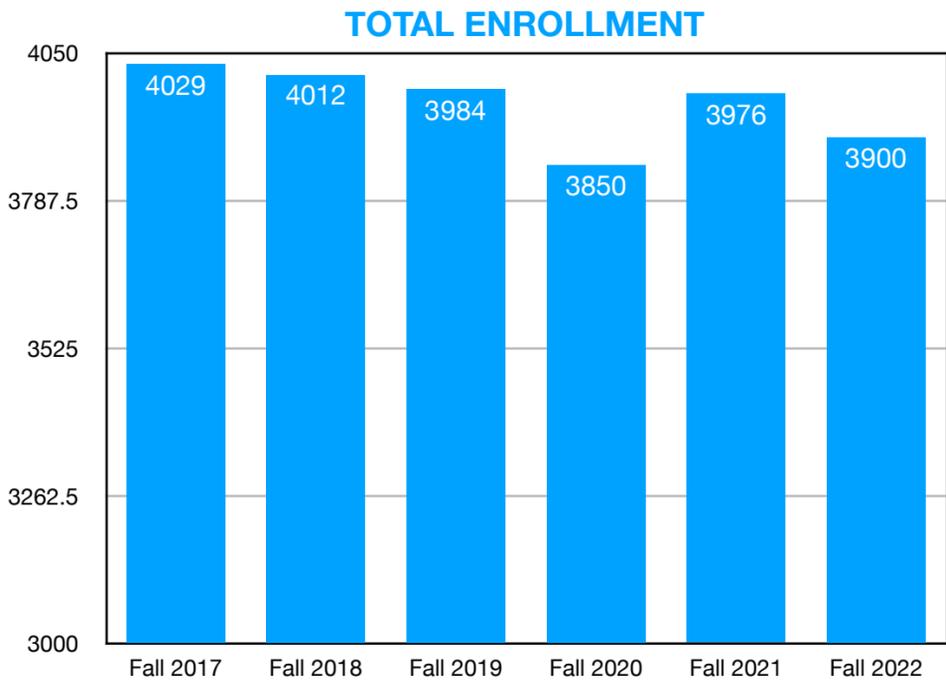
# OUT-OF-DISTRICT

|  | **Fall 2017** | **Fall 2018** | **Fall 2019** | **Fall 2020** | **Fall 2021** | **Fall 2022** |
|---|---|---|---|---|---|---|
| MELC/Preschool | 6 | 3 | 5 | 6 | 9 | 7 |
| Elmont | 30 | 19 | 19 | 22 | 22 | 12 |
| Logan | 57 | 64 | 60 | 73 | 60 | 49 |
| North Fairview | 9 | 17 | 25 | 20 | 19 | 20 |
| Northern Hills | 54 | 39 | 34 | 30 | 33 | 29 |
| West Indianola | 19 | 23 | 20 | 15 | 20 | 23 |
| Seaman Middle | 35 | 41 | 51 | 53 | 44 | 44 |
| Seaman High | 82 | 85 | 76 | 97 | 99 | 90 |
| Adult Learners | 29 | 25 | 47 | 31 | 0 | 0 |
| **Total** | **321** | **316** | **337** | **347** | **306** | **274** |

## TOTAL OUT-OF-DISTRICT
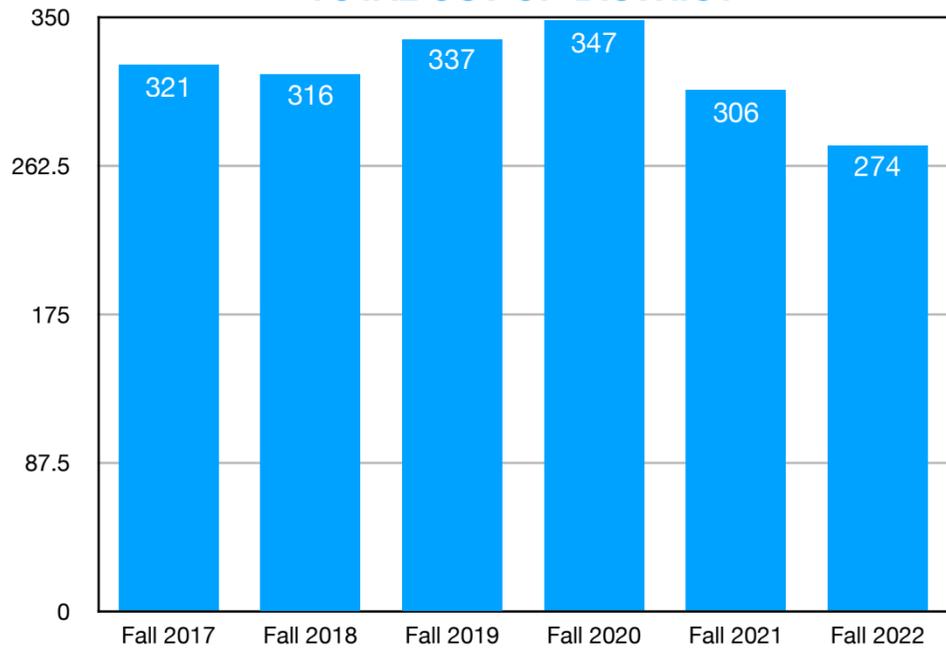


## PreK/ELEMENTARY OUT-OF-DISTRICT
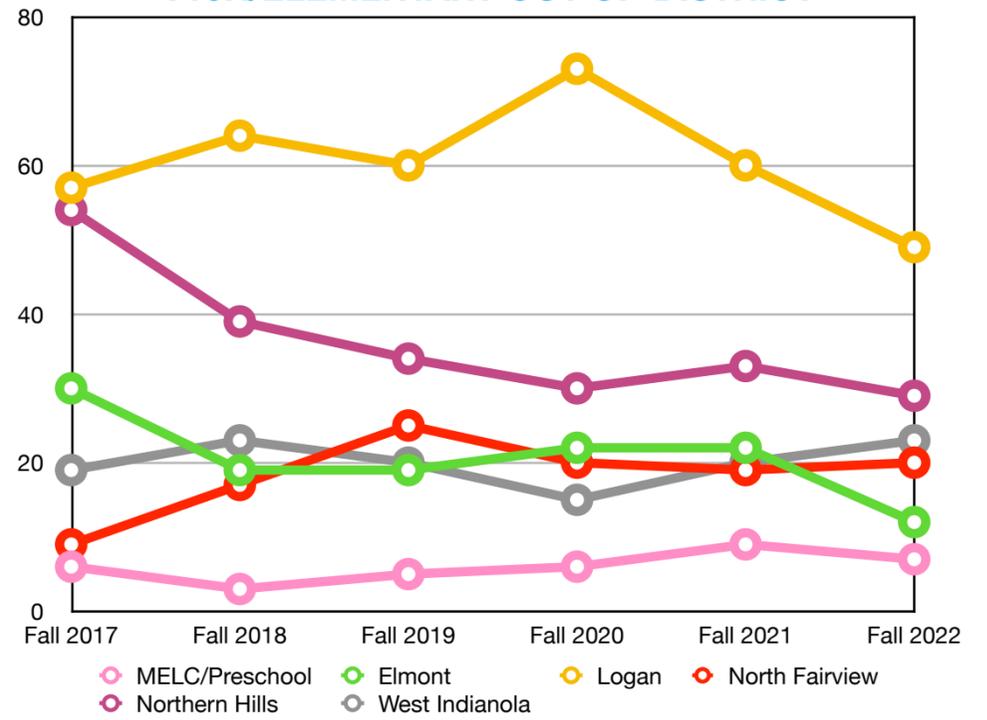


## SECONDARY/ADULT OUT-OF-DISTRICT
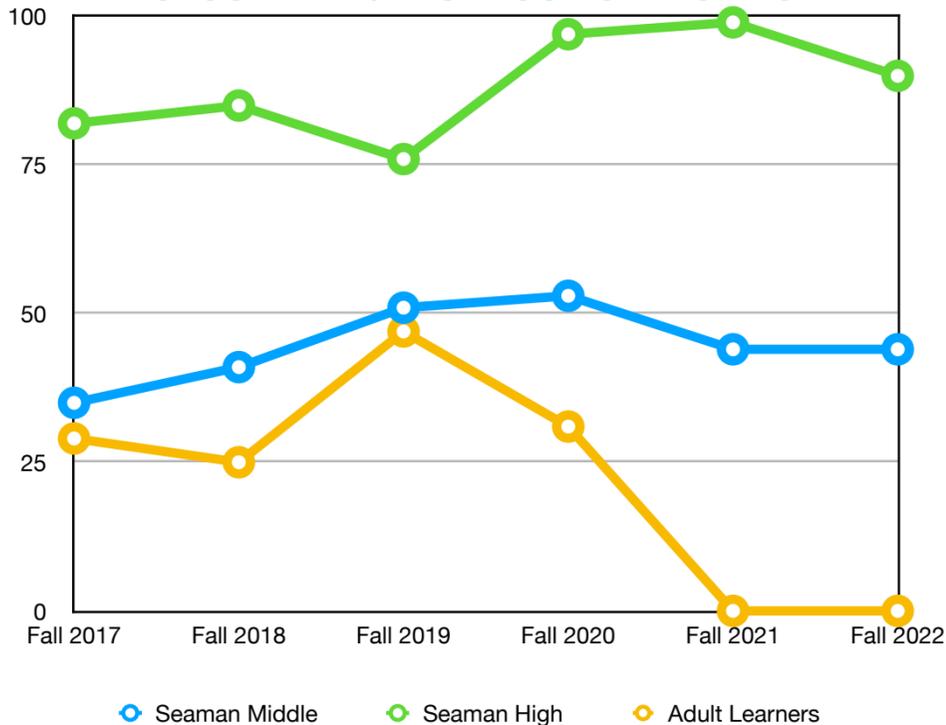
# FREE & REDUCED %

| | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
|---|---|---|---|---|---|---|
| MELC/Preschool | 13.64 | 32.42 | 41.38 | 41.75 | 44.3 | 35.56 |
| Elmont | 19.88 | 19.88 | 20.17 | 18.75 | 18.86 | 23.77 |
| Logan | 82.06 | 77.63 | 76.05 | 74.03 | 65.57 | 74.49 |
| North Fairview | 30.06 | 23.66 | 20.97 | 21.99 | 23.62 | 32.13 |
| Northern Hills | 47.1 | 36.95 | 38.11 | 41.1 | 36.9 | 41.39 |
| West Indianola | 22.47 | 23.44 | 24.48 | 24.07 | 24.72 | 26.06 |
| Seaman Middle | 38.93 | 34.63 | 36.33 | 34.96 | 29.4 | 37.13 |
| Seaman High | 31.97 | 32.12 | 30.46 | 31.96 | 28.25 | 31.3 |
| **Total K-12** | **38.26** | **35.45** | **34.24** | **35.2** | **32.69** | **38.68** |
| | | | | | | |



TOTAL FREE & REDUCED %
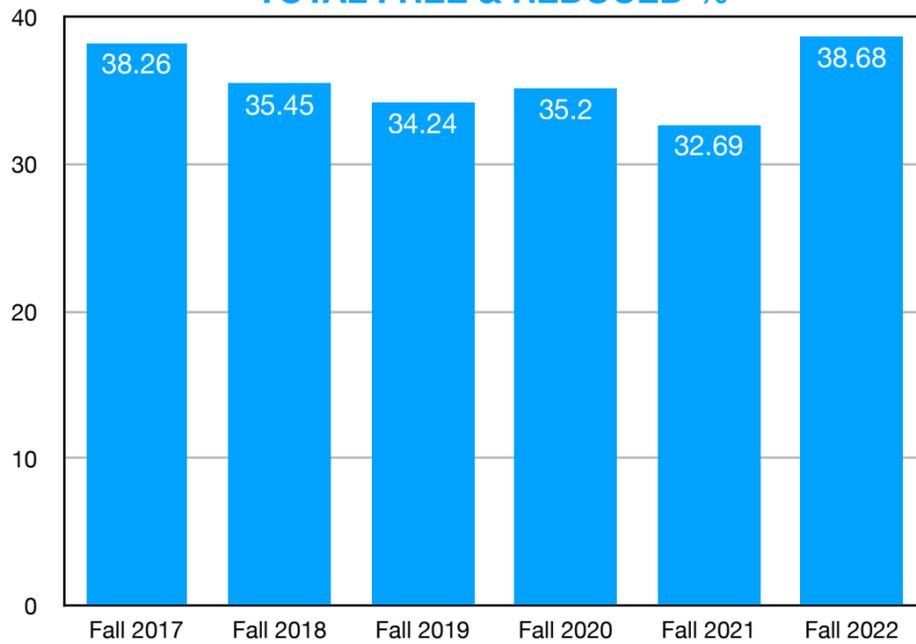


PreK/ELEMENTARY FREE & REDUCED %

MELC/Preschool   Elmont   Logan   North Fairview   Northern Hills   West Indianola



