Goals for Today...

- Welcome and Introductions
- Discussion with Dr. Fulton - Strategic Planning, Communication, and KESA
- Review and reflect - Year 1
- Year 2 overview
- Prepare for goal and action plan review
KESA - A Continuous Improvement Process

- **Year 1**: Identify Needs
- **Year 2**: Determine Goals & Develop Plans
- **Year 3**: Implement Plans
- **Year 4**: Continue to Implement/Revise Plans
- **Year 5**: Analyze Results
### KESA – Year One

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
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<tbody>
<tr>
<td>BLT conduct/reviews needs assessments, <strong>and</strong> BSC acknowledges, provides feedback.</td>
<td>DLT reviews data, selects goal areas for cycle, <strong>and</strong> DSC acknowledges, provides feedback.</td>
<td>OVT meets with DLT, acknowledges goal areas, provides feedback; <strong>and</strong> BOE approves/acknowledges goal areas.</td>
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*Kansas State Department of Education [www.kade.org](http://www.kade.org)*
**District Leadership Team - Our Team Members**

<table>
<thead>
<tr>
<th>Category</th>
<th>Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Principals</td>
<td>Michael Orr, Steve Yeoman, Jenny Woolever, Greg Lawrence, Kasey Weishaar, Kristen Jones (Admin Intern)</td>
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<tr>
<td>MS Principals</td>
<td>Chris Kase, Heath Sigg, David Conrady, Jeremy McDonnell</td>
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<tr>
<td>HS Principals</td>
<td>Scott Sherman, Steve Loe, Lisa Gruman, Paul Colwell</td>
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<tr>
<td>PreK- 2 Teachers</td>
<td>Jeremiah Driessel, Jamie Vondrasek, Meghan Alt, Belinda Froetschner</td>
</tr>
<tr>
<td>Grade 3- 6 Teachers</td>
<td>Trisha McGrain, Gayle Gray, Stephanie Chabon, Laura P. Moore</td>
</tr>
<tr>
<td>MS Teachers</td>
<td>Whitney Livengood, Kim Larvie, Martin Altieri, Keith Wohlgemuth</td>
</tr>
<tr>
<td>HS Teachers</td>
<td>Jon Durham, Joe Wagner, Bradley Rose, Molly Fast</td>
</tr>
<tr>
<td>Elementary Specials</td>
<td>BJ Hair, Jennifer Maleta, Gary Strout, Megan McClure</td>
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<tr>
<td>Secondary Electives</td>
<td>Bryce McElroy, Alicia Roberts-Jones, Mark Lange, Jeremy Wayne, Julie Fales</td>
</tr>
<tr>
<td>Special Ed Staff</td>
<td>Melanie White, Deb Jenkins, Holly Crumpton, Lyn Campbell</td>
</tr>
<tr>
<td>ELL Teachers</td>
<td>Jamie Ledbetter, Stephanie Dalrymple, Jonathan Callison, Sarah Finocchiaro</td>
</tr>
<tr>
<td>Instructional Coaches</td>
<td>Brandi Leggett, Kristin Ridgeway, Kate Miner, Michelle Brown</td>
</tr>
<tr>
<td>Counselors/Social Worker</td>
<td>Brenda Tretbar, Mike Heil, Emily Dorothy</td>
</tr>
<tr>
<td>District Administrators</td>
<td>John McKinney, Joe Gilhaus, Pam Lewis, Kevin Hansford, Michelle Hubbard, Darren Dennis, Kim Barney, Leigh Anne Neal, Christy Ziegler</td>
</tr>
</tbody>
</table>
Recommendations:
- Focus on addressing equity in resources across feeder patterns
- Develop common assessments in order to support continued student growth measures
- IPS connection to college and career. Build additional focus in elementary for career research & exploration.

Compliance:
- All foundational & compliance structures met.
- All stakeholder teams formed and active.
- All data reviews complete for the purpose of identifying target goals

Celebrations:
- Expansion of Pre-K learning
- Additional support for professional growth through instructional coaches
- Focused development on PLC’s
- CTE pathways culminating in signature programs
- Commitment to ‘All Means All’
- Strong District Leadership Team
- KESA processes are in place and ready to confront challenges
District Leadership Team (DLT)
Responsibilities Year 2

• Review results and progress in meeting the Kansans Can vision/goals and the definition of a success-ready high school graduate.
• Review building goals and action plans.
• Develop system leadership action plan for each systemwide goal area.
• **Share goals and action plans with the District Site Council (DSC) and incorporate feedback.**
• Building Leadership Team (BLT) and DLT coordinate professional learning action plans.
• DLT presents district goals/action plans, summary of building goals/action plans, and OVT summary to BOE.
School Improvement Plan Review
Outcome vs. Process Approach

- Do plans clearly identify measurable targets for student improvement?
- Do the targeted improvements articulate impact on student learning?
- How do targeted improvements relate to meeting Kansans Can vision/goals and the definition of a success-ready graduate?
Essential Elements of a Plan

• Goals should be student outcome focused.
• Goals should be written in SMART format.
  • SMART: Specific, Measurable, Achievable, Relevant, Time-Bound
• Are specific indicators identified for implementation to support achieving goals?
• Do indicators/goals link to the two identified focus areas (responsive culture & relationships)?
• At least one goal should address assessment measures.
  • Normative standards not growth only; priority standards connection
• Goal targets should be evident through 2022.
• Is professional learning evident in the plan?
Collaborative Conversation...What to look for

In preparation for our next meeting, as a group, review draft plans for essential elements. Note strengths, areas for consideration, and offer specific feedback to assist schools as they finalize their plans.
Questions | Suggestions

- What questions do you have?
- In preparation for our next session, what suggestions do you have for the District Leadership Team?
How could the Kansas foundational structures be best addressed in the system?

- Tiered System of Supports
- **Stakeholder Engagement**
- Diversity/Equity
- Communication/Basic Skills
- **Civic and Social Engagement**
- Physical and Mental Health
- Arts and Cultural Appreciation
- Postsecondary and Career Preparation
Future Meetings

- February 28, 2019
- May - TBD following the Outside Visitation Team (OVT) visit

All meetings scheduled in Room 2068 at CAA from 4:00-5:30 p.m.