	Responsive Culture					
Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments	
			Leadership			
District vision		Demonstrates that district leaders speak to the district vision of learning and success.	Demonstrates that district educators and leaders speak to the district vision of learning and success.	Demonstrates that all levels of the organization (students, stakeholders, educators, administrators, Board of Education) speak to the district vision of learning and success, putting student learning first.		
Expectations for results		Discusses how expectations of results will be communicated at the district level.	Provides evidence, through district communications, of expectations for results.	Provides evidence, through district communications, of clear expectations for results.		
Culture of teaching and learning		Discusses how a culture for teaching and learning is being built for teaching and learning; plans for supporting innovation and risk-taking are included.	Demonstrates how a positive culture for teaching and learning exists. Plans for supporting innovation and risk-taking are addressed.	Demonstrates how a positive culture for teaching and learning exist that supports innovation and risk-taking.		
Indicators of success		Discusses indicators of progress results of student assessment data as the primary indicator of success.	Identifies multiple indicators of success in the strategic plan and is beginning to understand how to use those indicators as measures of learning.	Identifies and implements clear expectations and accountability in multiple indicators for student and organization success in the strategic plan.		
Strategic plan		Identifies the strategic plan.	Communicates the indicators in the strategic plan.	Communicates the indicators in the strategic plan as measures of learning, putting students first.		
learning communities		Demonstrates how learning communities exist at schools in the district.	Demonstrates how learning communities are expected and supported at the school level to do the work of continuous improvement.	Demonstrates how learning communities are embraced, expected and supported at the district and school levels to do the work of continuous improvement.		

		evised 10/ 1/2013		
	Discusses how district leaders	Demonstrates how district	Provides examples of how district	
	and the BOE allocate, prioritize,	leaders and the BOE allocate,	leaders and the BOE allocate,	
	monitor, and coordinate	prioritize, monitor, and	prioritize, monitor, and	
	comprehensive resources (fiscal,	coordinate comprehensive	coordinate comprehensive	
	human, time, materials) to	resources (fiscal, human, time,	resources (fiscal, human, time,	
	support the priorities listed in the	materials) to support the	materials) to support the	
	strategic plan.	priorities listed in the strategic	priorities listed in the strategic	
		plan.	plan.	
Resource allocation				
	Discusses how district leaders	Demonstrates how district	Provides examples of how district	
	and the BOE are developing a	leaders and the BOE share a	leaders and the BOE share and	
	common vision for policy	common vision for policy	practice a common vision for	
	advocacy and outreach.	advocacy and outreach at the	policy advocacy and outreach	
		local level.	through formal collaboration with	
			advocates at local, state and	
Advocacy for educational			national levels.	
policy				
	Shows how communication	Shows how communication is	Shows how planned	
	within the leadership occurs	occurring to provide information	communications provide	
	regarding services available as	and data to communicate with	information and data on a formal	
	needed.	district, buildings and community	and frequent basis and are	
		collaborators.	utilized to communicate with	
Communication with			district, buildings and community	
stakeholders			collaborators.	
	Shows how district leaders	Shows how district leaders	Shows how district leaders and	
	provide opportunities for	engage in collaboration with	educators engage in ongoing	
	community stakeholders engage	district and community	collaboration with district and	
	in educational activities in the	stakeholders and special interest	community stakeholders and	
	district. Discusses plan for	groups regarding strengthening	special interest groups regarding	
	collaboration with community	education to address the needs	strengthening education to	
Community collaboration:	stakeholders to address student	of learning and academic success.	address the needs of the whole	
strengthening education,	learning and academic success.		child, learning, and academic	
learning and academic			success.	
success				
	Discusses how to build a culture	Demonstrates a culture of	Demonstrates a culture of	
	of collaboration and shared	collaboration and shared	collaboration and shared	
	leadership at district and building	leadership at building levels with	leadership at district and building	
	levels with a focus on learning	a focus on learning and teaching	levels with a focus on learning	
	and teaching.		and teaching.	
Culture of collaboration				