SECONDARY FREE & REDUCED %

Seaman Middle   Seaman High
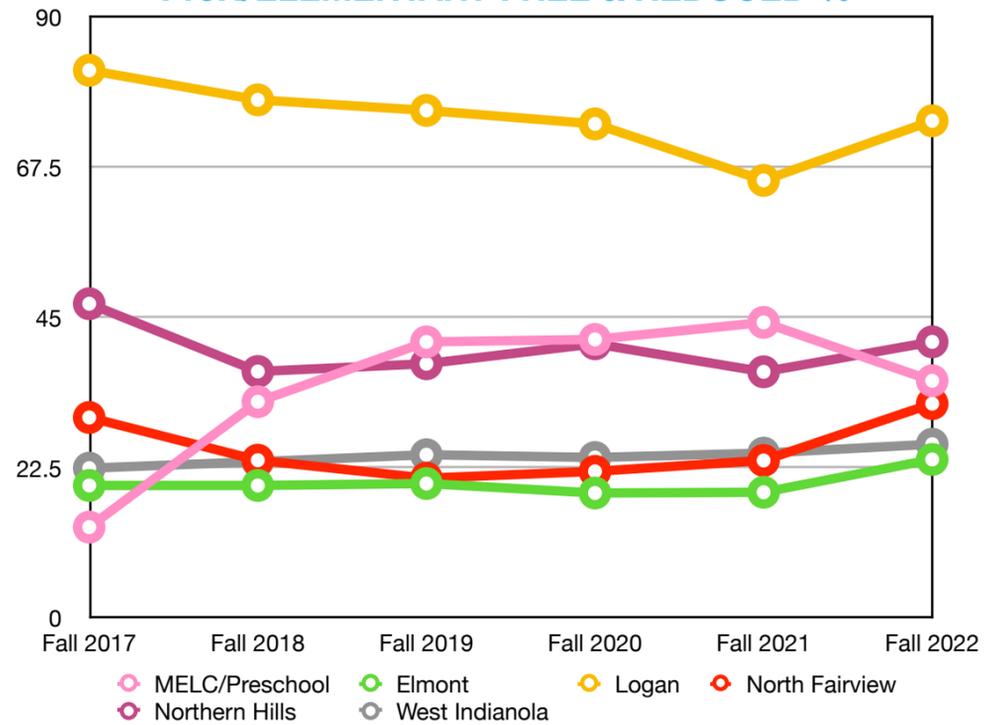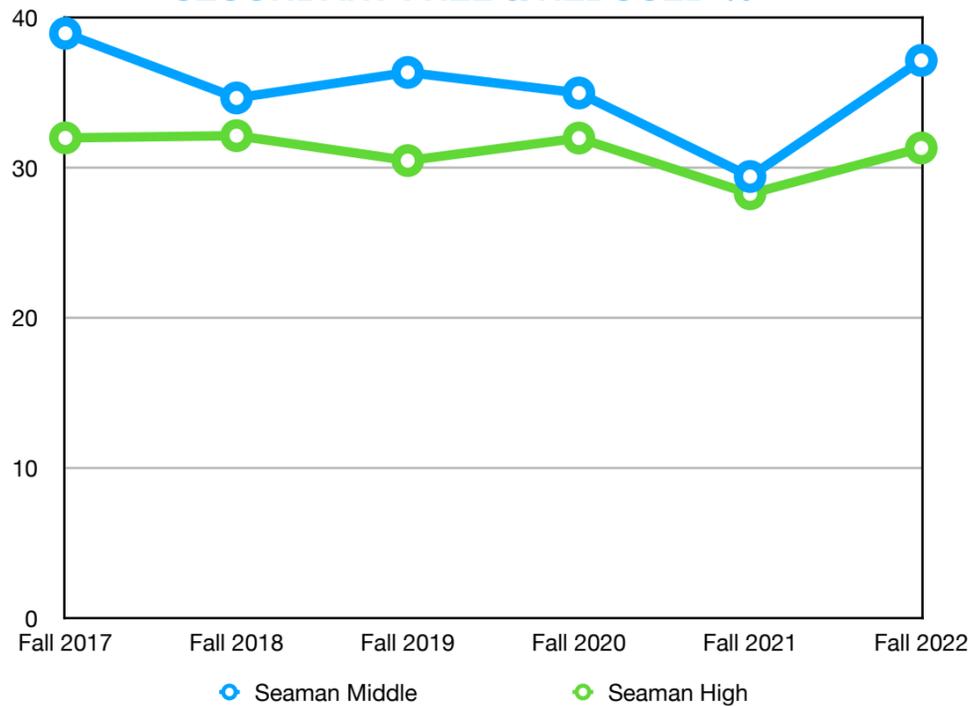
# MATHES EARLY LEARNING CENTER

|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| Teachers | NA | 1 | 1 | 0 | 1 |
| Special Education Teachers | NA | 7 | 7 | 10.5 | 10 |
| Counselors | NA | 0 | 0 | 0 | 0 |
| Social Workers | NA | 1 | 1 | 1 | 1 |
| Nurses (RN/LPN) | NA | 1 | 1 | 1 | 1 |
| Security | NA | 0 | 0 | 0 | 0 |
| Teacher Aids (General Ed) | NA | 0 | 0 | 0 | 0 |
| Paraprofessionals (SPED) | NA | 9.02 | 10.58 | 15.17 | 11.76 |
| Admin Assistants | NA | 0.77 | 0.77 | 0.77 | 0.77 |
| Administrators | NA | 1 | 1 | 1 | 1 |
| **Total** | **0.00** | **20.79** | **22.35** | **29.44** | **26.53** |

**TOTAL STAFF**
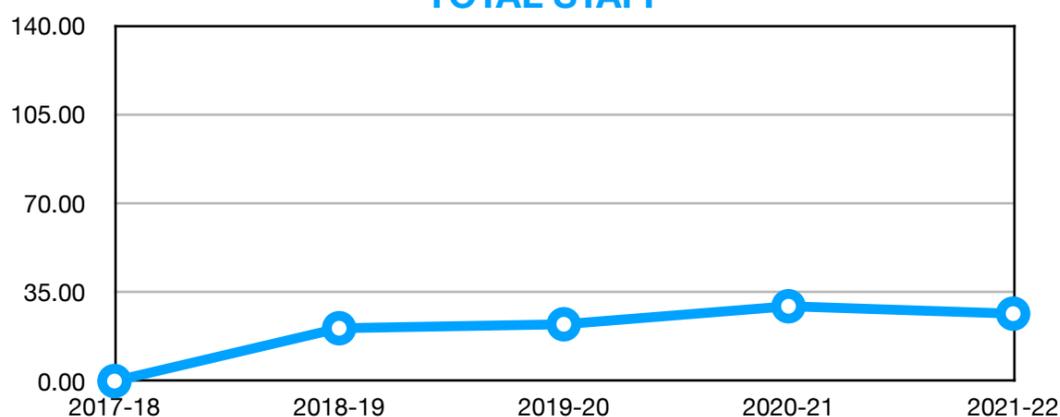


# ELMONT ELEMENTARY

|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| Teachers | 20.5 | 22 | 23 | 21.5 | 20.5 |
| Special Education Teachers | 1.5 | 2 | 2 | 2 | 2 |
| Gifted Teachers | 1 | 1 | 1 | 1 | 1 |
| Counselors | 1 | 1 | 1 | 1 | 1 |
| Social Workers | 0.1 | 0.2 | 0.2 | 0.2 | 0.2 |
| Nurses (RN/LPN) | 1 | 1 | 1 | 1 | 1 |
| Security | 0 | 0 | 0 | 0 | 0 |
| Teacher Aids (General Ed) | 3.24 | 2.81 | 2.81 | 2.81 | 2.25 |
| Paraprofessionals (SPED) | 3.26 | 3.8 | 3.26 | 2.81 | 2.81 |
| Admin Assistants | 0.77 | 0.77 | 0.77 | 0.77 | 0.77 |
| Administrators | 1 | 1 | 1 | 1 | 1 |
| **Total** | **33.37** | **35.58** | **36.04** | **34.09** | **32.53** |

**TOTAL STAFF**
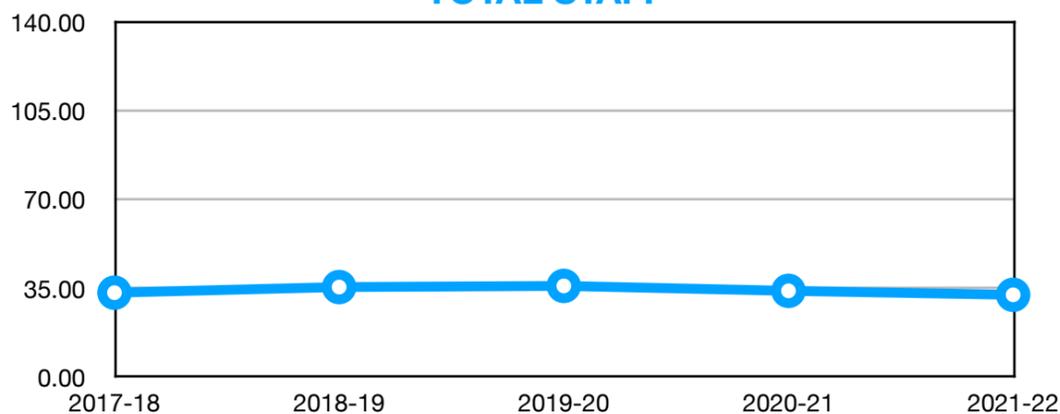
# LOGAN ELEMENTARY

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| Teachers | 28 | 30 | 30 | 30.5 | 29.5 |
| Special Education Teachers | 13 | 7 | 7 | 7 | 7 |
| Counselors | 1 | 1 | 1 | 1 | 1 |
| Social Workers | 1.4 | 1.4 | 1.4 | 1.4 | 1.4 |
| Nurses (RN/LPN) | 2 | 1.8 | 1.8 | 1 | 1 |
| Security | 0 | 0.78 | 1 | 1 | 1 |
| Teacher Aids (General Ed) | 5.82 | 4.69 | 4.74 | 4.2 | 4.4 |
| Paraprofessionals (SPED) | 16.61 | 9.1 | 10.94 | 11.42 | 12.55 |
| Admin Assistants | 1.55 | 1.55 | 1.55 | 1.55 | 1.55 |
| Administrators | 2 | 2 | 2 | 2 | 2 |
| **Total** | **71.38** | **59.32** | **61.43** | **61.07** | **61.40** |

## TOTAL STAFF
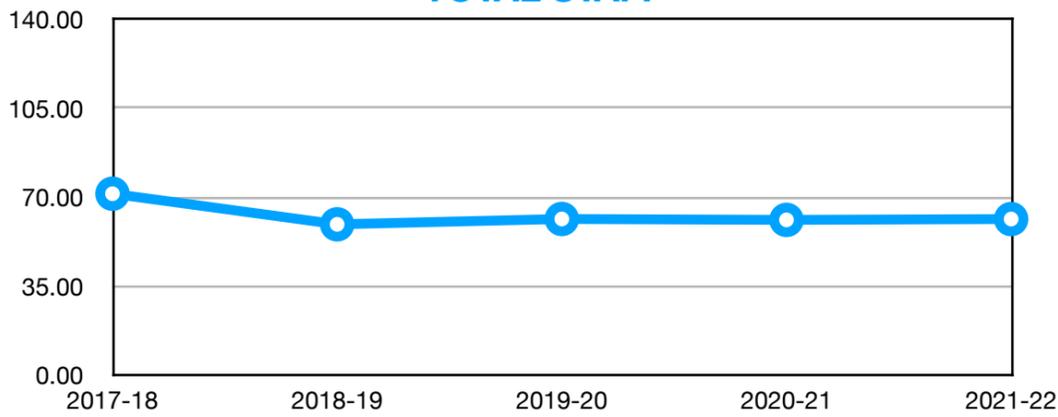


# NORTHERN HILLS ELEMENTARY

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| Teachers | 26.75 | 25.75 | 28.8 | 30.8 | 29.8 |
| Special Education Teachers | 4.5 | 4 | 4 | 3 | 3.5 |
| Gifted Teachers | 0 | 0 | 0 | 0 | 0 |
| Counselors | 1 | 1 | 1 | 1 | 1 |
| Social Workers | 0.1 | 0.4 | 0.4 | 0.5 | 0.5 |
| Nurses (RN/LPN) | 1 | 1 | 1 | 1 | 1 |
| Security | 0 | 0 | 0 | 0 | 0 |
| Teacher Aids (General Ed) | 1.081 | 3.37 | 2.74 | 2.85 | 1.75 |
| Paraprofessionals (SPED) | 6.57 | 9.32 | 8.5 | 9.64 | 9.04 |
| Admin Assistants | 0.77 | 0.77 | 0.77 | 0.77 | 0.77 |
| Administrators | 1 | 1 | 1 | 1 | 1 |
| **Total** | **42.77** | **46.61** | **48.21** | **50.56** | **48.36** |

