



Geary County USD 475 2021-26 Strategic Plan

District Mission: *To prepare today's students for tomorrow's world.*

District Vision Statement: To become a high-performance school district where students are the top priority.

- Core Values:**
- **Students First-** #1 Priority! Academic and socially responsive actions will be in the best interests of the students.
 - **Respect-** Valuing the collaborative contributions of others.
 - **Positive-** Optimistic in the outlook and influence.
 - **Integrity-** Doing what is right despite self-interest.
 - **Accountability-** Own the problem/situation or task and take the necessary actions to improve or correct it.
 - **Fiscally Responsible-** Allocation of resources in alignment with the district mission.

Academic Goal: USD 475 will equitably address the academic learning of students in all demographic categories to improve the graduation rate from 84.7% to 95% by 2025.

Targeted Assistance 1: Assist all students at risk of not meeting grade level standards and/or course completion.

Evidence: ELA FastBridge screeners indicate (49%) forty-nine percent of students are proficient. ([USD 475 Dashboard](#)) Math Fastbridge screeners indicate (53%) fifty-three percent of students are proficient. ([USD 475 Dashboard](#))

Target: Increase the number of students scoring in Tier 1 by a 2% incremental increase per year.

Action Steps	Responsible Party	Resources	Timeline	Evaluation
1. Provide After School, Saturday School, Summer School and additional opportunities during the day for elementary students who have not mastered current year academic standards.	District leadership with building principals, building leadership teams will create, design and implement these opportunities.	At Risk Fund Title 1 Fund ESSER	2021-2026	Students participating in extended programs will be monitored utilizing screeners and Kansas State Assessments. We will utilize current standards grading and the FastBridge Screener to identify students one or more grade levels behind. Progress monitoring using FastBridge. Attendance Evaluate Annually and Quarterly
2. Extend the academic opportunities to identify additional time for instruction for students who have experienced achievement deficits at the secondary level by implementing evening classes, weekend classes, after school classes and MTSS courses.	Secondary Principals and staff will create, design and implement these opportunities.	At Risk Fund ESSER	2021-2026	Students participating will be tracked by standards grading and graduation rates. Progress monitoring using FastBridge Attendance at identified intervention (Summer School, MTSS Courses, Saturday School, Evening Classes)



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3. Establish and provide oversight and training for the districts assessment and intervention (Multi-Tiered System of Support) processes; reading, math, behavior. This will be specifically designed to identify all student needs as evidenced through screeners and diagnostic assessments, provide specific plans of remediation, and develop progress monitoring for such plans.	District Teaching and Learning department will facilitate and monitor the Multi-Tiered System of Support opportunities implemented at the building level.	TASN ESSER Professional Development Fund	2021-2026	Students participating in extended programs will be monitored utilizing screeners and Kansas State Assessments. We will utilize current standard grading and the FastBridge Screener to identify students one or more grade levels behind Progress monitoring using FastBridge Attendance Implementation Annually
4. Provide additional learning opportunities for our Early Childhood to K and K to 1 st , transitional kindergarten and transitional 1 st grade.	Elementary Building leaders Teaching and Learning Department	At Risk Fund At Risk 4 Yr Old ESSER	2021-2026	FastBridge and classroom performance; behavior. ASQ data and progress monitoring myIGDIs data and progress monitoring Annually
5. Provide a magnet program targeting smaller class sizes, personalized instruction and more hands-on experiences for 7th and 8th grade targeted students.	Secondary Building leaders T&L Dept.	At Risk Fund ESSER	2021-2026	FastBridge, State Assessment Attendance Comparative data for program evaluation
6. Provide Project 2 nd chance to target middle school students who were not meeting standards due to discipline referrals or attendance concerns.	Secondary Building leaders Teaching and Learning Department	At Risk Fund ESSER	2021-2026	FastBridge, State Assessments Attendance

