Agenda

● Welcome
● Responding to your Questions - Strategic Planning
● Feedback on the Future State (Padlet)
● Q & A
● Reminders:
  ○ Next Meeting: March 7, 2023
    ▪ What topics would you like to discuss in the future?
Accreditation & Design Team

TBD, Administrative Specialist

Jake Steel, Special Projects

Sarah Perryman, Coordinator

Catherine Chmidling, Assistant Director

Myron Melton, Assistant Director

Jay Scott, Director
Accreditation & Design Team Mission

Within a system of accreditation and design, provide **accountability** along with **support** to move systems toward ensuring the success of each student.
Accreditation Definitions

“Accredited” - Evidence of Process AND Growth (Results) / In Compliance

“Conditionally Accredited” - Insufficient Evidence of either Process OR Growth (Results) / In Compliance

“Not Accredited” - Insufficient Evidence of Process AND Growth (Results) OR Not in Compliance
In January’s KESA update meeting, it was mentioned for action plans to be aligned with Strategic Plans, School Improvement Plans, and Action Plans as one plan and not multiple.

Can you elaborate more on that?
Creating an Aligned System of Success

Vision, Strategic Plan, School Improvement Plans and Data Dashboard
Setting a Vision for the Future 2019-2025

**District Goals**

**Student Achievement & Educator Effectiveness**

**Culture and Safety**

**Communications**

**Fiscal Responsibility**

**Andover USD 385 KESA Goals**

1. **Portrait of a Graduate Academic Preparation:** Increase reading proficiency utilizing multiple metrics on the Andover Data Dashboard by 2025.

2. **Portrait of a Graduate Student Success Skills:** Increase preparation for post-secondary success utilizing multiple metrics on the Andover Data Dashboard by 2025.
Andover Vision for the Future

Andover USD 385 KESA Goals

1. **Portrait of a Graduate Academic Preparation**: Increase reading proficiency utilizing multiple metrics on the Andover Data Dashboard by 2025.

<table>
<thead>
<tr>
<th>Portrait of a Graduate: Academic Preparation</th>
<th>Portrait of a Graduate: Student Success Skills</th>
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<tbody>
<tr>
<td><strong>Goal:</strong> Increase reading proficiency utilizing multiple metrics on the Andover Data Dashboard by 2025.</td>
<td><strong>Goal:</strong> Increase preparation for post-secondary success utilizing multiple metrics on the Andover Data Dashboard by 2025.</td>
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<tr>
<td><strong>Evidence of Success on the Andover Data Dashboard:</strong></td>
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<tr>
<td>- Star Reading</td>
<td>- High School Graduation Rates</td>
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<td>- Dibels</td>
<td>- Post Secondary Success</td>
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<td>- State Reading Assessment</td>
<td>- Individual Plan of Study Star Recognition</td>
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<td>- ACT</td>
<td>- Rubric</td>
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<td>- Instructional Walkthroughs</td>
<td>- Panorama</td>
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<td>- Professional Learning Evaluations</td>
<td>- Kansas Communities that Care</td>
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<td><strong>Strategies</strong></td>
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<td>- Cohesive Curriculum: Ensure an aligned PreK-12 standards based scope and sequence in all academic content areas by updating documents.</td>
<td>- Establish an aligned scope and sequence curriculum utilizing the Kansas Social Emotional and Character Development (SECD) standards to develop employability skills.</td>
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<tr>
<td>— Update scope and sequence documents for all courses/content areas.</td>
<td>- Expanding/Enhancing Social Emotional Learning (SEL) and wellness for staff, students, and families;</td>
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<td>— 2022-2023 Focus: ELA, Math, HSS &amp; Science</td>
<td>— Continue implementing programs and processes that foster positive relationships and reduce behaviors that interfere with learning (Second Step, Capturing Kids’ Hearts, etc.)</td>
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<td>— 2022-2023 Focus: ELA, Math, HSS &amp; Science</td>
<td>— Increase family engagement through parent resources and support</td>
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<td>- Evidence Based Instruction: Continue implementation of structured literacy and dyslexia initiatives. This includes assessment, instruction and professional learning</td>
<td>- Safe and Supportive Schools:</td>
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<td>— Continue providing professional learning for structured literacy and dyslexia.</td>
<td>— Focus on prevention efforts to reduce vaping and drug use by students</td>
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<td>— Continue Implementing Pathways in K-2 (structured literacy)</td>
<td>— Raising awareness, providing education &amp; access to intervention tools</td>
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<td>— Research and Implement Vocabulary and Multi-Syllabic Routines in grades 3-5 (structured literacy)</td>
<td>— Expanding use of school vape detectors</td>
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<td>— Select MTSS structured literacy resources that support students PreK-12.</td>
<td>— Utilizing a Mental Health and Substance Abuse Coordinator to connect families, resources and the community</td>
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<td>- Student Centered Learning: Ensure student engagement and learning through the Andover Instructional Framework and the four redesign principles</td>
<td>— Analyzing data on suspensions &amp; usage</td>
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<td>— Continue school redesign implementation</td>
<td>— Review Safety Procedures &amp; Protocols (Tornado, intruder, reunification plans, etc.)</td>
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<td>— Embed Andover Instructional Framework into all scope and sequence documents</td>
<td>— Multi-Tiered Systems of Supports for Behavior, Social and Emotional:</td>
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<td>— Resume using walkthrough tool and update as needed</td>
<td>— Conduct a needs assessment and create a multi-year implementation plan</td>
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<td>- Multi-Tiered Systems of Support (MTSS): Implement enhanced academic tiered systems of supports that meets students’ individual needs, including the alignment of instructional resources and supports for students</td>
<td>- Student Centered Learning:</td>
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<td>— Define and create a PreK-12 system of support for literacy</td>
<td>— Increase opportunities for students to explore potential careers and programs of study</td>
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<td>— Research Tier 2 &amp; 3 Evidence Based Practices and create a “Menu of Options” for schools that have vertical alignment/leveraged practices as a protocol for ensuring student progress is on track (checkpoints)</td>
<td>— Fully implement Individual Plans of Study (IPS) so that it further exposes students PreK-12 to the specific courses and opportunities that will lead to post secondary choices and success</td>
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<td>— Add reading intervention staff at the secondary level</td>
<td>— Conduct needs assessment of Individual Plans of Study (IPS) using KSDE Kansas Can Star Recognition rubric and create a multi-year action plan</td>
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<td>— Professional Learning for core teaching strategies</td>
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School Improvement Plan Alignment