## TOTAL STAFF
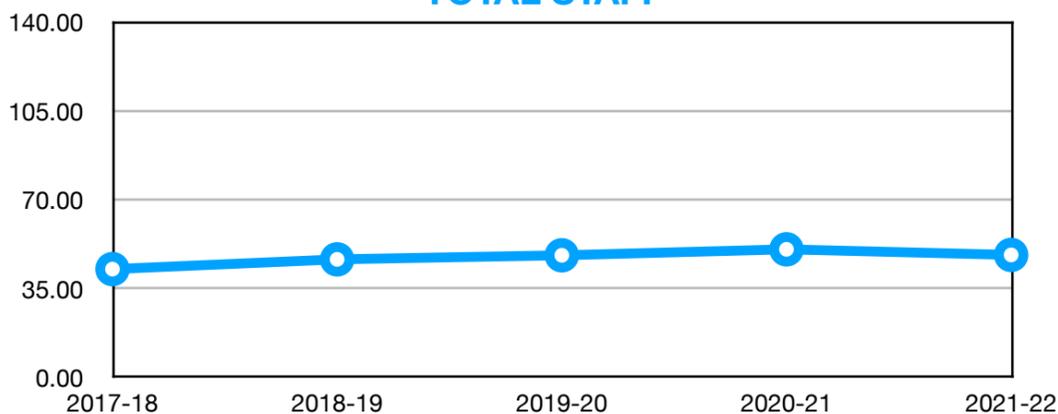
# NORTH FAIRVIEW ELEMENTARY

|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| Teachers | 19.35 | 19.35 | 21.1 | 18 | 21.5 |
| Special Education Teachers | 2 | 2 | 2 | 2 | 2.5 |
| Preschool Teachers | 0 | 0 | 0 |  |  |
| Counselors | 1 | 1 | 1 | 1 | 1 |
| Social Workers | 0.1 | 0.2 | 0.2 | 0.5 | 0.5 |
| Nurses (RN/LPN) | 1 | 1 | 1 | 1 | 1 |
| Security | 0 | 0 | 0 | 0 | 0 |
| Teacher Aids (General Ed) | 1.95 | 1.08 | 1.89 | 1.42 | 0.85 |
| Paraprofessionals (SPED) | 4.61 | 5.96 | 6.88 | 7.4 | 6.27 |
| Admin Assistants | 0.77 | 0.77 | 0.77 | 0.77 | 0.77 |
| Administrators | 1 | 1 | 1 | 1 | 1 |
| **Total** | **31.78** | **32.36** | **35.84** | **33.09** | **35.39** |

**TOTAL STAFF**
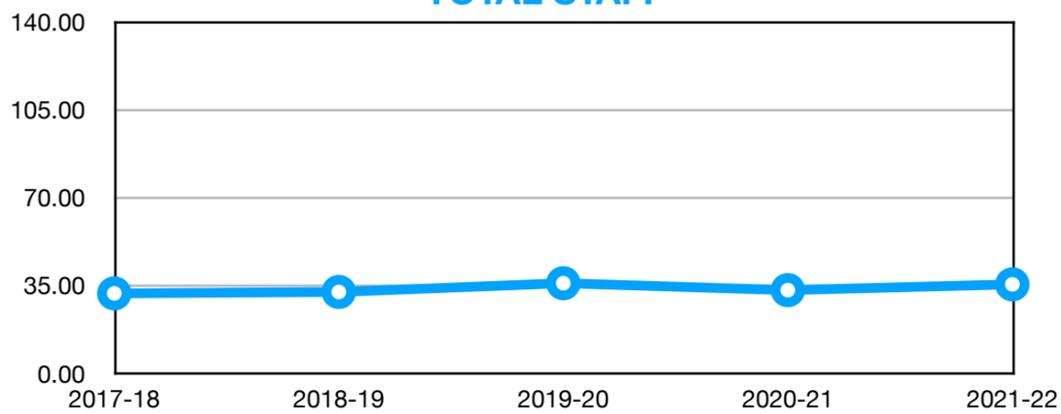


# WEST INDIANOLA ELEMENTARY

|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| Teachers | 28 | 28 | 30 | 30 | 29.5 |
| Special Education Teachers | 3 | 3 | 3 | 3 | 3 |
| Counselors | 1 | 0 | 0 | 1 | 1 |
| Social Workers | 0.1 | 0.2 | 0.2 | 1 | 1 |
| Social Worker/Counselor | 0 | 1 | 1 | 0 | 0 |
| Nurses (RN/LPN) | 1 | 1 | 1 | 1 | 1 |
| Security | 0 | 0 | 0 | 0 | 0 |
| Teacher Aids (General Ed) | 1.62 | 2.7 | 2.7 | 2.81 | 2.25 |
| Paraprofessionals (SPED) | 4.9 | 4.36 | 4.9 | 6.2 | 5.65 |
| Admin Assistants | 0.77 | 0.77 | 0.77 | 0.77 | 1.54 |
| Administrators | 1 | 1 | 1 | 1 | 1 |
| **Total** | **41.39** | **42.03** | **44.57** | **46.78** | **45.94** |

**TOTAL STAFF**
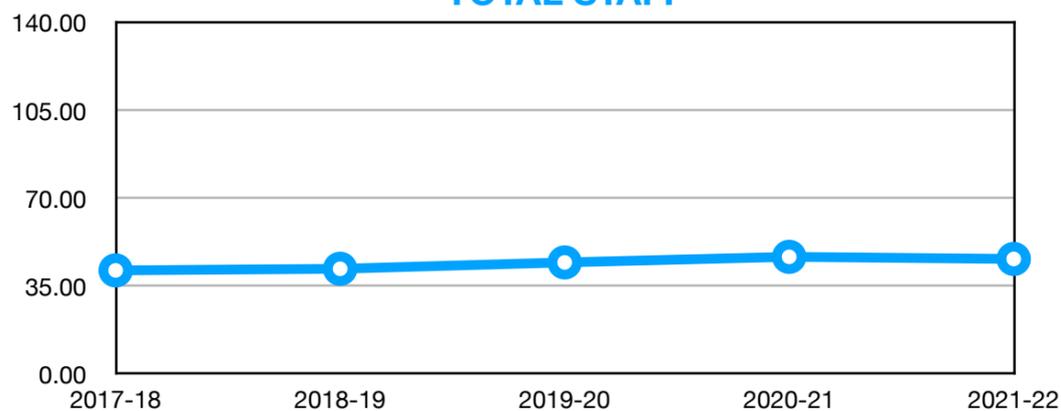
# PLEASANT HILL LEARNING CAMPUS

|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| Teachers | 2 | 2 | 2 | 2 | 2 |
| Special Education Teachers | 2 | 2 | 2 | 2 | 1.25 |
| Counselors | 0 | 0 | 0 | 0 | 0 |
| Social Workers | 0.6 | 0.6 | 0.6 | 0.6 | 0.6 |
| Nurses (RN/LPN) | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| Security | 1 | 1 | 1 | 1 | 1 |
| Teacher Aids (General Ed) | 0 | 0 | 0 | 0 | 0 |
| Paraprofessionals (SPED) | 2.49 | 1.95 | 2.49 | 3.15 | 2.6 |
| Admin Assistants | 0.77 | 0.77 | 0.77 | 0.77 | 0.77 |
| Administrators | 1 | 1 | 1 | 1 | 1 |
| **Total** | **10.06** | **9.52** | **10.06** | **10.72** | **9.42** |

**TOTAL STAFF**
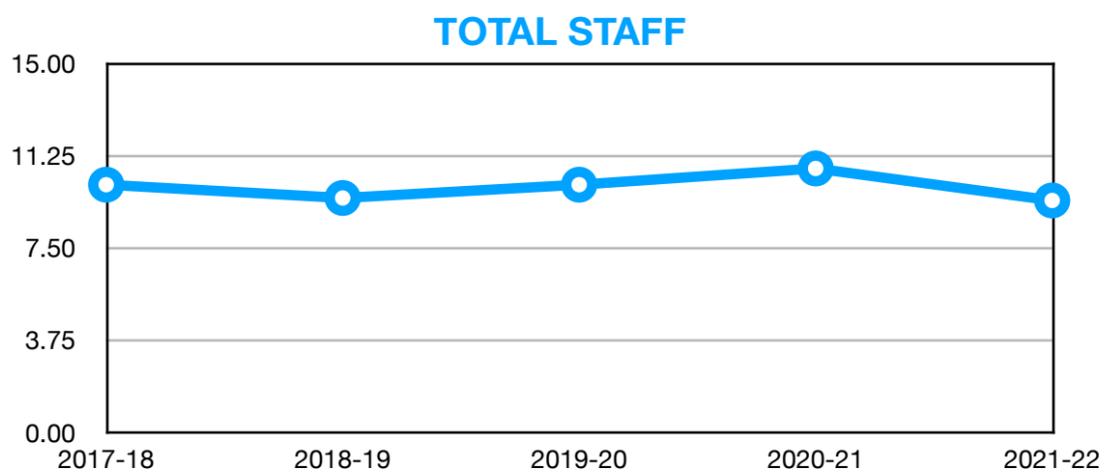
# SEAMAN MIDDLE SCHOOL

|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| Teachers | 43.7 | 44 | 43 | 41 | 41 |
| Special Education Teachers | 6 | 6 | 6 | 7 | 6 |
| Gifted Teachers | 1 | 1 | 1 | 1 | 1 |
| Counselors | 2 | 2 | 2 | 2 | 2 |
| Social Workers | 0.6 | 1 | 1 | 1 | 1 |
| Nurses (RN/LPN) | 2 | 2 | 2 | 2 | 2 |
| Security | 1 | 1 | 1 | 1 | 1 |
| Teacher Aids (General Ed) | 2.32 | 1.78 | 2.24 | 2.46 | 1.75 |
| Paraprofessionals (SPED) | 8.11 | 9.71 | 8.66 | 8.48 | 7.84 |
| Admin Assistants | 1.55 | 1.55 | 1.55 | 1.55 | 1.55 |
| Administrators | 2 | 2 | 2 | 2 | 2 |
| **Total** | **70.28** | **72.04** | **70.45** | **69.49** | **67.14** |

### TOTAL STAFF
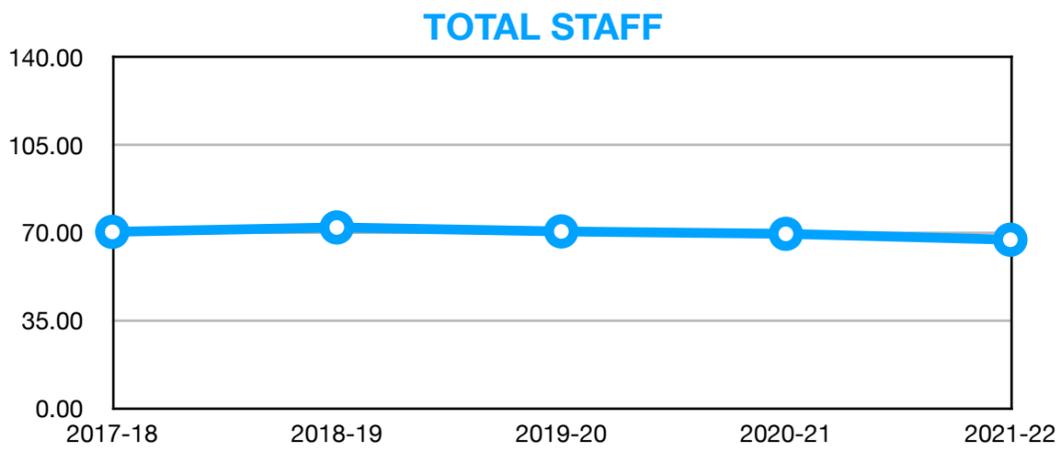


# SEAMAN HIGH SCHOOL

|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2020-21 |
|---|---|---|---|---|---|
| Teachers | 77.8 | 78.8 | 79.8 | 74.82 | 74.71 |
| Special Education Teachers | 11 | 11 | 11 | 11 | 12 |
| Gifted Teachers | 1 | 1 | 1 | 1 | 1 |
| Counselors | 4 | 4 | 4 | 4 | 4 |
| Social Workers | 1 | 1 | 2 | 2 | 2 |
| Nurses (RN/LPN) | 2 | 2 | 2 | 2 | 2 |
| Security | 1 | 1 | 1 | 1 | 1 |
| Teacher Aids (General Ed) | 3.32 | 3.32 | 3.88 | 4.13 | 4.13 |
| Paraprofessionals (SPED) | 12.95 | 13.23 | 14.79 | 14.66 | 8.5 |
| Admin Assistants | 4.66 | 4.66 | 4.66 | 4.66 | 4.66 |
| Administrators | 5 | 5 | 5 | 5 | 5 |
| **Total** | **123.73** | **125.01** | **129.13** | **124.27** | **119.00** |