		CV15CG 10/ 1/2015		
	Provides evidence that district	Provides evidence of formal	Provides evidence of formal	
	and building data are being	meetings to analyze district and	problem solving using district and	
	analyzed. Plans are discussed for	building data.	building data allowing data-based	
	initiation of a formal process.		decision making to occur for	
			addressing student	
Data analysis			learning/success.	
	Provides evidence of how data	Provides evidence of how data	Provides evidence of how data	
	are shared with and used to plan,	are shared with and used to plan,	are shared with and used to plan,	
	assess, and evaluate learning by	assess, and evaluate learning by	assess, and evaluate learning by	
	district educators.	district educators in collaborative	students, families, district	
		settings.	educators, and community	
			stakeholders in collaborative	
Data sharing			settings.	
	Discusses how results driven	Demonstrates how results driven	Demonstrates how results driven	
	leadership will begin at all levels.	leadership is expected at the	leadership is expected and	
Results driven leadership		building level.	supported at all levels.	
	Demonstrates how the system	Demonstrates how the system	Demonstrates how the system	
	impacts learning through	impacts learning through	impacts learning through	
	intentional collaborative	intentional collaborative	intentional collaborative	
	alignment (with a small group of	alignment (with district	alignment (including district	
	district educators) to the Kansas	educators) to the Kansas College	educators and families) to the	
	College and Career Standards,	and Career Standards, creating	Kansas College and Career	
	creating the guaranteed and	the guaranteed and viable	Standards, creating the	
	viable curriculum for all learners,	curriculum for all learners,	guaranteed and viable curriculum	
	including supports for instruction	including supports for instruction	for all learners, including	
Curriculum alignment to	and environment.	and environment.	supports for instruction and	
standards			environment.	
	Identifies an instructional model	Demonstrates how district	Demonstrates how all district	
	as a starting place to collaborate	leaders are using a common	educators use a common	
	about instruction and build a	language to build and maintain a	language to build and maintain a	
	common language.	collaborative framework for	collaborative framework for	
		instruction which includes	instruction which includes	
		intentional instructional planning	intentional instructional planning	
		for all learners, research based	for all learners, research based	
		instructional practices to engage	instructional practices to engage	
		21st century learners, and	21st Century learners, and	
		planned adjustments in	planned adjustments in	
		instruction based on students'	instruction based on students'	
		needs.	needs.	
Common language				

		CV13CG 10/ 4/ 2013		
	Identifies roles and	Identifies roles and	Identifies and demonstrates	
	responsibilities of district leaders.	responsibilities of district leaders.	agreed upon roles and	
		Structures (agendas, norms,	responsibilities of district leaders.	
		decision making rules,	Structures (agendas, norms,	
		collaborative skills, etc.) are in	decision making rules,	
District leader roles and		place and understood by all.	collaborative skills, etc.) are in	
responsibilities			place and understood by all.	
	Discusses how the expectations	Identifies the expectations for	Identifies the expectations and	
	and accountability methods for	district leaders.	accountability methods for	
District leader	district leaders will be		district leaders.	
expectations and	established.			
accountability				
	Shows that change research has	Shows how change research has	Shows how change research is	
	been identified that supports	been consulted that supports	applied that supports	
	implementation, long-term	implementation, long-term	implementation, long-term	
	change and sustainability.	change and sustainability.	change and sustainability.	
Change research				
	Shows how plans for professional	Shows how district leaders have	Shows how district leaders are	
	learning have been based on	asked staff and community	using data and input from staff	
	perceived needs. Discusses how	collaborators for input regarding	and community collaborators to	
	staff and community	professional learning needs for	determine professional learning	
	collaborators will become	educator performance, student	needs for educator performance,	
	involved in the professional	achievement, and student	student achievement, and	
Professional learning	learning needs of district leaders	learning/success.	student learning/success.	
needs	and educators.			
	Discusses a plan to involve all	Shows how district leaders plan	Shows how all district educators	
	district educators in planning and	and support professional learning	are involved in the planning and	
	support of professional learning	to meet the needs of all learners.	support of professional learning	
Professional learning	to meet the needs of all learners.		to meet the needs of all learners.	
planning				
	Documents district leader-level	Documents building-level	Documents all district educators'	
	participation in constructive	educators' participation in	participation in constructive	
	conversations about the	constructive conversations about	conversations about the	
	alignment of student and	the alignment of student and	alignment of student and	
	educator performance.	educator performance.	educator performance.	
Alignment discussions				