Targeted Assistance 2: Assist student performance on ACT.	Evidence: Junction City High School (JCHS) students are performing below the State’s average. ACT is a national college admissions exam that includes subject level tests in English, Math, Reading, and Science. Students earn scores that range from 1 to 36 on each subject and an overall. 2020 ACT scores are USD 475 19.1 composite compared to 20.4 composite state of Kansas. Target: Reduce the gap between between USD 475 composite score and and State of Kansas over all composite .			
Action Steps	Responsible Party	Resources	Timeline	Evaluation
1. Provide two-week ACT Bootcamps for students. We will provide teachers a stipend and purchase materials and supplies. Offer an ACT Preparation Course as an elective for Sophomores, Juniors, and Seniors.	Junction City High School	Supplemental General Fund Title IVA ESSER	2021-2026	ACT Scores Number of students enrolled in Act Preparations Course per quarter. Transitional data Post-Secondary Completion and Attendance
2. Provide multiple opportunities for students to experience the ACT assessment.	Secondary Administrators	Supplemental General Fund Title IVA	2021-2026	ACT Scores Number of students enrolled in Act Preparations Course per quarter. Transitional data



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		ESSER		Post-Secondary Completion and Attendance
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<p>Targeted Assistance 3: Assist students not meeting grade level standards in transitional grades.</p>	<p>Evidence: District data demonstrates students transitioning out of kindergarten; fifth grade, and eighth grade are not prepared for academic success at the next level. (USD 475 Dashboard)</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grade</th> <th style="text-align: left;">ELA</th> <th style="text-align: left;">Math</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>29% proficient</td> <td>52% proficient</td> </tr> <tr> <td>5th Grade</td> <td>49% proficient</td> <td>51% proficient</td> </tr> <tr> <td>8th Grade</td> <td>46% proficient</td> <td>42% proficient</td> </tr> </tbody> </table> <p>Target: Increase the percentage of students scoring in Tier 1 by 2% annually.</p>				Grade	ELA	Math	Kindergarten	29% proficient	52% proficient	5 th Grade	49% proficient	51% proficient	8 th Grade	46% proficient	42% proficient
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Action Steps	Responsible Party	Resources	Timeline	Evaluation												
<p>1. Establish summer transition programs in addition to summer school for students in the following grades.</p> <ul style="list-style-type: none"> a. K to 1st b. 5th to 6th c. 8th to 9th 	<p>District teaching and learning department will work with building leadership and staff at each transitional level.</p>	<p>At Risk Fund Title Funds ESSER Funds</p>	<p>2021-2026</p>	<p>Track overall performance of upper transitional performance. Attendance for summer school and FastBridge</p>												

<p>Targeted Assistance 4: Identify and provide a program of study for seniors not on trajectory to graduate.</p>	<p>Evidence: Current 4-year graduation rate for USD 475 is 84.7% in 2020 and 88.3% for the state of Kansas. Below is the 5-year trend for graduation rate in USD 475. (AMOSS Data system)</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Graduation Year</th> <th style="text-align: left;">4yr Graduation Rate</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>			Graduation Year	4yr Graduation Rate		
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	2020 2019 2018 2017 2016	84.7% (COVID19) 86.5% (COVID19) 86.5% 86.6% 78.8%	Identify the number of students that enroll their senior year that are not on target to graduate. Target: Over 5 years the district will reduce the difference between the district and state of Kansas graduation rate.
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Action Steps	Responsible Party	Resources	Timeline	Evaluation
1. Provide seniors needing additional credit opportunities during After School Tutoring, use of Edgenuity, Saturday School, and Summer School.	Junction City High School leadership and staff.	At Risk Funding ESSER Funds	2021-2026	Graduation Rate will be tracked annually, currently 84.7% Percentage of students in each grade level that achieve credit at the end of a course beginning in 9 th grade. Reduce the number of students enrolled in Edgenuity or needing to retake courses.
2. Create a protocol for students that are desiring to drop out of school so an intervention is available to intercede before quitting.	JCHS Administration and BLT		2021-2026	Reduction of annual dropout rate.
3. Provide seniors opportunities to meet with counselors or vested staff to discuss individual plans of study.	Junction City High School leadership and staff.	At Risk Funding ESSER Funds General Funds	2021-2026	Reduce the number of students enrolled in Edgenuity or needing to retake courses.