### TOTAL STAFF
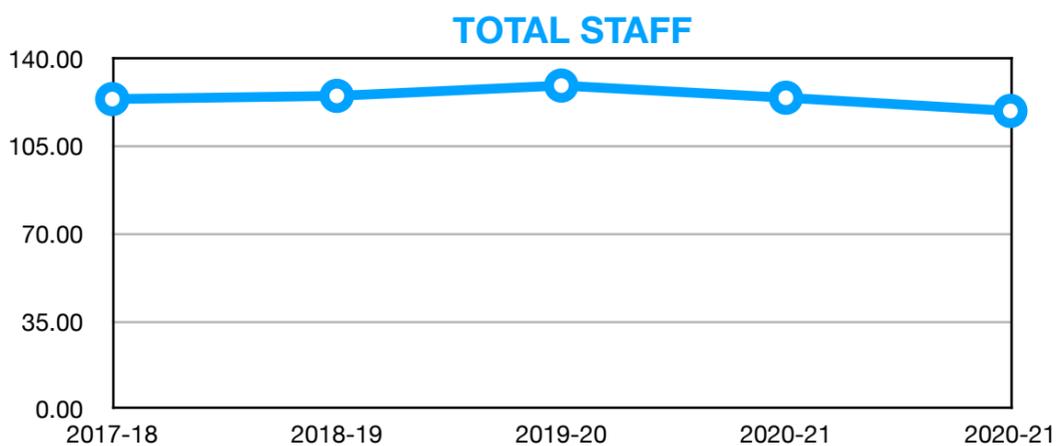
# SPED RELATED SERVICE PROVIDERS

|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| Administrator | 1 | 1 | 1 | 1 | 1 |
| Autism Specialist | 1 | 0 | 0 | 0 | 0 |
| Speech | 7.6 | 7.6 | 6.6 | 7.6 | 7.6 |
| Occupational Therapists | 1.8 | 1.28 | 1.28 | 1.28 | 1.28 |
| Occupational Therapist Assistant | 0.16 | 0.16 | 0.25 | 0.25 | 0.25 |
| Behavior Specialist | 0 | 1 | 0.5 | 0.5 | 0.5 |
| Coordinators | 0 | 0 | 0 | 0 | 0 |
| Physical Therapists | 0.8 | 0.43 | 0.43 | 0.43 | 0.43 |
| Psychologists | 4.6 | 5 | 5 | 5 | 5 |
| Admin Assistants | 1.77 | 1.77 | 1.77 | 1.77 | 1.77 |
| Sign Language Interpreter | 1.32 | 1.32 | 1.32 | 1.32 | 1.32 |
| SPED Consulting Teacher | 1 | 1 | 1 | 1 | 1 |
| **Total** | **21.05** | **20.56** | **19.15** | **20.15** | **20.15** |

## TOTAL STAFF
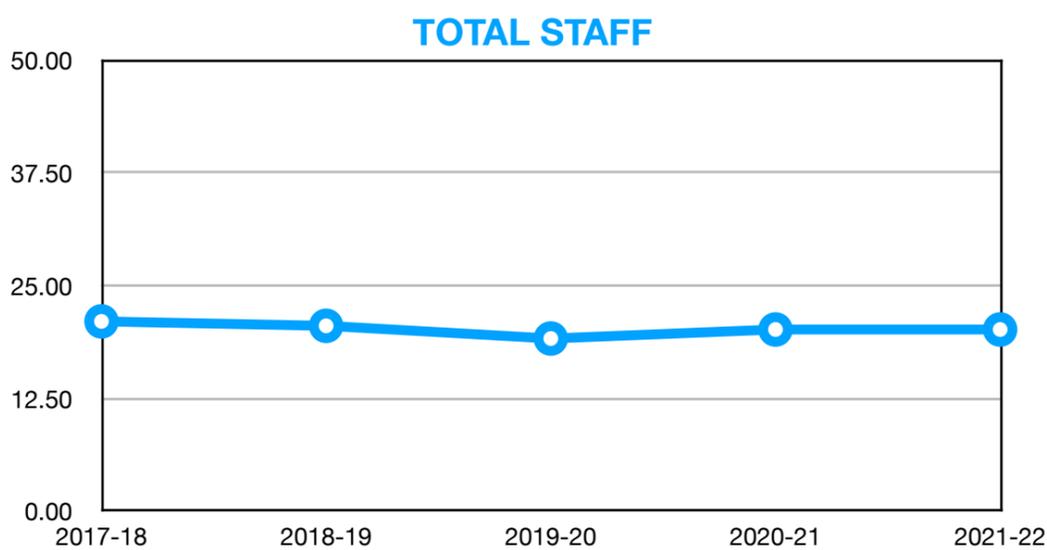


# BUSINESS

|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2020-21 |
|---|---|---|---|---|---|
| Administrators | 1 | 1 | 1 | 1 | 1 |
| Accounts Payable | 3 | 3 | 3 | 2.5 | 2.5 |
| Data Analyst | 0 | 0 | 0 | 0 | 0 |
| Bookkeeper | 1 | 1 | 1 | 1 | 1 |
| **Total** | **5.00** | **5.00** | **5.00** | **4.50** | **4.50** |
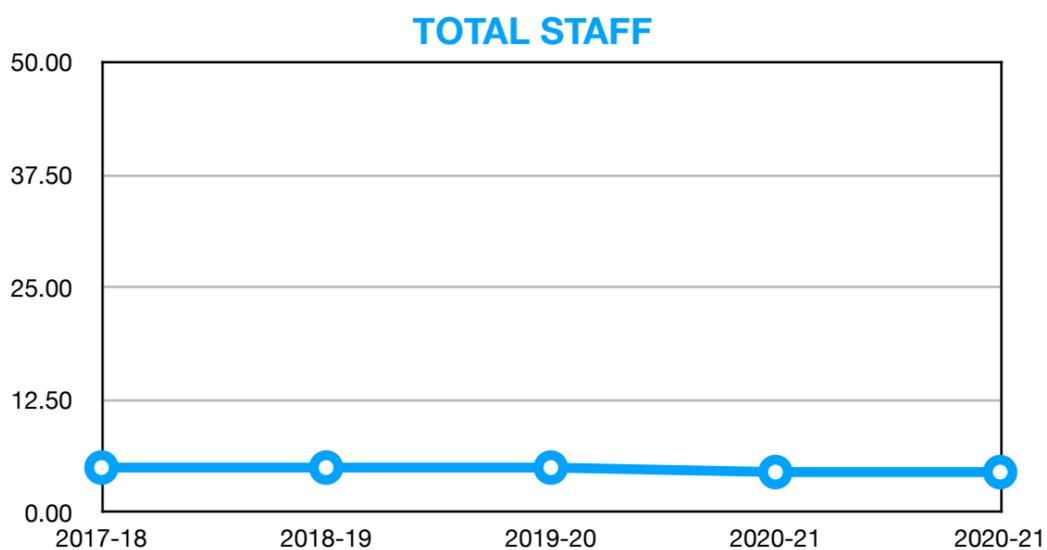
## TOTAL STAFF

# TECHNOLOGY

|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2020-21 |
|---|---|---|---|---|---|
| Administrators | 2 | 2 | 2 | 2 | 2 |
| Network/Hardware Technicians | 3 | 3 | 3 | 3 | 3 |
| Technology Specialist | 1 | 1 | 1 | 1 | 1 |
| **Total** | **6.00** | **6.00** | **6.00** | **6.00** | **6.00** |

**TOTAL STAFF**
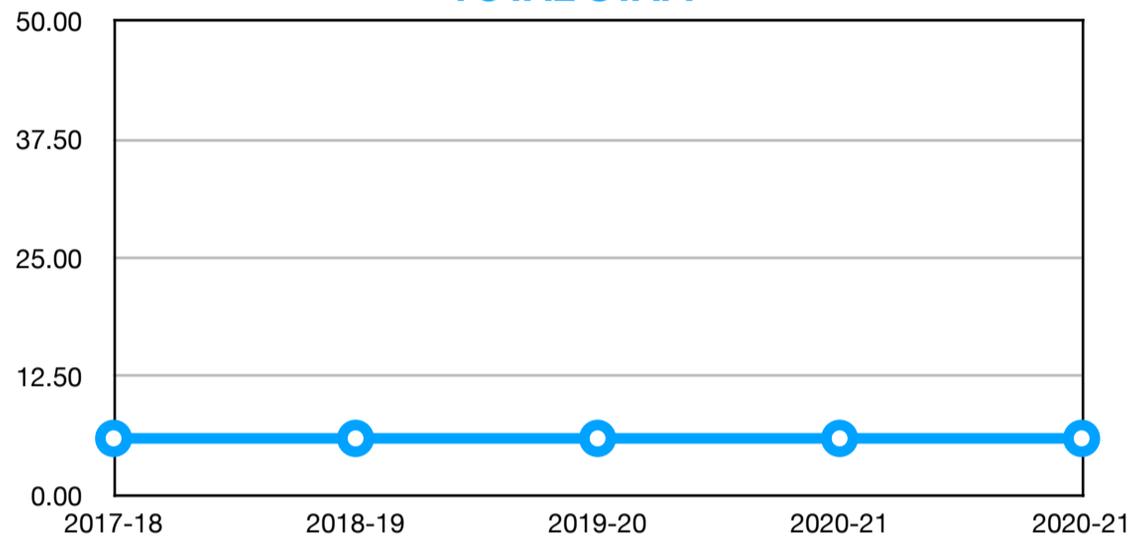


# FOOD & NUTRITION

|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2020-21 |
|---|---|---|---|---|---|
| Administrator | 1 | 1 | 1 | 1 | 1 |
| Food Service | 19.18 | 19.82 | 17.71 | 15.17 | 17.41 |
| Drivers | 2 | 2 | 2 | 2 | 2 |
| Admin Assistants | 2 | 2 | 2 | 1.5 | 1 |
| **Total** | **24.18** | **24.82** | **22.71** | **19.67** | **21.41** |

**TOTAL STAFF**
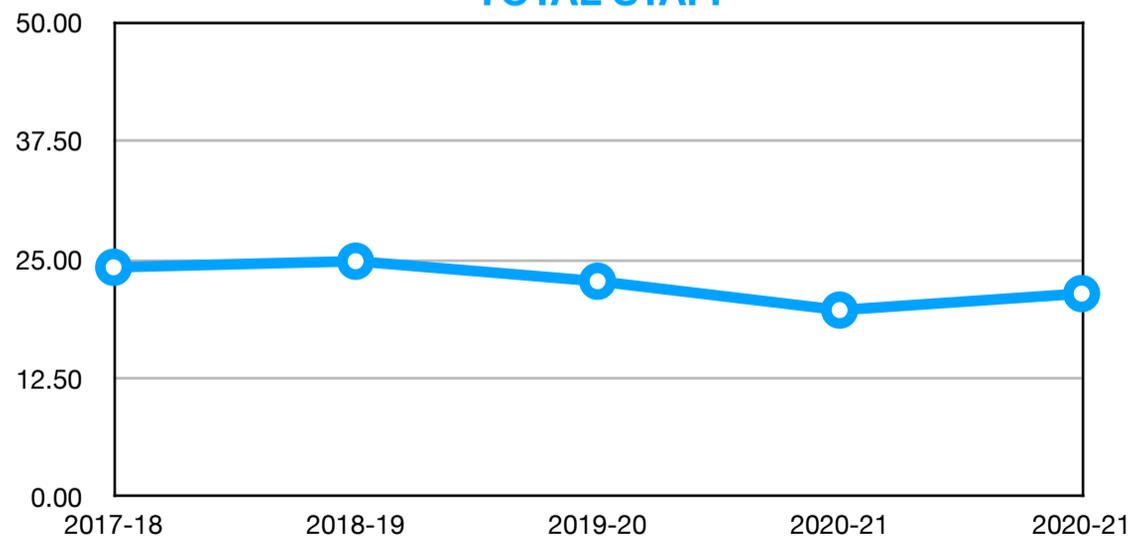
# FACILITIES & GROUNDS

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2020-21 |
|---|---|---|---|---|---|
| Administrator | 1 | 1 | 1 | 1 | 1 |
| Maint. Supervisor | 1 | 1 | 1 | 1 | 1 |
| Cust. Supervisor | 1 | 1 | 1 | 1 | 1 |
| Custodian | 32.35 | 32.4 | 34.35 | 38 | 34 |
| Maintenance | 3 | 3 | 3 | 3 | 3 |
| Grounds | 3 | 3 | 2 | 3 | 2 |
| Admin Assistants | 0 | 0 | 0.75 | 0.75 | 0.75 |
| **Total** | **41.35** | **41.40** | **43.10** | **47.75** | **42.75** |

**TOTAL STAFF**
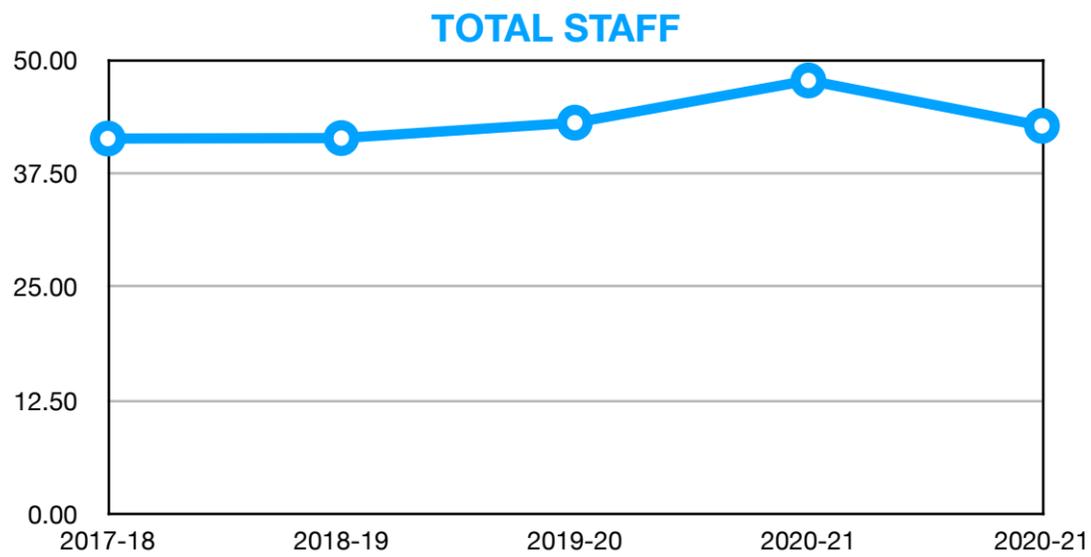


# TRANSPORTATION

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| Administrator | 1 | 1 | 1 | 1 | 1 |
| Operations Coordinator | 1 | 1 | 1 | 1 | 1 |
| Bus Drivers | 16.4 | 18.32 | 20.76 | 20.94 | 19.47 |
| Bus Paras | 6.2 | 7.61 | 8.62 | 9.17 | 9 |
| Mechanics | 3.5 | 4 | 4 | 4 | 3 |
| Admin Assistants | 1 | 0.77 | 1 | 1 | 1 |
| **Total** | **29.10** | **32.70** | **36.38** | **37.11** | **34.47** |

