* **Year One** - **System**
  + Year One Welcome
  1. Tell Your Story…
     + Based on your reflection of your previous system improvement cycle, provide any information that you think would benefit your OVT Chair, OVT Team, or the ARC that is not included in the other sections of this report.
  2. Compliance
* If no compliance issues, old or new, are present for a system in a given year, this area should say “No compliance issues noted.” And there should be no entry boxes, or other information. Otherwise, the system will be prompted to report progress in any areas that are “not compliant” or “working toward” compliance.
  1. Foundational Structures
     + Foundational Structures refer to the underlying programs and services within your system. Please describe how your system currently addresses each.
       - **Tiered Framework of Supports** - Describe how you are implementing a Tiered Framework of Supports for all students.
       - **Family, Business, and Community Partnerships** - Describe how stakeholder engagement is embedded in your system’s and school(s) climate and culture.
       - **Diversity, Equity, and Access -** Describe how your system includes a culturally responsive environment, as well as embraces the richness of your diversity.
       - **Communication and Basic Skills -** Describe how your system supports student learning of communication skills through your PK – 12 curricula, programs, and services.
       - **Civic and Social Engagement -** Describe how your system supports student learning of civic, economic, social, and political choices through your PK – 12 curricula, programs, and services.
       - **Physical and Mental Health -** Describe how your system supports student learning of social-emotional, physical, mental, and nutritional health through your PK – 12 curricula, programs, and services.
       - **Arts and Cultural Appreciation -** Describe how your system supports student learning of about fine arts and world languages through your PK – 12 curricula, programs, and services.
       - **Postsecondary and Career Preparation -** Describe how your system provides opportunities for postsecondary awareness and success within your PK – 12 curricula, programs, and services.
  2. Needs Assessment Process and Goals
     + Summarize your comprehensive needs assessment process and results. Areas to be addressed include, but not limited to, the following:
       - R’s, Achievement Data, etc.
       - All building and program data (including virtual)
       - Identification of gaps in data
       - Disaggregation of data
       - Other needs assessment process conclusions
       - Etc.
     + Based on your needs assessment process data, identify at least 2 goals for the improvement cycle.
     + Goal 1
       - Identify and describe the data findings from your needs assessment process, including gap analysis, that led to this goal.
       - Once the goal has been achieved, how will your system look different?
       - What are the strategies/interventions that you intend to implement to meet your goal outcomes? (Be prepared to share your action plan with the OVT team before/during the visit.)
       - What professional development is needed to prepare for the strategies/interventions of this goal, and how will they be implemented.
       - How will you know that your strategies/interventions are being implemented with fidelity?
       - Identify short-term or long-term measurements used to show progress toward the goal.
       - How will this work impact the measures of the State Board Goals and Definition of a High School Graduate.
       - State your measurable goal.
     + Goal 2 The questions from the first goal are repeated here.
     + Add an additional goal If clicked a “Goal 3” section will appear with the same questions as the first two goals.
     + How does your staff see their work reflected in the improvement process and goals?
     + How are your building and program (including virtual) goals aligned to the system goals?
  3. Sustainability of the Improvement Process
     + How is your KESA continuous improvement process and plan embedded in your system’s strategic plan?
     + How is the professional development plan included in and aligned with the improvement plan to promote sustainability of effort?
     + How were members of your governing body/board actively informed of and involved in the KESA continuous improvement process?
     + Beyond instructional and curricular areas, explain what procedures, policies and resources are in place to support effective implementation of the KESA continuous improvement process efforts (e.g. fiscal resources, human resources, facilities, technology, etc.).
  4. Kansas Vision for Education and State Board Outcomes
     + Social Emotional Growth
       - What valid local assessment data is your system collecting from students, staff and families to evaluate Social Emotional Growth?
       - What does the disaggregated data tell you about your student skills and competencies?
       - Explain how the above results are or will be used to inform/modify curriculum, instruction and policies in your system.
       - Describe how the SECD standards are embedded and aligned throughout your PreK-12 curriculum.
       - How do you prioritize, support, and sustain an equitable and culturally relevant climate across the system?
     + Kindergarten Readiness
* Describe how your system is currently collaborating with early childhood care and education programs in your community to support kindergarten readiness.
* Explain how your system is ensuring that early childhood care and education programs are available to all children in the community on an equitable and inclusive basis, so that children of all abilities and backgrounds have the opportunity to learn together in the same classrooms as their peers?
* How does your system engage and partner with families and caregivers to support learning at home and smooth transitions into kindergarten?
  + - * What did the data gathered from early childhood care and education programs and the Kindergarten Readiness Snapshot tool tell you about the strengths and needs of early childhood environments and instruction? How are you using this data to create environments and instruction to meet the needs of incoming kindergarteners?
    - Individual Plans of Study
      * Describe the system’s PreK-12 IPS process? Be sure to include the following four components required by the State Board of Education:
        + A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.
        + Eighth- through 12th-grade course-builder function with course selections based on career interests.
        + A general postsecondary plan (workforce, military, certification program, two- or four-year college).
        + A portable electronic portfolio.
      * Share evidence that the systems has provided professional development to ALL staff about the foundations and implementation of IPS?
      * Review and evaluate the district framework and organization that ensures all students beginning in grade 8 have an IPS.
      * Describe the process for evaluating each student’s IPS a minimum of twice per year.
      * How have the results from the Annual IPS Survey impacted the process in your system?
    - High School Graduation
      * Explain how your system is using the graduation data shown below to inform your system’s continuous improvement process.
      * Import trend data tables and graphs.
      * Until data is available for a given year, the report should read “Data not yet available” in the place where the data would be imported.
    - Postsecondary Success
      * Explain how your system is using the postsecondary success data shown below to inform your system’s continuous improvement process.
      * Import trend data tables and graphs.
      * Until data is available for a given year, the report should read “Data not yet available” in the place where the data would be imported.
  1. Definition of Successful High School Graduate
     + Although answering this topic is optional this year, be prepared to address the definition of a successful high school graduate in detail during years 2, 4, and 5. If you choose, you can provide any comments you have about this topic in the box below.
  2. Stakeholder Involvement and Engagement
     + Explain which stakeholder groups have been involved in your KESA continuous improvement process and how they have been involved. (e.g. needs analysis, goal selection, vision, etc.)
     + What is your process for sharing accreditation-related updates and feedback with your stakeholder groups?
  3. KESA Fidelity of Implementation
     + Did you complete and submit your System Yearly Update report (this document) at least one month prior to the scheduled OVT visit? Yes or No answer
     + On what date was or will this System Yearly Update be shared with the local board of education/governing body? Date formatted/selection
     + On what date did you share last year’s OVT summary report with your local board of education/governing body? Date format/selection
     + If applicable, explain any variation from the expected KESA activities this year.
     + How are you ensuring that your system continuous improvement process is being effectively implemented and evaluated?
     + As a system, how are you ensuring that a continuous improvement process is being effectively implemented and evaluated in each building?

1. Explain Your Next Steps

* Use this space to describe what needs to be done to prepare for Year 2+ of your accreditation cycle, and any questions you would like to share with your OVT Chair/Team for their input.

1. Assurances