Targeted Assistance 5: Provide all students a rich rigorous secondary experience.	Evidence: Current 4-year graduation rate is 84.7% in 2020. Below is the 5-year trend for graduation rate in USD 475. (AMOSS Data system) Post secondary completion and attendance data on report card. (KSDE Reports)										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Graduation Year</td> <td>4yr Graduation Rate</td> </tr> <tr> <td>2020</td> <td>84.7% (COVID19)</td> </tr> <tr> <td>2019</td> <td>86.5% (COVID19)</td> </tr> <tr> <td>2018</td> <td>86.5%</td> </tr> <tr> <td>2017</td> <td>86.6%</td> </tr> </table>	Graduation Year	4yr Graduation Rate	2020	84.7% (COVID19)	2019	86.5% (COVID19)	2018	86.5%	2017	86.6%
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	2016	78.8%	Identify the number of students that enroll their senior year that are not on target to graduate. Target: Over 5 years the district will reduce the difference between the district and state of Kansas graduation rate.		
Action Steps	Responsible Party	Resources	Timeline	Evaluation	
Increase the number of students that complete a rigorous career pathway and certification through CTE.	Secondary Administrators CTE department	General Fund	2021-2026	CTE enrollment CTE certification Full implementation 2022-2023	
Develop a system where staff will annually meet with students beginning in 9 th grade to review and edit their individual plan of study.	Secondary Administrators	General Fund	2021-2026	Number of students with individual plans of study Full implementation 2022-2023	
Identify opportunities for differentiated math courses to obtain a minimum of 3 credits of math.	Secondary Administrators	General Fund	2021-2026	Math course completion	
Develop systems to maximize internship opportunities on Fort Riley and surrounding communities.	High School Administrators	General Fund	2021-2026	Internships	

Targeted Assistance 6: Identify and Implement research-based Literacy and Math resources for identified students.	Evidence: ELA and Math FastBridge assessments indicate the percentage of students needing interventions for Tier 2 and Tier 3 students. The data is below (USD 475 Dashboard):		
	Grade Level	ELA	Math
	Elementary	56%	44%
	Middle School	49%	51%
	High School	38%	48%
Target: Increase the percentage of students scoring in Tier 1 by 2% annually.			



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Action Steps	Responsible Party	Resources	Timeline	Evaluation
1. Analyze and purchase research-based Literacy and Math resources that meet academic needs of all students. Provide professional development for administrators and teachers on materials purchased.	District teaching and learning department.	DODEA Grant ESSER Fund Title Funds Supplemental General Fund Professional Development Fund	2021-2026	August, January, May FastBridge screeners reduction in the number of tier 2 and tier 3 students. FastBridge progress monitoring data that demonstrates student growth in a subskill of reading or math. 2021-23 School Year 2022-23 School Year
2. Provide initial professional development and create a protocol for on-boarding new staff for Literacy and Math resource training.	Teaching and Learning	DODEA Grant ESSER Professional Development Fund Title Funds	2021-2026	Percentage of teachers that have acquired professional development. 2021-2022 School Year
3. Provide academic coaches in ELA and Math at the secondary level to provide on-going, evidence based embedded professional development for teacher support.	Junction City High School Junction City Middle School Fort Riley Middle School Karns Academy	ESSER Professional Development Fund	2021-2026	August, January, May FastBridge screeners reduction in the number of tier 2 and tier 3 students. Walkthrough data that shows teachers are implementing pedagogy- specific praise, academic vocabulary, student engagement and objective referenced.