**TOTAL STAFF**
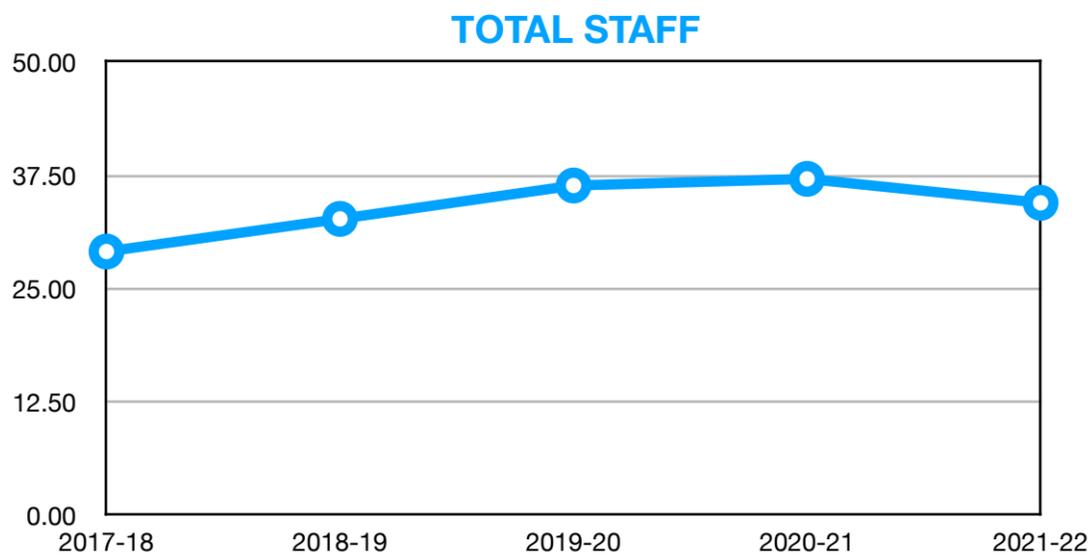
# SEAMAN EDUCATION CENTER

|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| Administrators | 5 | 5 | 5 | 5 | 5 |
| Admin Assistants | 2 | 2 | 2 | 3 | 3 |
| Coordinator | 0 | 0 | 0 | 0 | 1 |
| Superintendent | 1 | 1 | 1 | 1 | 1 |
| **Total** | **7.00** | **7.00** | **7.00** | **8.00** | **8.00** |

**TOTAL STAFF**
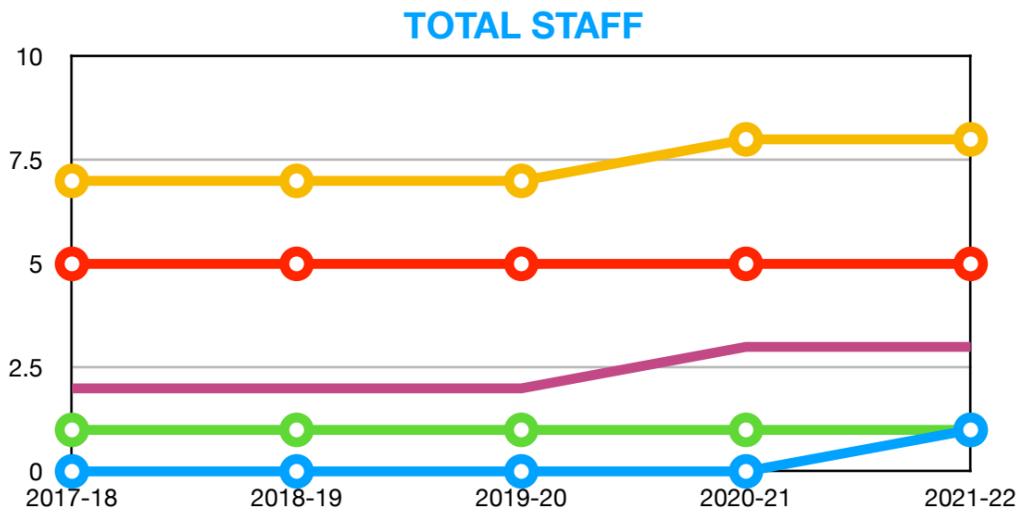


# TOTAL

|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|---|
| MELC | 0 | 20.79 | 22.35 | 29.44 | 26.53 |
| EL | 33.37 | 35.58 | 36.04 | 34.09 | 32.53 |
| LO | 71.38 | 59.32 | 61.43 | 61.07 | 61.4 |
| NH | 42.771 | 46.61 | 48.21 | 50.56 | 48.36 |
| NF | 31.78 | 32.36 | 35.84 | 33.09 | 35.39 |
| WI | 41.39 | 42.03 | 44.57 | 46.78 | 45.94 |
| PHLC | 10.06 | 9.32 | 10.06 | 10.72 | 9.42 |
| SMS | 70.28 | 72.04 | 70.45 | 69.49 | 67.14 |
| SHS | 123.73 | 125.01 | 129.13 | 124.27 | 119 |
| SPED | 21.05 | 20.56 | 19.15 | 20.15 | 21.15 |
| BUSINESS | 5 | 5 | 5 | 4.5 | 4.5 |
| IT | 6 | 6 | 6 | 6 | 6 |
| FOOD | 24.18 | 24.82 | 22.71 | 19.67 | 21.41 |
| FACILITIES | 41.35 | 41.4 | 43.1 | 47.75 | 42.75 |
| TRANSPORTATION | 29.1 | 32.7 | 36.38 | 37.11 | 34.47 |
| SEC | 7 | 7 | 7 | 8 | 8 |
| **Total FTE** | **558.44** | **580.54** | **597.42** | **602.69** | **583.99** |

**TOTAL STAFF**
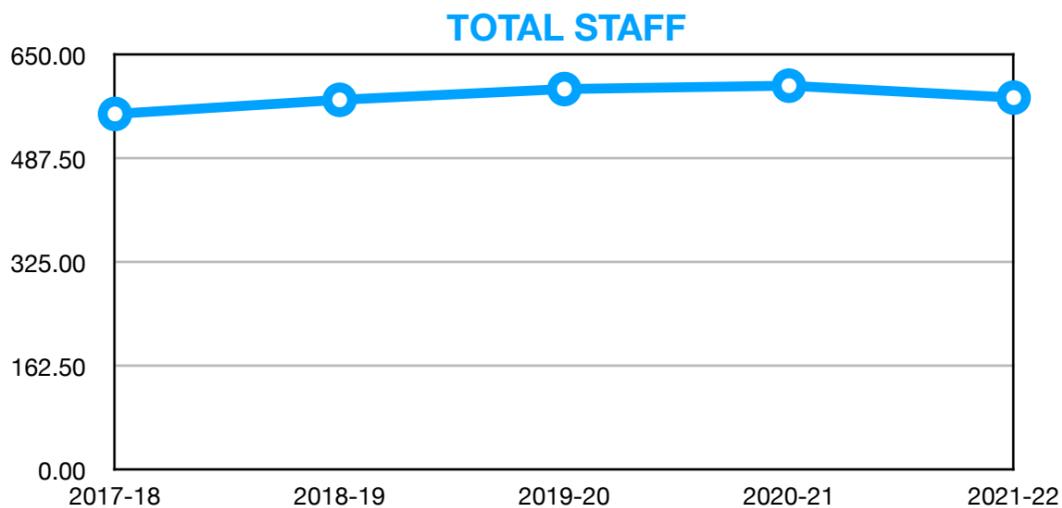
# EARLY LEARNING

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | Target 2023 |
|---|---|---|---|---|---|
| MYIGDIs - Number Naming | 52% | 33% | 56% | 59% | 80% |
| MYIGDIs - 1:1 Correspondence | 82% | 77% | 75% | 83% | 80% |
| MYIGDIs - Quantity | 78% | 71% | 85% | 91% | 80% |
| MYIGDIs - Oral Counting | 70% | 63% | 67% | 79% | 80% |
| MYIGDIs - Alliteration | 69% | 29% | 30% | 39% | 80% |
| MYIGDIs - Which one doesn't belong? | 68% | 80% | 88% | 82% | 80% |
| MYIGDIs - Sound Identification | 28% | 54% | 51% | 68% | 80% |
| MYIGDIs - Rhyming | 60% | 63% | 57% | 59% | 80% |
| MYIGDIs - Picture Naming | 64% | 34% | 65% | 59% | 80% |
| ASQ SE-2 (K) | 89% | 88.48% | 91% | 86% | 80% |
| ASQ 3 (60 month) | 63% | 61% | 58% | 61% | 80% |
| ASQ 3 (72 month) | 65% | 64.35% | 63% | 68% | 80% |
| ASQ Participation Rate | 89.8% | 79% | 91.58% | 85% | |

**myIGDIs**

Individual Growth & Development Indicators of Early Math & Reading Literacy (myIGDIs) is an early childhood assessment for four-year-olds, specifically designed to help identify children at-risk of developmental delays early and monitor development gains often to help children become school-ready. 2018-19 will be the first year this assessment is administered.
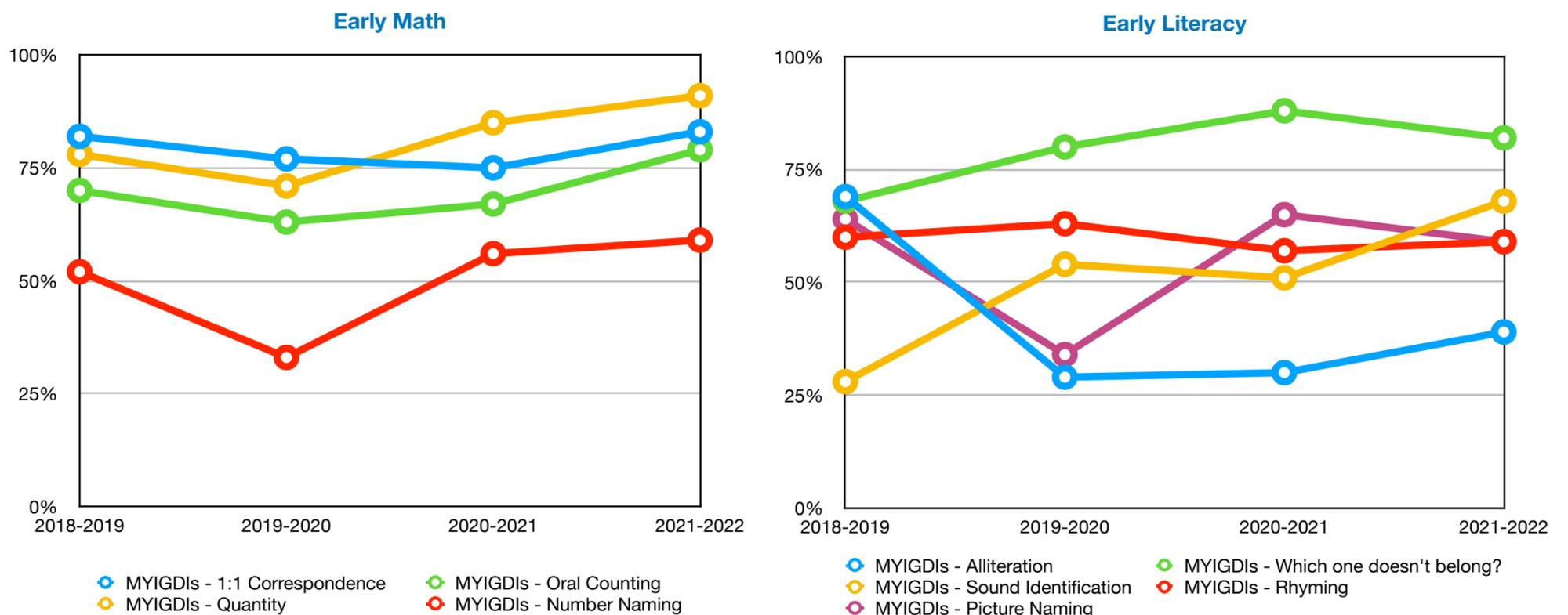
**ASQ SE-2**

Ages & Stages Questionnaire (ASQ SE-2) is a parent administered screening that is given to kindergartners that helps accurately identify children who may be at risk for delays. A social-emotional screening tool designed to identify and address potential social-emotional concerns. This tool screens self-regulation, compliance, social-communication, adaptive functioning, autonomy, affect, and interaction with people. Students are screened in the fall of their kindergarten year. The data represents the percentage of parents with no concerns.

