

FROM PLAN TO PROGRESS: A COLLABORATIVE REVIEW OF OUR KESA 2.0 ACTION PLAN

STUDENT
SUCCESS >>>>



LIFE
COLLEGE
AND
CAREER

STUDENTS
TODAY
↓
LEADERS
TOMORROW

WPS STUDENTS WICHITA'S
FUTURE

OBJECTIVES

1. Review and understand the components of the School Improvement Model.
2. Review the KESA action plan template.
3. Discuss the WPS action plan priorities.

24-29 STRATEGIC PLAN

STUDENT SUCCESS OUTCOMES

Wichita Public Schools will **thrive** in **innovative and impactful educational communities** that:

Increase academic achievement and graduation rate

Prepare students for life, college and career success

Create and enhance safety and belonging

KS BOE Outcomes

Social Emotional Growth, Kindergarten Readiness, Individual Plan of Study (IPS),
HS Graduation, Post-secondary Effectiveness

Kansas Education System Accreditation
(4 Fundamentals)

WPS
Strategic Plan

School
Improvement
Process

Building Goals &
Lead
Measures

*Inspired
to
Thrive*

KESA Four Fundamentals:

1. Structured Literacy
2. Standards Alignment
3. Balanced Assessment
4. Quality Instruction

*INNOVATIVE &
IMPACTFUL*

Student Success Outcomes
(WIG)

Interim Goals by Level

Action Steps

Accreditation Determination Areas



Compliance

School
Improvement



Outcomes

Each accreditation area has:

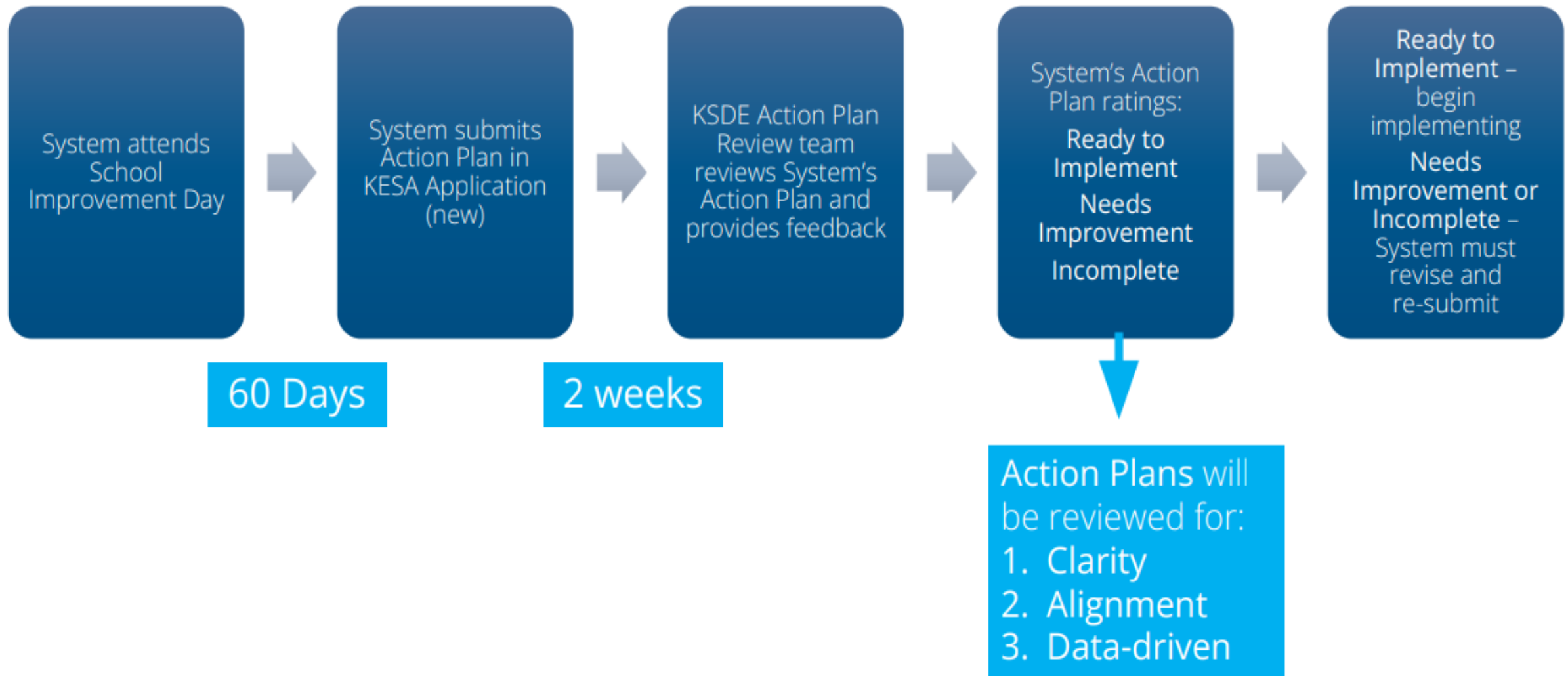
- A **set standard** to meet.
- A **measure** to evaluate a school system's performance.
- **Supports to assist systems** in meeting the standard.

