



Proposal for School Redesign

Submitted to

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By

Coffeyville Public Schools

Unified School District 445

**Abstract:** Benefits of Collaboration: Our sum is greater than our parts. The approach of this project is to treat the whole child by using evidence-based models from early childhood, K-12 education and both medical and mental health best practices.

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Dr. Craig A. Correll

Date

## Introduction

Having been born the night the first lunar module Eagle landed on the moon and man walked on the moon for the first time, I have often paralleled space exploration with the work we do in education. Much like John F. Kennedy's speech<sup>1</sup>, what we have set out to accomplish in Coffeyville, we have set out to do 'not because it is easy, but because it is hard'. Preparing future generations should not be easy. It is the most noble of goals. Our district and community know that the School Redesign challenge 'will serve to organize and measure the best of our energies and skills'. The community and school personnel have shown that when it comes to the success of every student in Coffeyville, we 'are willing to accept, ... are unwilling to postpone, ... and we intend to win'.

What does winning mean? Landing a man on the moon was only part of a successful moon mission. Apollo 11 would only be considered a success if our astronauts were returned safely to Earth.<sup>2</sup> The Coffeyville School Redesign will not be considered victorious if only some students experience success after graduation. The Redesign is successful when the system has changed so the success of all students is not dependent upon the personnel at Coffeyville Public Schools at any given time, but systemic changes have been implemented to ensure the success of every student now and long into the future.

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<sup>1</sup> Kennedy, John F. "TEXT OF PRESIDENT JOHN KENNEDY'S RICE STADIUM MOON SPEECH." *NASA*. NASA, 12 Sept. 1962. Web. 16 July 2017.

<sup>2</sup> Dunbar, Brian. "Excerpt from the 'Special Message to the Congress on Urgent National Needs'." *NASA*. NASA, 11 Apr. 2017. Web. 16 July 2017.

## **Current Efforts Aligned to State Board Vision:**

### Kindergarten Readiness

Coffeyville Public Schools (CPS) has included the expansion of preschool efforts in the district strategic plan to include all children and families who live in the district. Superintendent of Schools, Dr. Craig A. Correll, chairs the Coffeyville Coalition for Early Education (CCEE), a 501c3 whose mission is to provide and sustain high-quality early learning opportunities for all students of Coffeyville, with a focus on students deemed at-risk, and serves on the Coffeyville Coalition for School Readiness (CCSR) with an elected school board member. The CCSR consists of partners that work within the Dr. Jerry Hamm Early Learning Center (ELC), along with a wide array of community and business leaders. This advisory council aims to strengthen and inform the public/private partnership within the community. The coalition consists of representatives of all partners within the ELC, as well as external partners including business, community leaders and parents. The combined partnerships make up the Coffeyville Model for Early Learning.

The ELC presently has a total of 208 three/four year olds and 16 infant/toddlers. Current data from Community Elementary School (CES) on students entering kindergarten after attending the ELC indicate the program is successful in reducing at-risk barriers to achievement. USD 445 is contracting with Wichita State University to provide longitudinal information in order to measure the benefits and overall impact of the program.

### Post-Secondary Completion/Attendance & High School Graduation Rates

Relationships with partners has been key to district efforts thus far. The Coffeyville Model for Early Learning has proven effective for CPS. The district has created a similar venture for its

secondary schools, the Community Advisory Panel (CAP). CAP is made up of over twenty business leaders within the community and has met multiple times. The goal of the CAP is to better inform the secondary schools in Coffeyville of current needs that exist within Coffeyville and educate our business community of career opportunities with our high school. Projects are underway to grow apprentice programs and to provide high school credit in various classes through the collaboration. All of the major businesses and industries in Coffeyville are represented on the CAP. Current CTE Pathways are being reevaluated and the group will be exploring new, local Pathway options.

Coffeyville has many unique partnership opportunities. High school students are able to attend Coffeyville Community College (CCC) Vo-Tech courses as part of their daily instruction due to the campus being across the street from our high school. Beyond the already stellar partnership CPS has with CCC, this year will begin a new program for students to receive high school credit for Technical Math and Technical Writing while taking identified vocational courses at CCC. College and district administration have worked together to provide a scope and sequence for these classes.

Project-Based Learning (PBL) can be a valuable experience for many students. At CPS, the district has supported these efforts building a new, state of the art Technical Academy building. Teachers at the Technical Academy facilitate learning through projects. This enables students to take control of their education by creating projects that meet state standards yet provide relevance to our students. Enrollment is contingent on an application process. Courses approved for PBL include English, Social Sciences, Oral Communications, Music Theory and Business/Marketing courses. Local business and industry provide learning labs for students enrolled in PBL.

District staff feel the combined efforts of CPS, CCC, business and industry will promote both relevance and rigor into the program, having a positive impact on both high school graduation and success after graduation.

### Social-Emotional Growth

This outcome is met by incorporating strategies and curriculum designed to promote teacher intentionality to foster self-regulation skills. Staff will embrace the PBIS philosophy in terms of interaction with students, parents and one another. This philosophy focuses on self-reflection, self-governance, empathy and clear communication, while teaching positive behaviors. Students will be identified and placed on a tiered system according to their behaviors and research-based interventions assigned.