**ASQ-3**

Ages & Stages Questionnaire: 3rd edition (ASQ-3) is a parent administered developmental screening tool designed to catch delays and celebrate milestones. This tool screens communication, gross motor, fine motor, problem solving, and personal-social. Students are screened at 48, 54, 60, and 72 months. The data represents the percentage of parents with no concerns.

2019-2020 MYIGDIs scores were taken in the middle of the Year Score due to COVID



**Early Math**

Legend: MYIGDIs - 1:1 Correspondence, MYIGDIs - Oral Counting, MYIGDIs - Quantity, MYIGDIs - Number Naming



**Early Literacy**

Legend: MYIGDIs - Alliteration, MYIGDIs - Which one doesn't belong?, MYIGDIs - Sound Identification, MYIGDIs - Rhyming, MYIGDIs - Picture Naming

# ELEMENTARY

| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | Target 2023 |
|---|---|---|---|---|---|---|---|
| Acadience (DIBELS): Reading (K) | 80% | 75% | 79% | 74% | 62% | 72% | 80% |
| Acadience (DIBELS): Reading (1) | 70% | 62% | 58% | 59% | 56% | 54% | 80% |
| Acadience (DIBELS): Reading (2) | 70% | 70% | 69% | 65% | 68% | 60% | 80% |
| Acadience (DIBELS): Reading (3) | 75% | 73% | 72% | 66% | 65% | 72% | 80% |
| Acadience (DIBELS): Reading (4) | 72% | 71% | 70% | 67% | 73% | 67% | 80% |
| Acadience (DIBELS): Reading (5) | 77% | 74% | 69% | 74% | 64% | 69% | 80% |
| Acadience (DIBELS): Reading (6) | 84% | 84% | 80% | 82% | 80% | 77% | 80% |
| Acadience (DIBELS): Math (K) | NA | 71% | NA | 69% | 68% | 77% | 80% |
| Acadience (DIBELS): Math (1) | NA | 65% | NA | 64% | 63% | 66% | 80% |
| Acadience (DIBELS): Math (2) | NA | 56% | NA | 52% | 72% | 57% | 80% |
| Acadience (DIBELS): Math (3) | NA | 73% | NA | 55% | 66% | 60% | 80% |
| Acadience (DIBELS): Math (4) | NA | 64% | 74% | 67% | 76% | 72% | 80% |
| Acadience (DIBELS): Math (5) | NA | 68% | 74% | 77% | 77% | 79% | 80% |
| Acadience (DIBELS): Math (6) | NA | 77% | 75% | 66% | 72% | 72% | 80% |
| KAP: ELA (6) | 47% | 49% | 50% | NA | 51% | 43% | 56% |
| KAP: Math (6) | 40% | 48% | 49% | NA | 47% | 43% | 55% |
| KAP: Science (5) | 46% | 52% | 46% | NA | 53% | 56% | 59% |
| KAP: Social Studies (6) | NA | 58% | NA | NA | NA | NA | 65% |

**Acadience (DIBELS): Reading**
Acadience Reading is a standardized set of passages and administration procedures designed to (a) identify children who may need additional instructional support, and (b) monitor progress toward instructional goals. The passages are calibrated for each grade level for kindergarten through 6th grade. This data measures the percentage at benchmark or above from spring testing. This assessment is administered to every student at three benchmark periods (fall/winter/spring).
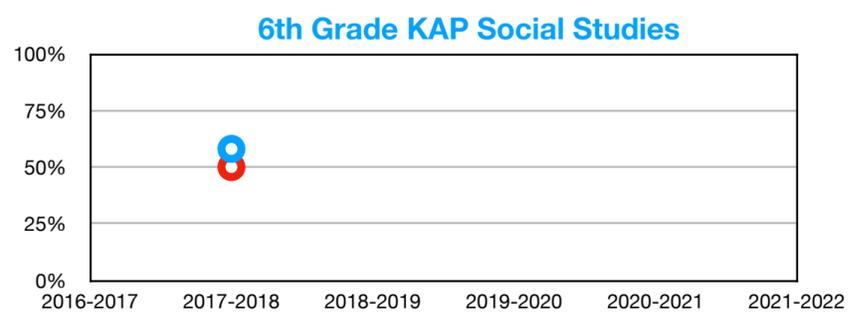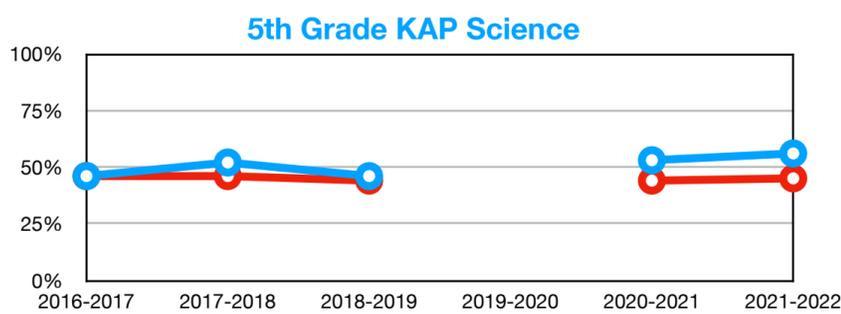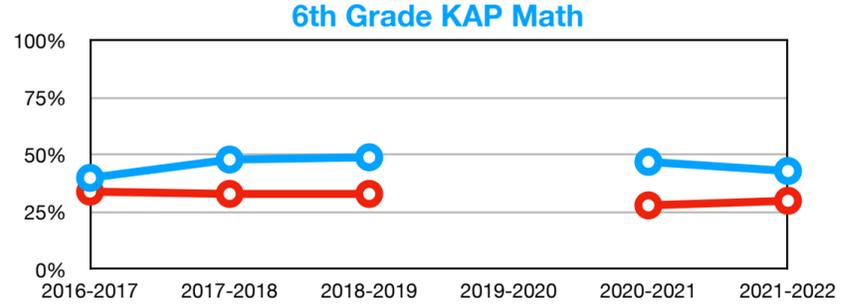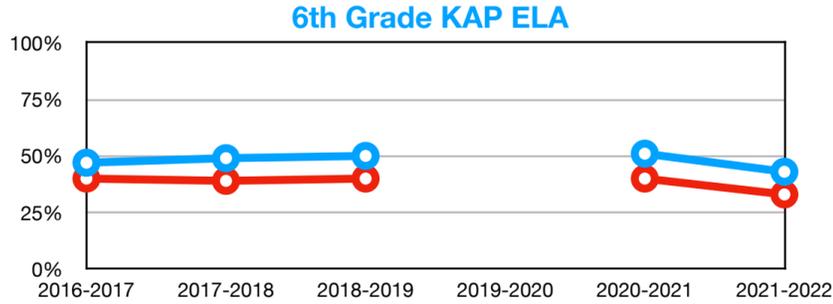
**Acadience (DIBELS): Math**
Acadience Math is comprised of measures of early numeracy, computation, and problem solving that function as indicators of the essential skills that every child must master in order to become proficient in mathematics. The measures can be used to quickly and efficiently monitor the development of mathematics skills. This assessment is administered to every student at three benchmark periods (fall/winter/spring).
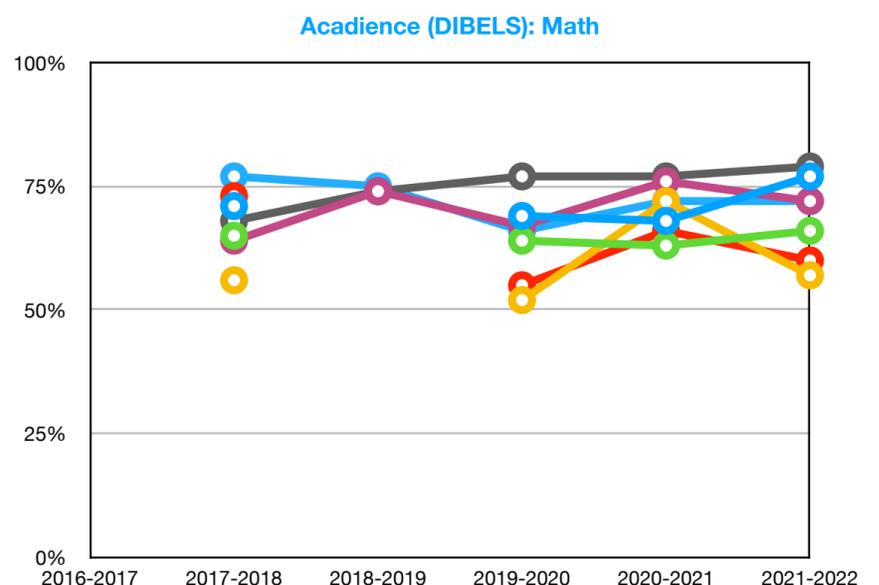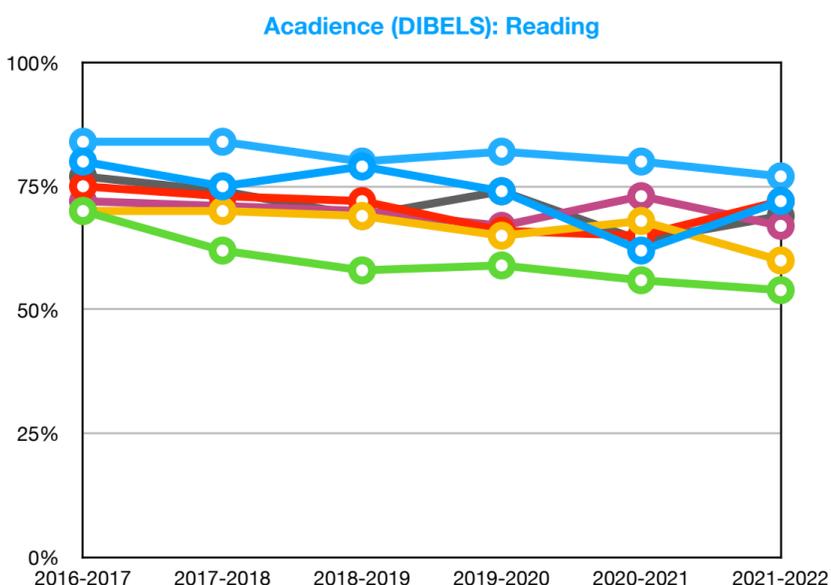
**KAP**
The Kansas Assessment Program (KAP) includes a variety of tests aligned to Kansas' content standards, which help educators and policymakers evaluate student learning and meet the requirements for federal and state accountability. This data measures the percentage of students performing at level 3 & 4 (above the median).

2019-20 Acadience (DIBELS) Scores from Middle of the Year Score due to COVID

### 6th Grade KAP ELA

### 6th Grade KAP Math

### 5th Grade KAP Science

### 6th Grade KAP Social Studies

Legend: USD 345 — State

### Acadience (DIBELS): Reading

### Acadience (DIBELS): Math

Legend: Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade

# MIDDLE SCHOOL

| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | Target 2023 |
|---|---|---|---|---|---|---|---|
| MAP ELA (8) | NA | NA | NA | NA | 27% | 50% | 55% |
| MAP: Math (8) | 45.7% | 46.3% | 48.8% | 48% | 39% | 37% | 55% |
| KAP: ELA (8) | 26% | 33% | 15% | NA | 20% | 20% | 40% |
| KAP: Math (8) | 19% | 20% | 15% | NA | 17% | 19% | 27% |
| KAP: Science (8) | 33% | 34% | 35% | NA | 28% | 20% | 41% |
| KAP: Social Studies (8) | NA | 54% | NA | NA | NA | NA | 61% |
| KAP: Social Studies | | 51% | | | | | |