		CV13CG 10/ 1/ 2013		
	Identifies formal leadership	Identifies formal leadership	Identifies formal leadership	
	teams exist at all levels (e.g.,	teams exist at all levels (e.g.,	teams exist at all levels (e.g.,	
	district, building, and site) and	district, building, and site) and	district, building, and site) and	
	including representation from	including representation from	including representation from	
	District Leaders and District	District Leaders, District	District Leaders, District	
	Educators.	Educators, Students, and	Educators, Students, Families,	
Leadership teams		Families.	Community Stakeholders.	
	Discusses how all leadership	Demonstration of cooperative	Demonstration of collaborative	
	teams are learning cooperative	skills in all leadership teams as	skills in all leadership teams as	
	and collaborative skills as they	they participate in learning	they participate in learning	
	participate in learning focused	focused conversations.	focused conversations.	
Collaboration	conversations.			
conversations				
	Shows that teacher leadership is	Shows that teacher leadership is	Shows that teacher leadership is	
	beginning to be promoted and	promoted and supported.	expected, valued and supported.	
Teacher leadership	supported.			
	Ea	rly Childhood		
	Demonstrates how individual	Demonstrates how	Demonstrates how	
	staff members work separately to	administrators and staff develop	administrators, staff, and families	
	design learning experiences for	coordinated and cooperative	have a collaborative	
	their individual students that are	relationships, moving toward	responsibility for implementing	
	based upon general outcomes	collaboration and engaging	intentionally designed learning	
	and basic learning theories.	families/parents. Most learning	experiences that are individually	
	"Bought" curricula are used that	experiences are individually and	and age appropriate, aligned with	
	are not necessarily research-	age appropriate. Data collection	previous and future age	
	based.	on development, learning, and	levels/grade to enhance the	
		behavior is in process.	learning continuum, based on	
			reliable and valid data and	
			improve development, learning,	
			and behavioral outcomes.	
			and benavioral outcomes.	
			and benavioral outcomes.	
			and benavioral outcomes.	

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	Demonstrates that professional	Demonstrates how the alignment	·	
	learning opportunities for early	process for professional learning	learning opportunities for early	
	childhood practitioners and	opportunities for early childhood	childhood practitioners are based	
	families are focused on basic	practitioners is in process and	on individual needs of	
	orientation activities. Explains	staff are working with support	practitioners as described in	
	how staff is beginning to explore	staff to develop and/or select	professional development planar	
	various research-based	research-based and evidence-	aligned with evidence-based	
	professional development	based opportunities that support	research and developmentally	
	opportunities.	developmentally appropriate	appropriate practices and	
		practices.	principles, and include ongoing	
			support and coaching.	
Professional learning				
	Demonstrates how learner	Demonstrates how learner	Demonstrates how learner	
	experiences are provided within	experiences are based upon	experiences are provided within	
	the context of school-wide	knowledge of child development	meaningful and relevant context	
	selected curricula working towar	d and individual child skills/needs.	based upon knowledge of child	
	appropriate, meaningful, or	A scope and sequence provides	development and individual child	
	relevant experiences for young	meaningful and relevant context	skills/needs, including families in	
	children. Discusses how activitie	s of experiences and activities.	the process, through a wide	
	for learning will transition from	Most are teacher directed, but	variety of child initiated and	
	teacher initiated to those that ar	e some child-focused and/or	teacher directed activities, using	
	developmentally appropriate an	d initiated are in place.	ongoing progress monitoring and	
	include individual knowledge of		assessment to ensure	
	each child.		experiences that meet each	
			child's learning needs.	
Individual learner				
experiences				