Targeted Assistance 7: District and building staff will facilitate Structured classroom observations to monitor Scope and Sequence of standards and best pedagogy with fidelity of implementation.	Evidence: Structured Observation Data:					
	Year	Number of Walkthroughs	Learning Environment Specific praise	Lesson Design Academic Vocabulary	Engagement Student Engagement	Instructional Elements Objective referenced throughout lesson
	2020-21*	917	58%	71%	87%	37%
	2019-20	3734	54%	61%	64%	37%
	2018-19	1753	55%	42%	72%	25%
2017-18	2180	48%	43%	75.5%	25%	



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	Identified strategies have an effect level of greater than .62 and are endorsed by Hattie and Marzano. *Covid Year			
	Target: Increase the percentage in each category by 2% annually until reaching a 90% completion.			
Action Steps	Responsible Party	Resources	Timeline	Evaluation
1. Create and implement a Structured Observation Tool, Feedback Documents and Schedule.	District Teaching and Learning Staff Building Academic Coaches	Structured walkthrough tool Supplemental General Fund	2021-2026	Data tool: Structured walkthrough will target specific praise, academic vocabulary, student engagement, objective referenced throughout lesson to achieve 80% observation.
2. Provide ongoing professional development for coaches and administrators using the Structured Observation Tool.	Teaching and Learning	Structured walkthrough tool Professional Development Fund	2021-2026	Percentage of coaches and administrators trained in the Structured Walkthrough protocol.

Social and Emotional Goal: USD 475 will equitably address the social and emotional needs of students.				
Targeted Assistance 1: Increase the number of students attending 95% of the school year by addressing the attendance and social needs of students.	Evidence: Attendance data indicates 62% of students attended 95% of the time in the 2020 -2021 SYR. (USD 475 Dashboard) Target: Establish baseline data in 2021-2022 school year due to Covid change in policy.			
Action Steps	Responsible Party	Resources	Timeline	Evaluation
1. Employ two truancy officer/social workers to support schools and work with local authorities to enforce daily school attendance. This will include contacting families of truant students daily, initiating attendance contracts with families, working with the judicial systems, setting district wide attendance goals, and reporting to the board of education.	Director of Student Services Truancy Officers Building Principals	ESSER Funds General Funds	2021-26	Evidence will indicate that USD 475 reduce the number of students considered tier 2 (>5%) and tier 3 (>10%) with absenteeism. USD 475 will increase the number of students in tier 1 (59%). Specific students will be targeted and monitored to show improvement.
2. Establish attendance/truancy classes for parents focused on understanding the correlation between attendance and academic performance.	Parent Engagement Coordinator Truancy Officers Director of Student Services	ESSER Funds Title Funds General Funds	2021-26	Evidence will indicate that USD 475 reduce the number of students considered tier 2 (>5%) and tier 3 (>10%) with absenteeism. USD 475 will increase the number of students in tier 1 (59%). Attendance of parents in parent involvement classes compared to referrals.



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Targeted Assistance 2: Explore research-based curriculum materials which address the Social and Emotional lessons necessary to be taught in Tier 1 instruction.	Evidence: Student referral data indicates there are 1196 different students that demonstrated tier 2 or tier 3 behaviors (USD 475 Dashboard)			
	Grade Level	CC 2	CC 3	CC 4
	Elementary	350	199	10
	Middle School	446	174	38
	High School	269	67	35
	Total	1066	440	83
	CC=Code of Conduct			
	Target: Our goal is to reduce the number of students receiving referrals in Tier 2 and 3 annually from current baselines.			
Action Step	Responsible Party	Resources	Timeline	Evaluation
1. Explore a variety of Tier 1 Social and Emotional Research based curriculums and recommend purchase and implementation in the 2022-23 school year. We will provide training for administrators, teachers, and support staff on curriculum.	Behavior, Social, Emotional Learning Task Force Teaching and Learning Department	Title Fund At Risk Fund ESSER funds	2021-2026	Evidence of program evaluation based upon task force notes and agendas. Evidence of implementation would be a reduction of CC 2, CC3 and CC 4 referrals, currently 1066, 440, 83 respectively.