In 2012, the CCSR identified early childhood mental health services as the number one priority. An estimated 27% of Kansas children age four months to five years were determined to be at moderate or high risk for developmental disorders<sup>3</sup> and 23% of children under age three experience residential mobility<sup>4</sup>. Untreated mental health issues can lead to life-long problems such as academic failure, substance abuse, psychiatric disability, antisocial behavior and school violence. The Coffeyville Model for Early Education includes prevention, early identification, and intervention, which are foundational for future success.

Building upon this model, CPS is on its way to become a ‘Trauma-Informed’ school district.

Through a unique partnership with Community Health Centers of Southeast Kansas (CHC/SEK),

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<sup>3</sup> Zero to Three Policy Center Fact Sheet, Infant and Early Childhood Mental Health: Promoting Healthy Social and Emotional Development (Washington DC: Zero to Three, April 23, 2015). Accessed on the internet on 01-30-17 at <https://www.zerotothree.org/resources/1145-kansas-state-baby-facts>

<sup>4</sup> Fact Sheet. Zero to Three Policy Center. Infant and Early Childhood Mental Health; Promoting Healthy Social and Emotional Development (Washington DC: Zero to Three, April 23, 2015). Accessed on the internet on 01-30-17 at <https://www.zerotothree.org/resources/1182-the-state-of-america-s-babies-2015>

CPS has a fully staffed medical clinic at both the elementary and secondary campuses. A federal grant paid for 100% of construction costs for the state-of-the-art clinic on the secondary campus. This clinic includes three exam rooms, two dental rooms and a counseling room. Medical, dental and mental health services are available at little to no cost to all CPS students and staff. Through a personal connection with Jim Sporleder (Paper Tigers) and Heather Forbes, CPS will incorporate strategies to partner with CHC/SEK to assist students who have experienced Adverse Childhood Experiences and exhibit signs of Toxic Stress. Recent research has shown that IQ is not fixed and can, in fact, be increased. Through positive experiences, CPS staff will seek to increase the social/emotional well-being of students and the staff who work with them. CPS seeks to truly create and define the intersection between education and health, both physical and mental. The relationship between CPS and CHC/SEK has the school district poised, perhaps more so than any other, to create this opportunity for every student.

#### Individual Plans of Study (IPS)

Skills for College and Occupational Planning and Exploration (SCOPE) will be utilized for tracking of students IPS. This plan of study for each student will also include a Social/Emotional Growth component. Soft skill development and self-regulation are a critical part of this plan, teaching students age-appropriate social skills. Other elements included within the IPS are; interest/skill inventories, job shadowing and apprenticeship opportunities. Students 7-12 will participate in student-led conferences each year. A comprehensive 7-12 SCOPE plan is included that details the IPS plan.

## Community and District Characteristics

The school district serves Coffeyville and the surrounding communities in USD 445, reaching 120 square miles in rural Montgomery County in Southeast Kansas.

The majority of children and families in USD 445 are classified as at-risk due to one or more factors and will benefit from the components of this project. The following data table, regarding population and income, demonstrate a significant need for early childhood services:

Description	USD 445	MG County	Kansas <sup>5</sup>
Total Population	10,295 <sup>6</sup>	33,314	2.9 million
Total population ages 0-5	731	1,234	197,696
Children at or below Federal Poverty Level	33.6%	24.8%	17.65%
Economically Disadvantaged (free/reduced)	79%	63.53%	49.27 %
Median Household Income	\$32,758 <sup>7</sup>	\$42,221	\$52,392

Montgomery County ranks near the bottom of all Kansas counties in health outcomes and indicators. The county exhibits some of the highest rates of teen violent deaths, youth tobacco use and binge-drinking. Additional health indicators that precipitate risk include those in the following table:

Description	MG County	Kansas
Children with disabilities	15.0%	13.7% <sup>8</sup>
Students failing to graduate	16.48%	12.80% <sup>9</sup>
Babies born with low birth rate	6.62%	7.06%
Women failing to receive adequate prenatal care	21.16%	17.04%
Infant mortality rate	8.95%	5.88%
Children hospitalized for mental health (per 1,000)	4.29	3.41
Children with elevated lead levels	3.8%	1%
Birth to mothers in 2014 without high school diplomas	13.25%	13.19%

<sup>5</sup> 2016 Kids Count Montgomery County, Annie E. Casey Foundation, Kansas Action for Children, Downloaded file 2016Montgomery.pdf Accessed on the internet on 01-31-17 at [www.datacenter.kidscount.org/data#KS/2/0/char/0](http://www.datacenter.kidscount.org/data#KS/2/0/char/0)

<sup>6</sup> United States Census Bureau, QuickFacts Coffeyville, Ks. Accessed online on 02-01-17 at <https://www.census.gov/quickfacts/table/AGE115210/2014600>

<sup>7</sup> Sperling, Bert (2016). BestPlaces, Fast Forward Inc., US Census Bureau. 01-31-17 at <https://www.bestplaces.net>