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	Discusses a plan for how data wi	Demonstrates how data are	Demonstrates how data are	
	be collected in a strategic or	beginning to be selected and	openly shared and implications	
	planned manner including how	collected based upon the	for intentional teaching are	
	data will be used to determine	research-based indicators of	discussed at all levels within the	
	lessons and how teaching will be	success. Individual children's	early childhood program and/or	
	based upon specified indicators	needs, skills, and abilities are	school, through the birth through	
	of success that are research	determined based upon data and	third grade continuum, with	
	based and individualized.	the knowledge is beginning to be	families and the communities,	
		used to develop intentional	including the celebration of	
		teaching strategies.	improved indicators of success,	
			using the School Readiness	
			Framework set of indicators and	
			data elements as the basis for	
			indicator selection.	
Data driven decisions				
	Demonstrates how the early	Demonstrates how the early	Demonstrates how the early	
	childhood program provides	childhood program staff provides	childhood program engages	
	families with traditional	opportunities to gain insight from	families in their child's learning	
	opportunities for involvement	family members about the child's	through the development of a	
	such as 'open house' and 'family	skills, needs, and abilities.	parent involvement policy that	
	night'. Staff has a general belief i	Scheduled and ongoing	supports the implementation of	
	family involvement, and shows	interaction is in place. Activities	the strategies contained in the six	
	how policies are being developed	are being developed to engage	areas of the National Standards	
	that clearly define and implemer	t families in all aspects of their	for Family-School Partnerships.	
	such involvement.	child's education, including		
		development of policies to		
		support family involvement.		
Family involvement				
	Γ	ictrict Climata		

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	Discusses plans for assessing the	Demonstrates routine	Demonstrates ongoing
	climate and culture of the district	assessment of the climate and	assessment of the climate and
	through surveys of all	culture of the district through	culture of the district through
	stakeholders and plans for using	surveys of all stakeholders. Uses	surveys of all stakeholders. Uses
	the data from surveys and	data from surveys and behavioral	data from surveys and behavioral
	behavioral incident reports to	incident reports for planning for	incident reports to identify
	plan for physical and emotional	physical and emotional safety,	evidence-based strategies for
	safety, substance abuse	substance abuse prevention,	physical and emotional safety,
	prevention, delinquency	delinquency prevention, wellness	substance abuse prevention,
	prevention, wellness initiatives,	initiatives, social-emotional	delinquency prevention, wellness
	social-emotional character	character development, and	initiatives, social-emotional
District climate and	development, and emergency	emergency operation planning.	character development, and
culture: Stakeholder	operation planning.		emergency operation planning.
surveys			
	Discusses perceived correlations	Demonstrates correlations	Demonstrates evidence-based
	between academic engagement	between academic engagement	correlations between academic
	and the climate and culture of the	and the climate and culture of the	engagement and the climate and
	district to implement	district to implement	culture of the district to
	differentiated learning strategies	differentiated learning strategies	implement differentiated learning
	and show the relationships	and show the relationships	strategies and show the
	among the Kansas College and	among the Kansas College and	relationships among the Kansas
	Career Ready Standards, state	Career Ready Standards, state	College and Career Ready
	and local assessments, district	and local assessments, district	Standards, state and local
	curriculum, social-emotional	curriculum, social-emotional	assessments, district curriculum,
	character development, and 21st	character development, and 21st	social-emotional character
	Century Learning Skills.	Century Learning Skills.	development, and 21st Century
		Articulates a plan for areas of	Learning Skills. Articulates a plan
		concern.	for any areas for improvement
District climate and			shown through data.
culture: Academic			
engagement			

