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.
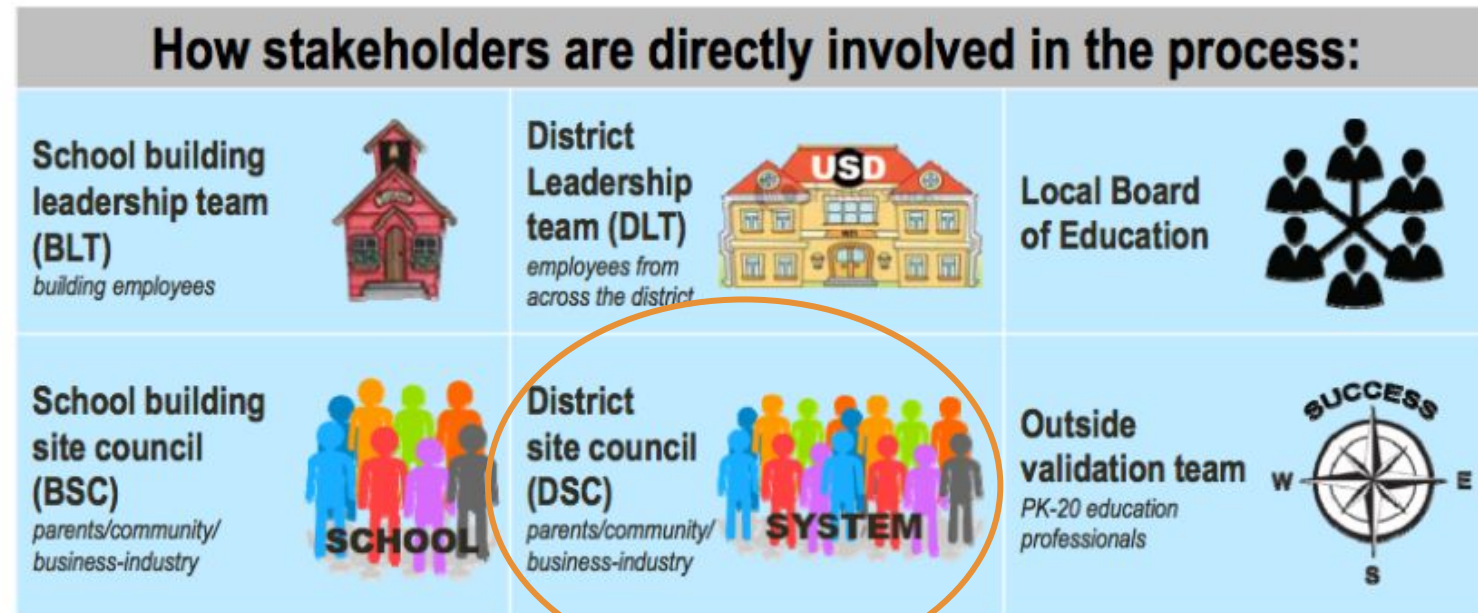
Continuous Improvement Process…

ELEMENTS Of Kansas Education Systems Accreditation (KESA)...

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

- Systems Approach - new model designed to <u>accredit school districts</u> 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

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Stakeholder Involvement…

KESA – Stakeholder Representation

How stakeholders are directly involved in the process:

School building leadership team (BLT)
building employees

District Leadership team (DLT)
employees from across the district

Local Board of Education

School building site council (BSC)
parents/community/ business-industry

SCHOOL

District site council (DSC)
parents/community/ business-industry

SYSTEM

Outside validation team
PK-20 education professionals

SUCCESS

Quarterly Meetings

Semi-Annual Meetings

Annual Meeting

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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?

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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.

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The District Leadership Team

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

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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

Kansans CAN

Creating a Vision for Kansas – State Outcomes

Kindergarten Readiness

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

Postsecondary
Completion/Attendance

Social/Emotional Growth
Measured Locally

Kansans CAN

Kansas Education Systems Accreditation

The Five R's Framework

RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR	RESULTS
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)	**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).	**Defining Responsive Culture:** "one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stake holders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community" (KSDE, 2010, p. 48).	**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).	**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: • Staff • Students • Families • Community	**COMPONENTS:** • Curriculum • Instruction • Student Engagement • Technology	**COMPONENTS:** • Leadership • Early Childhood • District Climate • Nutrition and Wellness	**COMPONENTS:** • Career & Technical Ed • Professional Learning • Resources • Data	**COMPONENTS:** • Academic / Cognitive • Technical / Career-specific • Employability • Civic Engagement • SBoE Outcomes

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The Five R's Framework - Shawnee Mission Goal Areas

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

RESPONSIVE CULTURE

Defining Responsive Culture:
"one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stake holders 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

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PROPOSED NEW MODEL

KESA – Year One

Step 1	Step 2	Step 3
BLT conduct/reviews needs assessments,	DLT reviews data, selects goal areas for cycle,	OVT meets with DLT, acknowledges goal areas, provides feedback;
and	**and**	**and**
BSC acknowledges, provides feedback.	DSC acknowledges, provides feedback.	BOE approves/acknowledges goal areas.

Kansas State Department of Education
www.ksde.org

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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

Summary of KESA District Leadership Team Needs Assessment Data Review
& Site Council Feedback
March 28, 2018

Responsive Culture- Goal Area #1		
Observations: "I Notice that…"	**Questions/Suggestions**	**Feedback- what do you see or feel is a priority for District Leadership Team's focus to drive their future work?**
• Culture of collaboration & conversations ranked highest • District climate, culture and academic engagement are areas of need • Early childhood ranked as a priority • Learning communities had the most stars for priority • Priority seems to be focused on learning • Learning Communities- highly valued and an area of continued focus • Need for consistency across the attendance areas • Early Childhood is rapidly expanding	• Why Professional Development was ranked low when resources have been invested? • Why was Early Childhood ranked as a need? • Why is there such variation between the feeder patterns? • Why are more schools not at modeling? • What does Climate mean? • The priority of Learning Communities is a reflection of PLCs • How can we learn from schools already implementing best practices (learning from each other?) • PLCs need to be our focus as many issues can be resolved as a result	

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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)

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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)

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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)

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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

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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!

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