Targeted Assistance 3: Develop the student behavior intervention processes.	Evidence: An annual reduction in the number of students needing behavior intervention plans for tier 2 and tier 3 strategies based upon RTI information in Skyward. Currently the RTI data for behavior indicates there are 805, however the data needs cleaned for closed referrals. This will drop the number of active referrals for behavior.			
Action Steps	Responsible Party	Resources	Timeline	Evaluation
1. Prescribed method of intervention plans will be created which allow for remediation and deliberate Interventions of behaviors exhibited.	Teaching and Learning Department Building Behavior Teams	At Risk Fund ESSER Title IVA	2021-2026	Progression chart of interventions will be created utilizing the Safe and Civil Schools Teacher's Encyclopedia of behavior management. Check In and Check Out strategy for an initial Tier 2 intervention for behavior.
2. Explore a student information system that encompasses student plans for differentiation.	Teaching and Learning Special Education	ESSER Funds At Risk Funds Title IVA	2021-2026	Perceptual surveys Utilization analytics
3. Identify a progression of strategies to meet the identified behaviors, create a flow for MTSS for behavior.	Department of Teaching and Learning.	Supplemental General Fund At Risk Fund ESSER	2021-2026	Progression charts for behavior strategies and the number of students referred to Response to Intervention for behavior will be reduced. *Implementation evidence from observation of building level teams



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4. Explore alternative research based practices to students misbehavior beyond punitive measures.	Department of Teaching and Learning	At Risk Fund ESSER	2021-2026	Behavior referrals
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<p>Targeted Assistance 4: Explore response to social and emotional screening information.</p>	<p>Evidence: Student referral data indicates there are 1196 different students that demonstrated tier 2 or tier 3 behaviors. Our goal is to reduce the number of different students demonstrating this behavior (USD 475 Dashboard)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grade Level</th> <th style="text-align: center;">CC 2</th> <th style="text-align: center;">CC 3</th> <th style="text-align: center;">CC 4</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td style="text-align: center;">350</td> <td style="text-align: center;">199</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Middle School</td> <td style="text-align: center;">446</td> <td style="text-align: center;">174</td> <td style="text-align: center;">38</td> </tr> <tr> <td>High School</td> <td style="text-align: center;">269</td> <td style="text-align: center;">67</td> <td style="text-align: center;">35</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">1066</td> <td style="text-align: center;">440</td> <td style="text-align: center;">83</td> </tr> </tbody> </table> <p>CC=Code of Conduct Target: Our goal is to reduce the number of students receiving referrals in Tier 2 and 3 annually from baseline.</p>				Grade Level	CC 2	CC 3	CC 4	Elementary	350	199	10	Middle School	446	174	38	High School	269	67	35	Total	1066	440	83
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Action Steps	Responsible Party	Resources	Timeline	Evaluation
1. Partner with mental health agencies for intensive support for Tier 3 SEL	Department of Teaching and Learning.	At Risk Fund ESSER Title IVA	2021-2026	Evidence will indicate a reduction in Tier 2 (CC 2) and Tier 3 (CC3 & CC 4) discipline referrals. Anecdotal data will be collected regarding the relationship between mental health organizations and schools. SAEBRS will be utilized when fully implemented.
2. Create building level teams that target student's behavioral referrals to create building, group or individual plans of interventions.	Department of Teaching and Learning	Supplemental General Funds At Risk Fund ESSER	2021-2026	Evidence will indicate a reduction in Tier 2 (CC 2) and Tier 3 (CC3 & CC 4) discipline referrals.
3. Provide on-going professional development for staff regarding positive behavioral intervention supports.	Department of Teaching and Learning	Professional Development Funds At Risk Fund ESSER	2021-2026	Progress monitoring of behavior with a decrease in the number of duplicated students. *Staff professional development knowledge evaluations (My Learning Plan) *Schedule of PD offerings



