Welcome
Shawnee Mission District Site Council

District Site Council Convening
March 28, 2018
Welcome and Objectives for Today…

- Establish understanding of the role of the District Site Council
- Understand the overview and timeline for the KESA District Accreditation Cycle
- Review district needs and priorities identified through the Needs’ Assessment Data via school teams, building site council work and the DLT.
- Provide valuable guidance and feedback in helping to support future work to improve all schools in the Shawnee Mission School District.
Continuous Improvement Process…

- Identify NEEDS
- Determine GOALS
- Analyze RESULTS
- Implement Plans
- Develop PLANS
ELEMENTS Of Kansas Education Systems Accreditation (KESA)...

- Familiar Growth Process - five part process to support continuous improvement

- Systems Approach - new model designed to accredit school districts rather than individual schools

- Compliance & Foundations - meeting Governmental requirements and integrating research-based best practices

- Stakeholder Involvement - importance of Site Councils working with building and district leadership teams

- Outside Validation - external review and accountability (OVT)

- “The Five R’s” Framework - Relationships, Relevance, Responsive Culture, Rigor, Results
Stakeholder Involvement...

### KESA – Stakeholder Representation

**How stakeholders are directly involved in the process:**

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>School building leadership team (BLT)</td>
<td>building employees</td>
</tr>
<tr>
<td>District Leadership team (DLT)</td>
<td>employees from across the district</td>
</tr>
<tr>
<td>Local Board of Education</td>
<td></td>
</tr>
<tr>
<td>School building site council (BSC)</td>
<td>parents/community/business-industry</td>
</tr>
<tr>
<td>District site council (DSC)</td>
<td>parents/community/business-industry</td>
</tr>
<tr>
<td>Outside validation team</td>
<td>PK-20 education professionals</td>
</tr>
</tbody>
</table>

**Meetings Schedule:**

- **Quarterly Meetings**
- **Semi-Annual Meetings**
- **Annual Meeting**
Introductions...

Please introduce yourself and respond to the questions below:

- What is one knowledge, skill, or attribute you would want a Shawnee Mission Graduate to gain from our District?
- What do you hope to contribute and receive by being part of the District Site Council?
Role of the District Site Council…

For KESA, the District Site Council (DSC)

- Represents the district’s parents, community, and business/industry,
- Provides input during every step of the growth process.
- Reviews and provides input/feedback on the work of the District Leadership Team (DLT).

This includes needs assessment, goal area selection, leadership goal and action plan development, evidence/data, and analysis of growth.
Role of the District Leadership Team…

For KESA, the District Leadership Team (DLT)

- Oversees and approves building-level KESA work
- Reviews the data from the District Needs Assessment and helps establish the district’s goals
- Develops an action plan for each goal
- Oversees the implementation of the action plans
- Analyzes the effectiveness of the action plans.
The District Leadership Team

<table>
<thead>
<tr>
<th>Relationships</th>
<th>Relevance</th>
<th>Rigor</th>
<th>Responsive Culture</th>
</tr>
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<tbody>
<tr>
<td>Pam Lewis</td>
<td>Kevin Hansford</td>
<td>Darren Dennis</td>
<td>Joe Gilhaus</td>
</tr>
<tr>
<td>Michael Orr</td>
<td>Steve Yeoman</td>
<td>Greg Lawrence</td>
<td>Kristen Jones</td>
</tr>
<tr>
<td>Scott Sherman</td>
<td>Heath Sigg</td>
<td>David Conrady</td>
<td>Ben Pretz</td>
</tr>
<tr>
<td>John McKinney</td>
<td>Steve Loie</td>
<td>Lisa Gruman</td>
<td>Paul Colwell</td>
</tr>
<tr>
<td>Jeremiah Driessel</td>
<td>Jamie Vondrasek</td>
<td>Megan Alt</td>
<td>Belinda Froetschner</td>
</tr>
<tr>
<td>Tasha Howard</td>
<td>Gary Strout</td>
<td>Stephanie Chabon</td>
<td>Laura P. Moore</td>
</tr>
<tr>
<td>Travis Wallace</td>
<td>Jeremy Wayne</td>
<td>Martin Altieri</td>
<td>Keith Wohlgemuth</td>
</tr>
<tr>
<td>Jon Durham</td>
<td>Joe Wagner</td>
<td>Bryce McElroy</td>
<td>Molly Fast</td>
</tr>
<tr>
<td>Maggie Taylor</td>
<td>Alicia Roberts-Jones</td>
<td>Mark Lange</td>
<td>Jennifer Maleta</td>
</tr>
<tr>
<td>Melanie White</td>
<td>Deb Jenkins</td>
<td>Brad Page</td>
<td>Lyn Campbell</td>
</tr>
<tr>
<td>Jamie Ledbetter</td>
<td>Stephanie Dalrymple</td>
<td>Jonathan Callison</td>
<td>Sarah Louis</td>
</tr>
<tr>
<td>Brandi Leggett</td>
<td>Liz Burton</td>
<td>Abby Morgan</td>
<td>Lindsey Constance</td>
</tr>
<tr>
<td>Brenda Tretbar</td>
<td>Lynn Leonard</td>
<td>Brad Hunt</td>
<td>Mike Heil</td>
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Creating a Vision for Kansas – State Outcomes