Discusses how the district plans to assess the presence and impact of social engagement within the district culture. Shows evidence of professional learning for all stakeholders and planned implementation of evidence obsets strategies to assist students in social-motional character development and involvement, healthy beliefs, positive behavior supports, and attendance. District climate and culture: Social engagement Demonstrates assessment results for all stakeholders and planned attendance. District climate and culture: Social engagement Demonstrates assessment results for a late stakeholders and implementation of previdence demonstrates assessment results for a healthy learning and physical environment. Shows evidence of professional learning for all stakeholders and implementation of strategies to assist students in social-emotional character development and involvement, healthy beliefs, positive behavior supports, and attendance. Demonstrates the impact of social engagement within the district culture. Shows evidence of professional learning for all stakeholders and implementation of strategies to assist students in social-emotional character development and involvement, healthy beliefs, positive behavior supports, and attendance. Demonstrates assessment results for all stakeholders and implementation of residence of professional learning of evidence of an attendance. District climate and culture: Social engagement within the district culture. Shows evidence district ductaces assist students in social-emotional character evidence and provide professional practice and providence of an Emergency operations Plan, Social-Emotional Character Development Standards, and the Kansas Comprehensive School Counseling Program. District climate and culture: Safe and supportive school environment Nutrition & Wellness Provides evidence of "Basic" social engagement than the district culture. Shows evidence of "Exemplary" social-emotional character assessment results for a healthy learning and physical environment			<u> </u>		
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policy implementation, where applicable. policy implementation, where applicable. policy implementation, where applicable.		Provides evidence of "Basic"	Provides evidence of "Advanced"	Provides evidence of "Exemplary"	
applicable. applicable. applicable.		score for district in wellness	score for district on wellness	score for district on wellness	
applicable. applicable. applicable.		policy implementation, where	policy implementation, where	policy implementation, where	
District wellness policy		applicable.	applicable.	applicable.	
	District wellness policy				

			-	
	Provides evidence that the	Provides evidence of how school	Provides evidence of how school	
	district has established wellness	wellness committee(s) evaluate	wellness committees evaluate	
	committee(s).	school health policies.	policies and take an active role in	
Wellness Committees:			improving school health culture.	
Policies and roles				
	Demonstrates wellness	Demonstrates wellness	Demonstrates wellness	
	committees are formed and meet	committees communicate actions	committees are active, engaged	
	regularly.	and accomplishments with	and communicate each semester	
		district leaders and Board of	with district leaders and Board of	
		Education each semester.	Education. Demonstrates	
			establishment of a community	
Wellness Committees:			web page.	
Communication			. 5	
Communication	Demonstrates nutrition	Demonstrates nutrition	Demonstrates nutrition	
	resources, such as Team	resources, such as Team	resources, such as Team	
	Nutrition, are utilized as part of	-	Nutrition, are utilized as part of	
	integrated district curriculum in	_	integrated district curriculum in	
	25% of district schools.	50% of district schools.	75% of district schools.	
Nutrition resources				
	Shows evidence district meets	Shows evidence district is	Shows evidence that at least one	
	USDA Guidelines for Child	", "	school within the district has	
	Nutrition Programs.		been awarded the Healthier US	
			School Challenge Award.	
Meeting USDA guidelines				
	Plans for School Breakfast	Provides evidence of breakfast	Provides evidence of breakfast	
	Program, Summer Food Service	being offered at all sites, a	being offered at all sites, Summer	
	Program, and Area Eligible	Summer Food Service Program	Food Service Program offered all	
	Supper Program, and develops a	offered during part of the	summer, and suppers offered at	
	timeline for implementation.	summer.	area eligible schools.	
Nutrition programs				
	Shows evidence of planning for	Shows evidence of ongoing	Shows evidence of ongoing	
	ongoing employee wellness	employee wellness program.	employee wellness program, and	
	program.		multiple district initiatives	
			promoting a health-conscious	
Fitness and wellness			environment.	
Fitness and wellness			environment.	

	Provides evidence of conducting	Provides evidence of conducting	Provides evidence of conducting	
	fitness assessments on students,	fitness assessments on students,	fitness assessments on students,	
	100-150 minutes of physical	151-199 minutes of physical	more than 200 minutes of	
	education per week for students	education per week for students	physical education per week for	
	in grades K-9, and 20 minutes of	in grades K-9, and two 15-	students in grades K-9, and two	
	recess daily for elementary school	minutes daily recesses for	15-minutes daily recesses, one in	
	students.	elementary school students.	the morning, for elementary	
			school students.	
Physical activity and				
assessments				