Timeline

School Year	Compliance	School Improvement	Outcomes
2024-2025	Report Evaluate	Evaluate • Action Plan	Report
2025-2026	Report Evaluate	Evaluate • Action Plan • Implementation	Report
2026-2027	Report Evaluate	Evaluate • Action Plan • Implementation	Report Evaluate*

*We will begin evaluating outcomes in 2026-27 school year as we are making an investment in school improvement through implementation of four fundamentals. By delaying evaluation, we will be able to elevate the importance of high-leverage action.

Action Plan Review Process



SCHOOL IMPROVEMENT MODEL

Objective:

Review and understand
the components of the
school improvement
model.

Kansas School Improvement Model

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in pre-K-12.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Resource Allocation

Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.

Educator Evaluation

Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.

Professional Learning

District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.

Professional Collaboration

Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.

Tiered System of Supports

Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.

Family, Community and Business Partnerships

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

Lead Indicators

(Actions that support implementation of the Fundamentals)

Measures of Progress

(How we know the action is being implemented effectively)

- Measure
- 6 Month Target
- 1 Year Target

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ACTION PLAN

Objective:

1. Review action plan template
2. Review action plan examples

Kansas School Improvement Model Action Plan

Fundamentals <i>(The foundation for school improvement in Kansas Schools)</i>	Structures <i>(Reinforce lead indicators and sustain fundamentals within the system)</i>	Lead Indicators <i>(Actions that support implementation of the Fundamentals)</i>	Measures of Progress <i>(How we know the action is being implemented effectively)</i>
☐ Structured Literacy We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.	☐ Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	☐ ● Measure ● 6 Month Target ● 1 Year Target
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☐ Balanced Assessment We assess students for risk and standards and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.	☐ Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	☐ ● Measure ● 6 Month Target ● 1 Year Target
☐ Quality Instruction We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials.	☐ Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	☐ ● Measure ● 6 Month Target ● 1 Year Target
	☐ Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	☐ ● Measure ● 6 Month Target ● 1 Year Target
	☐ Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	☐ ● Measure ● 6 Month Target ● 1 Year Target

Why is this the right action for your school system?	What is your current data and evidence related to this action?	What are your anticipated next actions?

WPS ACTION PLAN

Objective:

1. Review WPS Action Plan
2. Discuss action plan priorities

FUNDAMENTAL(S) EMPHASIZED	STRUCTURE(S)	LEAD INDICATOR FOCUS	Context for Choosing Structure/Lead Indicator
1 Quality Instruction	1 Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	We have had an intentional focus on LETRS training so now are beginning to move into implementation and application of the learning from LETRS in our K-5 schools. Additionally, secondary has been working on strengthening core instruction and has ensured secondary staff have time to collaborate. The goal of the collaboration K-12 is to allow teachers to work together to improve classroom instruction.

MEASURE(S) OF PROGRESS	If using a User Defined MOP, included the measure here. Otherwise, leave this cell blank.	6 Month Target	1 Year Target
User Defined MOP	Professional Collaboration Cycles - Plan, Do, Check, Act (from learning to application to reflection)	have a Professional Learning plan that identifies cycles of professional collaboration for all teachers focused on applying professional learning through Plan, Do, Check, Act focused on Language Comprehension.	have provided cycles of professional collaboration (plan, do, check, act) focused on Language Comprehension as evidenced in their Professional Learning Plan. BLTs will discuss progress and plans at monthly BLT meetings.
User Defined MOP	Collaboration around use and implementation of secondary vocabulary routine	100% of secondary buildings have trained all teachers on the secondary vocabulary routine by end of 1st quarter	100% of Buildings submit evidence of use vocabulary routine quarterly

WHAT MIGHT BE SOME QUESTIONS OR FEEDBACK YOU WOULD LIKE TO SHARE?



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↓
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▶▶▶▶

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