**MAP:** MAP stands for Measures of Academic Progress.  This assessment is used to measure student achievement in the moment as well as growth over time.  The results let teachers know where students are at and what they are ready to learn.  The percentage included in this report indicates the number of students who met projected MAP growth over a year and is based on how the class grew, as a whole, compared to typical growth.
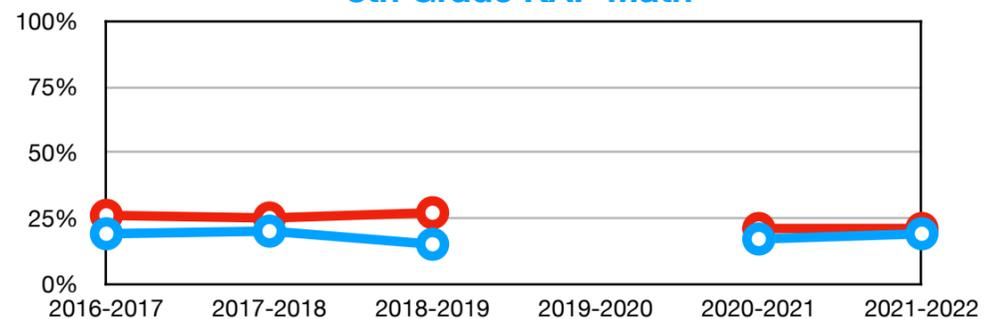
**KAP**
The Kansas Assessment Program (KAP) includes a variety of tests aligned to Kansas' content standards, which help educators and policymakers evaluate student learning and meet the requirements for federal and state accountability. This data measures the percentage of students performing at level 3 & 4 (above the median).
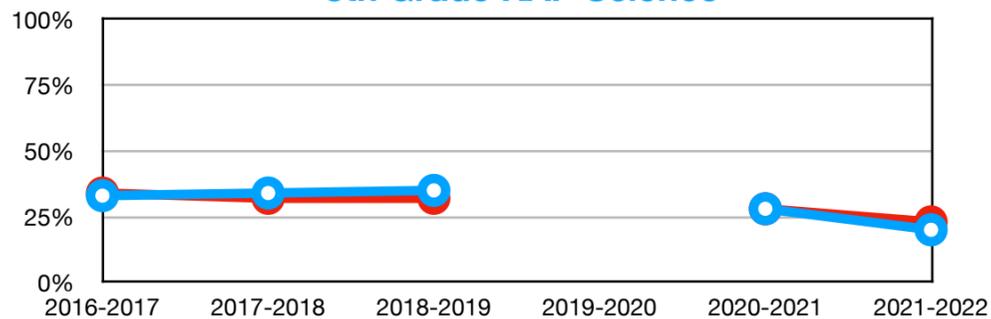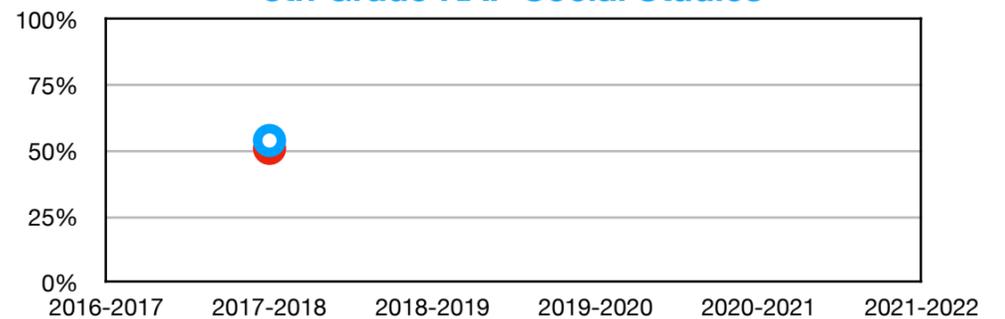


8th Grade KAP ELA
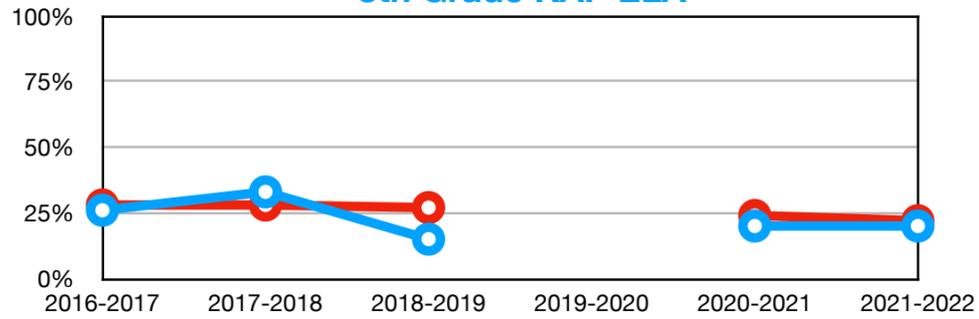


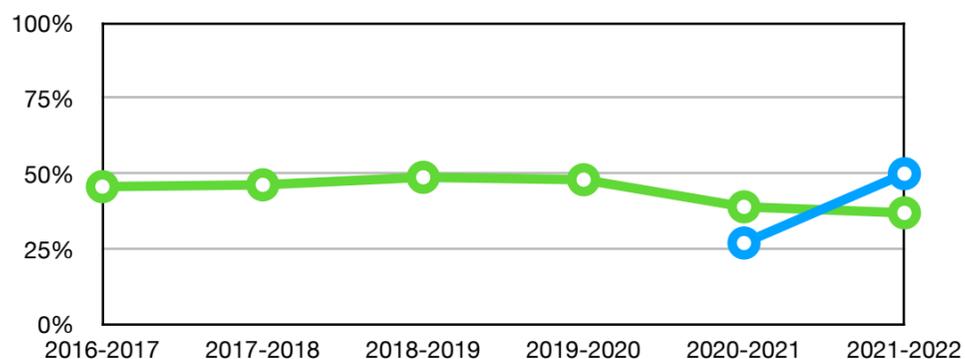8th Grade KAP Math



8th Grade KAP Science



8th Grade KAP Social Studies

USD 345    State



MAP

MAP ELA (8)    MAP: Math (8)

# HIGH SCHOOL

| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | Target 2023 |
|---|---|---|---|---|---|---|---|
| KAP: ELA (10) | 27% | 29% | 27% | NA | 22% | 20% | 36% |
| KAP: Math (10) | 23% | 29% | 31% | NA | 17% | 26% | 36% |
| Pathway Concentrators | 97 | 255 | 205 | 148 | 256 | 362 | 300 |
| PreACT Math | 18.2 | 18.6 | 17.8 | 17.1 | NA | NA | |
| PreACT Science | 18.7 | 18.3 | 17.8 | 17.7 | NA | NA | |
| PreACT English | 15.8 | 16.3 | 16.2 | 16.1 | NA | NA | |
| PreACT Reading | 18.5 | 19.5 | 19.9 | 19.7 | NA | NA | |
| PreACT STEM | 18.7 | 18.7 | 18.1 | 17.7 | NA | NA | |
| PreACT Composite | 17.9 | 18.3 | 18.1 | 17.8 | NA | NA | |
| ACT Math | 22.3 | 22.3 | 21.2 | 20.5 | 19.4 | 19.1 | |
| ACT Science | 21.7 | 22.8 | 22 | 20.6 | 20.1 | 20 | |
| ACT English | 21.3 | 21.4 | 20.8 | 19.5 | 18.6 | 18.4 | |
| ACT Reading | 22.6 | 23.2 | 22 | 21.2 | 20.2 | 20.3 | |
| ACT Composite | 22.1 | 22.5 | 21.6 | 20.6 | 19.7 | 19.6 | 23 |
| ACT students tested | 64.86% | 56.54% | 64.35% | 78.47% | 76.61% | 64.12% | |
| College Credit Hours | 1843 | 2044 | 2152 | 2123 | 1942 | 1672 | |

**KAP**
The Kansas Assessment Program (KAP) includes a variety of tests aligned to Kansas' content standards, which help educators and policymakers evaluate student learning and meet the requirements for federal and state accountability. This data measures the percentage of students performing at level 3 & 4 (above the median). English language arts (ELA) and math are administered to 10th graders.

**Pathway Concentrators**
A student who has taken two or more credits in a pathway and has met competencies at 70% or better. A student can only belong to one pathway.

**PreACT**
All sophomores are administered the PreACT during school. The PreACT is a multiple-choice test designed to prepare 10th grade students for the college-entrance exam (ACT).

**ACT**
The ACT test gauges a student's readiness for success in the first year of college. Students can opt out of this test.

**ACT Students tested**
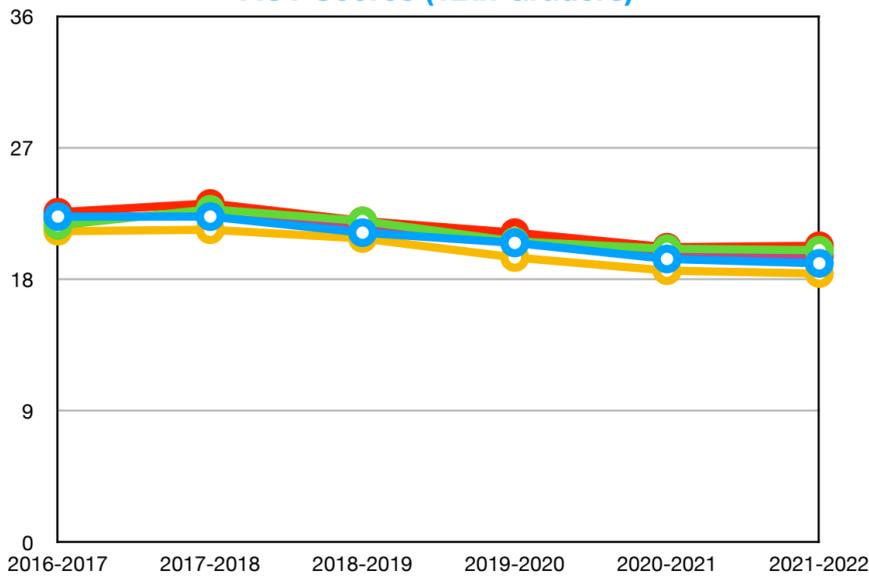The percentage of seniors who took the ACT.

**College Credit Hours**
This number indicates the credit hours earned from students in grades 10-12 during the school year.
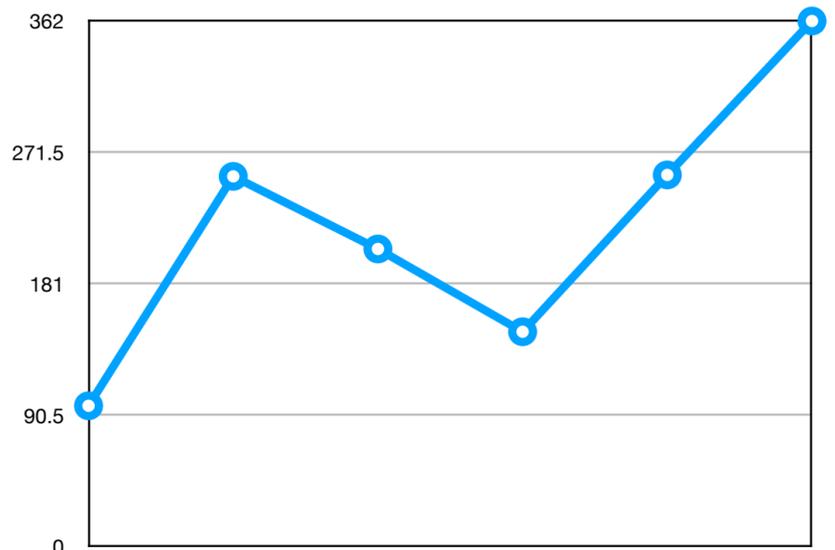
**AP Exams 3+**
The number of students taking and scoring a 3 or above on the Advanced Placement (AP) exam.
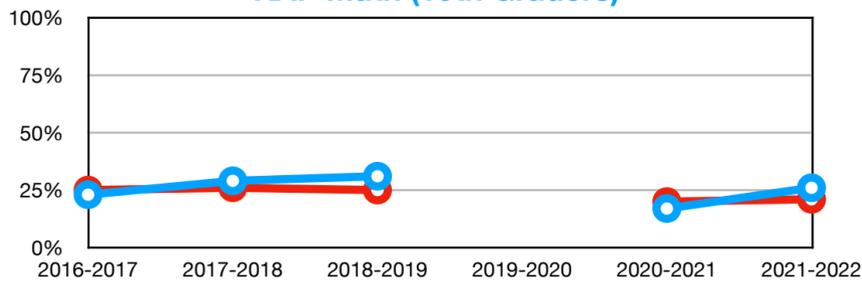
## ACT Scores (12th Graders)



- ACT Math
- ACT Science
- ACT English
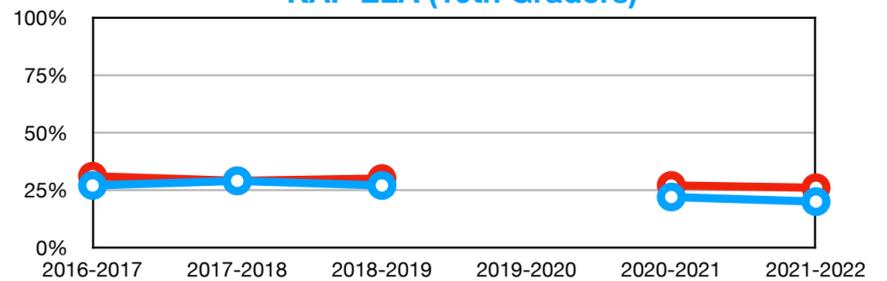- ACT Reading
- ACT Composite

## Pathway Concentrators



- Pathway Concentrators

## KAP Math (10th Graders)



## KAP ELA (10th Graders)



- USD 345
- State

# POST SECONDARY

|  | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | Target 2023 |
|---|---|---|---|---|---|---|---|
| Graduation Rate | 95.5% | 93.2% | 91.9% | 94.2% | 94.8% |  |  |
| Success Rate | 59.1% | 58.5% | 59.6% | 51.7% | NA |  |  |
| Effective Rate | 56.5% | 54.5% | 54.8% | 48.7% | NA |  | 70% |

**Graduation Rate**
Total number of students who graduate from high school with a regular high school diploma in four years, divided by the total number of students who should have graduated from high school in four years with a regular high school diploma.