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Parent Engagement Goal: USD 475 will create opportunities to enhance family and community engagement in an equitable manner that allows for participation for all.				
Targeted Assistance 1: Enhance parental involvement in our schools.		Evidence: Collect data from Title 1 schools that reflect the number of participants at identified parent activities. Baseline Year: 2021-22 schools will collect number of families participating in building activities.		
Action Steps	Responsible Party	Resources	Timeline	Evaluation
1. Hire a full-time district engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, and health. This position will facilitate a parent survey to determine parent needs.	Director of Student Services Communication Department	General Fund ESSER Title IVA	2021-2026	Number of families and students engaged in parenting workshops will be calculated. Identified families will show improvement in areas of attendance, academics, or behavior.
2. Create, plan, and implement a schedule of parent educational workshops.	Parent Engagement Coordinator	General Fund ESSER At Risk	2021-2026	Increase in parental involvement. Increase in test data, attendance and decrease in behavioral issue.
3. Partner with community resources to engage students in work-based learning options for high school students' program of study.	Junction City High School Staff	General Fund ESSER Title IVA	2021-2026	Increase in student engagement and graduation rate.
4. The media and marketing department will create a communication plan to be utilized by schools.	Media and Marketing Department	General Fund ESSER	2021-2026	Webpage analytics Social Media analytics



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5. Utilize the parent and community engagement committee to improve community relations.	Media and Marketing Department	General Fund Title IVA	2021-2026	Family engagement surveys
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Learning For All • Whatever It Takes

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Retention and Hiring goal: USD 475 will Recruit, Retain, and Support High Quality Staff that reflects our community.

Targeted Assistance 1: Create & Implement supports to staff that increase quality and longevity of careers at 475.	Evidence: Retention rate for the 2020-2021 school year for certified teachers was 82%. (HR Dept. Total resignation/Total Staff) Target: Obtain a three year baseline for certified teacher retention rates and analyze exit interview data.			
Action Steps	Responsible Party	Resources	Timeline	Evaluations
1. Continue to develop and implement teacher-driven, personalized learning opportunities.	Teaching and Learning Department	General Fund ESSER	2021-22	Exit tickets from professional development Perceptual Survey, Interest inventories to guide PD
2. Provide staff with training and resources to ensure equitable learning opportunities for all students encouraging resident experts to lead.	Teaching and Learning Department	Professional Development Fund General Fund ESSER	2021-22	Exit tickets from professional development Perceptual Survey
3. Establish and implement activities/programs that recognize and reward staff members for excellence and promotes social/emotional well-being.	Personnel Services	General Fund	2021 - 22	Exit tickets from professional development Perceptual Survey
4. Investigate and implement opportunities to enhance new teacher orientation and induction.	Teaching and Learning Department	Supplemental General Fund	Annually	Exit tickets from professional development Perceptual Survey
5. Structured observations will be conducted in order to provide resources and feedback to professional staff.	Teaching and Learning Department	Supplemental General Fund	Monthly Annually	Structured Walkthrough Protocol
6. Create and ensure common plan times for collaborative teams to share best practices for improving student instruction.	Teaching and Learning Department District Leadership	Supplemental General Fund	Monthly Annually	Building schedules PLC agendas
7. Ensure exit interviews for certified staff to evaluate potential need for adjustment for supports.	Personnel Services	General Fund	As needed	Exit interview
8. Explore systems of hiring and retaining diversified staff.	Personnel Services	General Fund	As needed	Retention rate Diversity percentages



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9. Ensure competitive salary and benefit packages are available for professional staff.	Personnel Services	General Fund	Annually	Survey of surrounding areas
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