<sup>8</sup> Percent Children with Disabilities: 2013-14, Common Core of Data, Tabulated from Elementary/Secondary Information System, 1/13/2015: <http://nces.ed.gov/ccd/elsi/>

<sup>9</sup> 2016 Kids Count Montgomery County, Annie E. Casey Foundation, Kansas Action for Children, Downloaded file 2016Montgomery.pdf Accessed on the internet on 01-31-17 at [www.datacenter.kidscount.org/data#KS/2/0/char/0](http://www.datacenter.kidscount.org/data#KS/2/0/char/0)



In addition, and unlike most other rural Kansas school districts, USD 445 is racially diverse, with just over 50% of its student population Latino, Native American and/or African American. A needs analysis conducted for the Kansas Department of Education's Learning Network suggested that racial issues might be affecting the learning environment. Therefore, in 2014, USD 445 adopted a policy that addresses racial equity, enhancing the educational experience for all students in the district, including those attending the ELC. (see attached)

Coffeyville has experienced an influx of English Language Learner (ELL) students, growing from 6 to 240 students in the last eight years, accounting for over 13% of total student population and 17% of the ELC population. There are 14 different languages spoken in the district.

#### **Public/Private Partnerships (non-inclusive)**

*Community Health Center of Southeast Kansas (CHC-SEK):* CHC-SEK, the region's only Federally Qualified Health Center, operates Kansas' only school-based health centers at the ELC, elementary and high school campuses. Medical, dental and mental health practitioners provide services to students and families in the Coffeyville area. The ELC clinic has recently received Autism Telehealth Screening equipment in partnership with the University of Kansas.

*Southeast Kansas Community Action Program (SEK-CAP):* SEK-CAP's Head Start program has been a part of the USD 445 system for more than a decade; the Coffeyville Model honors all Head Start performance standards.

*Tri-County Special Education Cooperative:* Tri-County, through an inclusive and integrated model, provides early intervention services to children with special needs throughout CPS.

*Parents As Teachers:* PAT serves children age 0-5 years and their families in a program grounded in research, supporting a parent's role in promoting healthy development of children.

*Four County Mental Health Center (FCMH):* Four County has over fifty years of experience in the provision of mental health and substance abuse treatment in Southeast Kansas. Four County has experience working with families with high-risk behaviors and has successfully provided these services in a community-based setting. They offer specialized services addressing childhood mental health, family case management, social-emotional classroom consultation and parent education.

*Montgomery County Health Department:* The Montgomery County Health Department offers prenatal/postpartum case management services and home visiting services for at-risk mothers and families, as well as preventative and wellness health care to ELC students.

*Alliance for Childhood Education (ACE):* ACE, a business advocacy group, engages local business leaders to support the growth of the Coffeyville Model.

*Windsor Place Nursing Home:* Windsor Place houses one Kindergarten classroom. This is truly an Inter-generational classroom. This Age to Age classroom is organized where children are partnered at various points throughout the day with the elders to read, exercise and learn valuable lessons that only the elders can provide. The children are also involved in activities at the school so that interaction with other children occurs and prepares them for next school year, when they will attend Community Elementary.

*Coffeyville Community College:* While working with high school students has been a major focus for the college, it is not their only means of partnering with CPS. A college representative attends sixth grade promotion and provides each student with a scholarship offer, provided they maintain a 2.5 GPA through grades 7-12. Beginning in 2015, Coffeyville Community College offers tuition scholarships to parents of ELC students as part of the community model in order to educate multiple generations and break the cycle of poverty.

*Boys & Girls Club of America:* BGC is an integral part of the school district, providing not only activity-based after school services, but also academic enrichment. BGC began a new project, BG Tots, that works specifically with three and four year old students after school at the ELC.

**Why Coffeyville Public Schools would like to participate in the School Redesign effort:**

Benefits of Collaboration: Our sum is greater than our parts. The approach of this project is to treat the whole child by using evidence-based models from early childhood, K-12 education and both medical and mental health best practices. Through our partnerships, we ensure that all services are aligned. The CPS staff and partners coordinate services for all students in the Coffeyville area in an effort to reduce duplication of services to enhance communication and ensure children are receiving appropriate learning opportunities. The theory of change, on which the program is based, is holistic wraparound services; working together increases consistency and continuity of care<sup>10</sup>. By targeting each individual student, the CPS seeks to increase both academics and social-emotional well-being. Furthermore, intentional planning and development of our programs and services, followed by ongoing monitoring and evaluation, increase our ability to affect our practice. This will result in a reduction in special education, an increase in graduation rates, greater opportunities for success post-graduation and create a more viable community by preparing the workforce of tomorrow.

It is easy to see the benefits to our children, parents and community with this model of collaboration. As a school district, we see the value in this model at all levels within our

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<sup>10</sup> Ball, Jessica. "Centering Community Services around Early Childhood Care and Development: Promising Practices in Indigenous Communities in Canada." *CHILD HEALTH AND EDUCATION* 1.4 (n.d.): 183-206. *University of Victoria*. Web. 4 Nov. 2012. <uvic.ca>.

organization. We will expend our time and every effort to enhance existing models of collaboration throughout the district and strive to create new relationships.