- Kindergarten Readiness
- Individual Plans of Study Focused on Career Interests
- High School Graduation Rates
- Postsecondary Completion/Attendance
- Social/Emotional Growth Measured Locally
Creating a Vision for Kansas – State Outcomes

DEFINITION: Successful Kansas High School Graduate

A SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE has the academic preparation, cognitive preparation, technical skills, employability skills, and civic engagement to be successful in postsecondary education, in the attainment of an industry recognized certification, or in the workforce without the need for remediation.”

Adopted by the Kansas State Board of Education, January 2016

- Kindergarten Readiness
- Postsecondary Completion/Attendance
- Social/Emotional Growth Measured Locally
Kansas Education Systems Accreditation

The Five R’s Framework

**RELATIONSHIPS**

Defining Relationships:
“a state of interconnectedness – among people, curricula, programs, projects, and communities – is critical in establishing connections that result in high performing learning environments” (KSDE, 2010, p. 40)

**COMPONENTS:**
- Staff
- Students
- Families
- Community

**RELEVANCE**

Defining Relevance:
“the power and ability of specific information to meet the needs of its user — strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real world, and socially significant” (KSDE, 2010, p. 42)

**COMPONENTS:**
- Curriculum
- Instruction
- Student Engagement
- Technology

**RESPONSIVE CULTURE**

Defining Responsive Culture:
“one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stakeholders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community” (KSDE, 2010, p. 48)

**COMPONENTS:**
- Leadership
- Early Childhood
- District Climate
- Nutrition and Wellness

**RIGOR**

Defining Rigor:
“a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning — is essential in addressing the needs of our rapidly expanding society and world” (KSDE, 2010, p. 44)

**COMPONENTS:**
- Career & Technical Ed
- Professional Learning
- Resources
- Data

**RESULTS**

Defining Results:
“witnessable evidence of growth and learning — allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner.” (KSDE, 2010, p. 46)

**COMPONENTS:**
- Academic / Cognitive
- Technical / Career-specific
- Employability
- Civic Engagement
- SBoE Outcomes
Kansas Education Systems Accreditation

The Five R’s Framework - Shawnee Mission Goal Areas

**RELATIONSHIPS**

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**COMPONENTS:**
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**PROPOSED NEW MODEL**

**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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Data Explanation…

- Distribute hard copy of KESA rubrics for District Goal Areas (Relationships, Responsive Culture).
- Each group will review the DLT responses for their assigned Goal area
- Prior to District Site Council, the DLT reviewed building and district data aggregated by the 5 Feeder Areas (E, N, NW, S, W)
- Rubric Criteria included: No Evidence, Transitioning, Implementing, Modeling
Step #1 Review Needs Assessment Responses

- District Site Council Participants review data individually (5 Minutes)
- Review Data Responses and Questions for your assigned area:

  Group 1 A and B = Relationships,
  Group 2 A and B = Responsive Culture
Step #2- Write Observations

- Each participant will record thoughts, questions, suggestions and feedback on the data set.

- Quietly and individually, participants identify two - three *key observations* evident in the data.

- As a helpful conversation starter, discussion might start with the phrase, “*I notice that…*” (10-15 minutes)
Step #3- Share Feedback

- Each participant reads aloud one new priority suggestion/observation that has not yet been shared, each time beginning with the phrase, “I notice that….”

- The facilitator records the responses on chart paper.

- After the last participant shares an observation, the first participant offers a second new observation and the process continues until all observations have been shared aloud, without discussion. (5 minutes)
Step #4- Write Suggestions or Questions

- Participants discuss observations, suggestions, feedback as a small group

- No attempt should be made to solve the problems that surface; the intent is to gain insights into areas of highest need.

- Come to consensus on 2-3 priorities for your assigned Goal area (10-15 minutes)
Step #5- Whole Discussion

- District Site Council members share small group identified priorities and discuss what has been shared and identify possible connections
- Summarize observations and questions and identify greatest needs (10-15 minutes)
Recommendation for Goal Areas…

- The District Site Council will share their 2 Priority Recommendations for each of the District Goal Areas
Next Steps…

- Recommendations on District Goal Focus Areas will be shared with Board of Education, District Leadership Team, Building Site Councils, Outside Visiting Team (OVT)

- Next Meeting: May 10th from 3:30-5:00 (Question on Best Time)
  - Review of OVT Visit and feedback, continued updates from District Leadership Team

- Thank you for your time and engagement in this process!