**Success Rate**
Includes number of high school graduates who enrolled at any time in both the first and second year following high school graduation, and students who earned a degree or certification within two years following high school graduation.

**Effective Rate**
The effective rate is measured by multiplying the High School Graduation Rate by the Postsecondary Success Rate.

# SOCIAL-EMOTIONAL

|  | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | Target 2023 |
|---|---|---|---|---|---|---|---|
| Daily Attendance Rates | 95.3% | 94.7% | 95% | 93% | 95.2% | 92.2% | 95% |
| Extracurricular Participation SMS | NA | NA | 62% | 55% | 43% | 44.34% | 100% |
| Extracurricular Participation SHS | NA | NA | 73.9% | 70.9% | 71% | 71.85% | 100% |
| KCTC District Participation | 69.35% | 70.35% | 78.3% | 73.2% | 74.9% |  |  |
| KCTC Good Character Development | 62.3% | 57.6% | 55.6% | 53.4% | 56.3% |  |  |
| KCTC Good Personal Development | 67.8% | 67% | 63.2% | 62.9% | 62.6% |  |  |
| KCTC Good Social Development | 61.2% | 59.1% | 52.1% | 55.3% | NA |  |  |
| KCTC Good School Climate | 64% | 60% | 59.5% | 63.3% | 75.4% |  |  |

**Daily Attendance Rates**
Percentage of students in school on an average day.
* This is for the 3 quarters we were in school only.  No attendance was taken during 4th Quarter (Covid).

**Extracurricular**
Percentage of students (SMS & SHS) actively participating in two or more activities. 2018-19 will be the first year extracurricular participation will be tracked.
*This does not include the last quarter of activities

**KCTC**
The Kansas Communities that Care (KCTC) survey tracks teen use of harmful substances such as alcohol, tobacco and other drugs. In addition, the survey provides a baseline for teen participation in, perception of, and attitudes toward both prosocial and antisocial behavior at the peer, school, family and community levels. It provides a measurable level of risk and protective factors that influence behavior, attitudes, and opinions of Kansas teens (grades 6, 8, 10, and 12).

Character Development: Identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision-making.

Personal Development: Identify, understand and effectively manage their thoughts, feelings and behaviors.

Social Development: Establish and maintain positive relationships and enable communication with others in various settings and situations.

School Climate: School climate refers to the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions and organizational processes and structures.
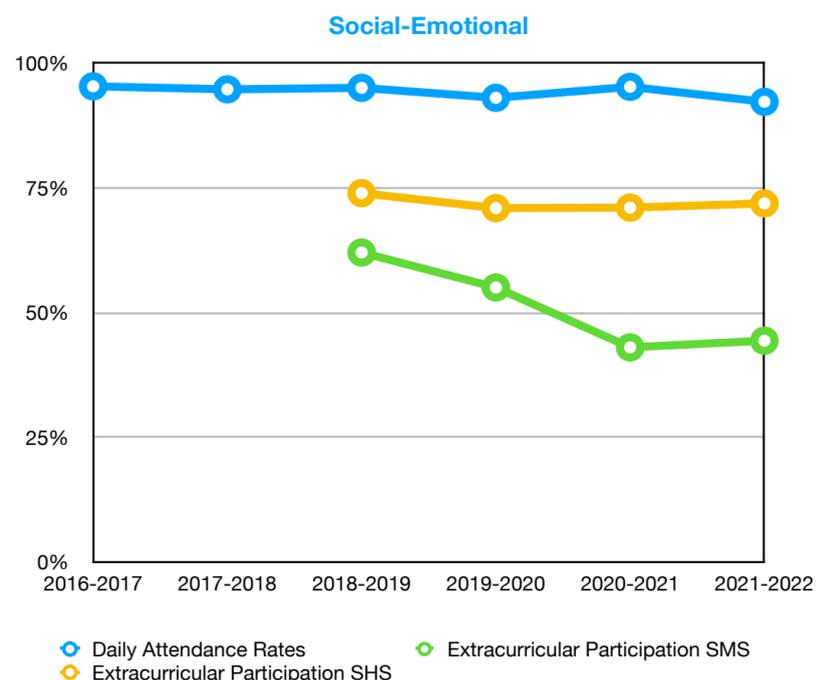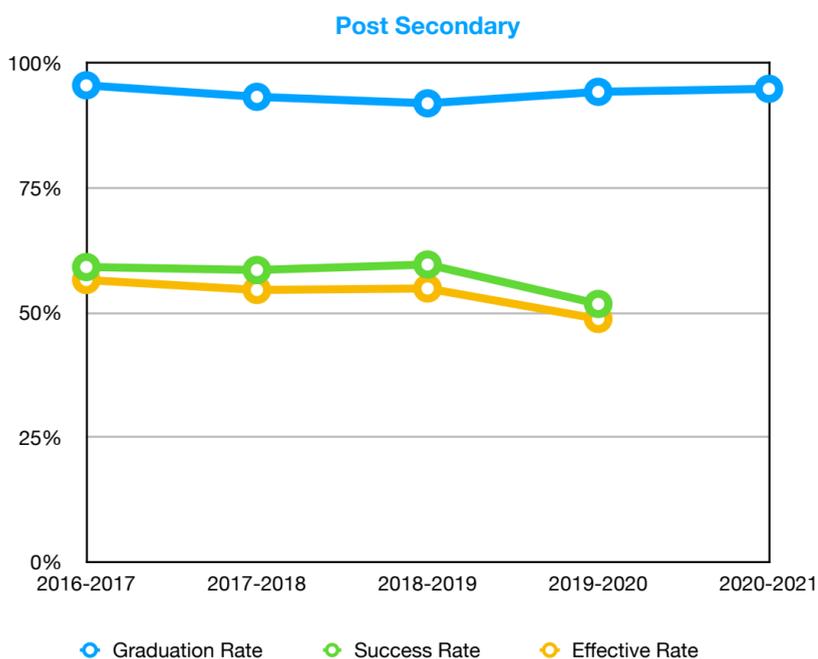
## Post Secondary



## Social-Emotional

# CIVIC ENGAGEMENT

| Civic Advocacy Network | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | Target 2023 |
|---|---|---|---|---|---|---|---|
| Mathes Early Learning Center | | | | | | | X |
| Logan Elementary | | | | | | | X |
| Elmont Elementary | | | | | | | X |
| North Fairview Elementary | | | | X | X | X | X |
| Northern Hills Elementary | | | | | | | X |
| West Indianola Elementary | | | | | | | X |
| Seaman Middle School | | | | | | | X |
| Seaman High School | | | X | X | X | X | X |

**Civic Engagement**
Kansas State Department of Education's recognition program for schools that actively involve students in civic engagement opportunities. The ultimate goal is to promote civic engagement as part of all preK-12 students' experience.

# SPECIAL SERVICES

| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|---|---|---|---|---|---|---|
| Autism | 42 | 48 | 49 | 48 | 52 | 49 |
| Developmental Delay | 157 | 159 | 162 | 163 | 156 | 151 |
| Emotional Disturbance | 41 | 43 | 45 | 50 | 53 | 49 |
| Intellectual Disability | 30 | 27 | 23 | 21 | 22 | 24 |
| Learning Disability | 189 | 202 | 195 | 197 | 191 | 208 |
| Multiple Disabilities | 5 | 6 | 4 | 4 | 4 | 5 |
| Orthopedic Impairment | 3 | 3 | 2 | 1 | 0 | 1 |
| Traumatic Brain Injury | 1 | 2 | 1 | 1 | 1 | 1 |
| Deaf-Blindness | 0 | 0 | 0 | 0 | 0 | 0 |
| Hearing Impairment | 10 | 10 | 11 | 8 | 7 | 7 |
| Other Health Impaired | 82 | 99 | 111 | 98 | 91 | 74 |
| Speech/Language | 51 | 49 | 48 | 61 | 68 | 67 |
| Visual Impairment | 6 | 7 | 5 | 5 | 4 | 2 |
| TOTAL | 617 | 655 | 656 | 657 | 649 | 638 |
| Gifted | 100 | 94 | 100 | 96 | 87 | 98 |

**Total Individualized Education Plans (IEP)**
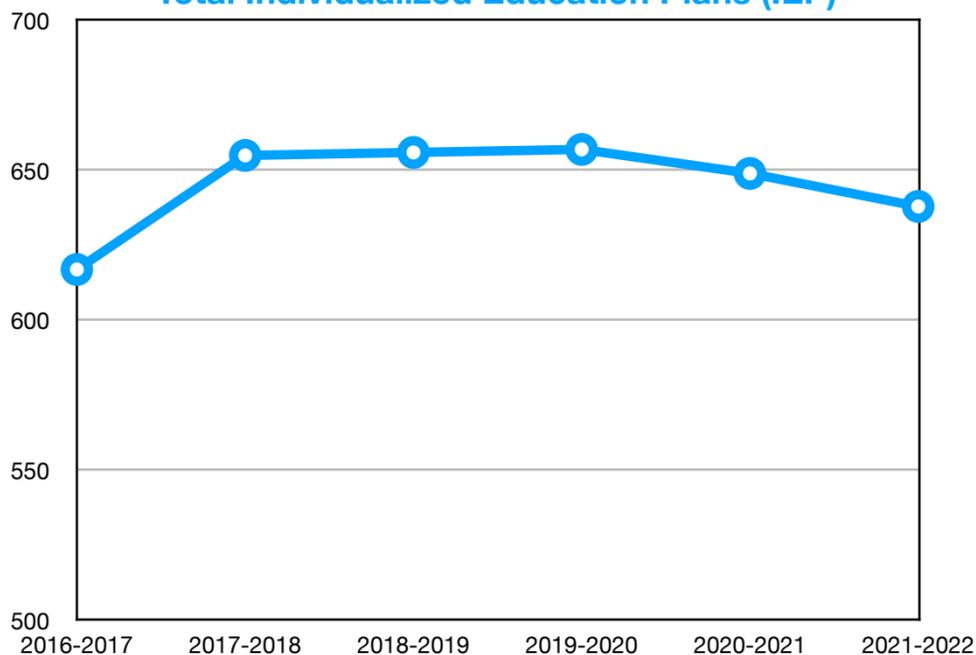


**IEPs**
The Individualized Education Program (IEP) is defined as a written statement for each student with an exceptionality, which describes that child's educational program and is developed, reviewed, and revised in accordance with special education laws and regulations. These numbers are calculated in December

# IN CASE YOU MISSED IT
## JUST A FEW ITEMS TO CELEBRATE FROM THE YEAR

**TAYLOR HOLMER**
FROM NORTHERN HILLS ELEMENTARY
chosen as a **TOP NEW TEACHER**
BY THE
Kansas State Department of Education

North Fairview
**elementary**
**WINS** LIVING THE DREAM
PAULINE J. BARKER
School Award

**SHS** BASEBALL
MARK **SIMONEAU**
**ABCA** **ASSISTANT BASEBALL COACH OF THE YEAR**

**JENNY** CROWELL
**SHAWNEE COUNTY** HEALTH DEPT
INDIVIDUAL PUBLIC HEALTH
**CHAMPION**

**FBLA STATE CHAMPS**
SEAMAN MIDDLE SCHOOL
**WESLEY ECKERT**
**MATTHEW MCCONNAUGHEY**
SEAMAN HIGH SCHOOL
ANSON APPELHANZ x 2
**JUSTIN KRUSE**

**SMS STUDENTS**
National History Day
PERFORMANCE
Showcased by the
EMILY PAYNE
EMMA NORD
MILEY PROPLESCH
ELLA SHIPLEY
**National Women's History Museum**

**SMS**
TEACHER
**ROB** JACKSON
**NATIONAL** *STEM* SCHOLAR

**LOGAN**
CHALLENGE
AWARD
WINNER

**MINI BUS**
STATE
CHAMP
DRIVER
NELVEN
SMITH

SEAMAN MIDDLE SCHOOL
Ryan Simpson
**NEKMEA MIDDLE SCHOOL BAND DIRECTOR**
OF THE YEAR

SEAMAN HIGH SCHOOL
Cary Stahly
**NEKMEA HIGH SCHOOL BAND DIRECTOR**
OF THE YEAR

**WINTER PARK BEST IN CLASS**
SYMPHONIC WINDS
WIND ENSEMBLE
PERCUSSION ENSEMBLE
AUXILIARY DANCE TEAM
VIKING JAZZ ENSEMBLE TWO
JAZZ GRAND CHAMPION
VIKING JAZZ ENSEMBLE ONE

# CHAMPIONS

## undefeated
### GIRLS TENNIS DOUBLES
## STATE CHAMPIONS
### LAUREN SWEENEY & GRACE UNRUH



## SWEEP
### STATE CHAMPIONS
SEAMAN HIGH SCHOOL
### GIRLS BOWLING
### STATE CHAMPIONS
SEAMAN HIGH SCHOOL
### BOYS BOWLING

## MAKING HISTORY
### SEAMAN HIGH SCHOOL
## BOYS BASKETBALL
### STATE CHAMPS

## 100m BREASTSTROKE
## STATE CHAMPION
### AVERY WALZ

## BETHANY DRUSE
### 800m TRACK & FIELD
## STATE CHAMPION