Portrait of a Graduate Vision

- Academic Preparation
- Collaboration & Communication
- Innovative Thinking
- Integrity and Character
- Resilience

District KESA SMART Goals

- Portrait of a Graduate Academic Preparation: Increase reading proficiency utilizing multiple metrics on the Andover Data Dashboard by 2025.
- Portrait of a Graduate Student Success Skills: Increase readiness for post-secondary success by utilizing multiple metrics on the Andover Data Dashboard by 2025.

Andover Instructional Framework

- Learning Goals
- Learning Designs
- Assessing Student Learning
- Professional Learning, Leadership, Culture & Climate

Kansans Can School Redesign Principles

- Student Success Skills
- Family, Business and Community Partnerships
- Real World Application
- Personalized Learning

School Goals

- SMART Goal #1: (Reading Proficiency)
- SMART Goal #2: (Student Success Skills)
Measuring Impact Through Data

**Data Dashboard:**
The district and building data dashboards measure the achievement of goals over time. The dashboards include the state Board of Education outcomes, Andover Board of Education outcomes and Andover KESA goals. The district and building dashboard data drives the selection of the SMART goals.

**Scoreboard:**
Building scoreboards measure the impact of the strategies implemented to achieve goals. It shows real time data and identifies whether the strategy is successful or if a pivot is needed.
Focus Group Feedback

• Purpose – Clarity
• Process – Consistency
• Reporting - Eliminate Redundancy
If we...

- **Process** - Move to one cumulative report that is standards-based in which you self assess and provide artifacts and justification;
- **Results** - Move to a more objective system for determining growth and improvement toward the quantitative state board outcomes;
- **OVT** - Move to a Peer Review model that can be done in the traditional form/fashion or with a like-system via a partnership or on-site at an educational service center

Will we have addressed the feedback as it relates to clarity, consistency, and eliminating redundancy?
Break Out

● To what degree do these changes address clarity, consistency, eliminating redundancy?

● How might these shifts impact continuous improvement in your system?

https://padlet.com/sperryman3/hnInbn6h1gkdzgug
Q & A
Open Discussion
General Reminders

● Check KSDE Weekly for ADT Updates & News

● Next Meeting
  ○ March 7, 2023 from 9:00-9:45 (via zoom)

● What would you like to talk about next time?
Accreditation and Design Team

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