

Kansas Education Systems Accreditation: The Five Rs

				RESP	ONSIVE CULTURE		
				COMP	ONENT 1: LEADERSHIP		
Criteria	No Evidence	Implementing	Transitioning	Modeling	GS Evidence	HS Evidence	District Evidence
District vision	8	Demonstrates that district leaders speak to the district vision of learning and success. RCHS 'Needs 5 to	Demonstrates that district educators and leaders speak to the district vision of learning and success. RCGS RCGS ASSESSME A STESSME The rates	(students, stakeholders, educators, administrators, Board of Education) speak to the district vision of learning and success, putting	elves on where ss(accreditation)	District website "vision", Handbook: Faculty & Students Hey Hought +	Goal #1
Expectations for results			Provides evidence, through district communications, of expectations for results.	Provides evidence, through district communications, of clear expectations for results.	too broad, mission ?, assessments?, daily activities	Survey graduates of RC	

	Discusses how a	Demonstrates how a	Demonstrates how a		E4e Walk-throughs, pearson on-	
	culture for teaching	positive culture for	positive culture for		line (trainers)	
	and learning is being	teaching and	teaching and	the set of	inte (tranters)	
	built for teaching	learning exists.	learning exist that			
	and learning; plans	Plans for supporting	supports innovation			
	for supporting	innovation and risk-	and risk-taking.			
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	of progress results o		implements clear			
	student assessment		expectations and	PROPERTY AND ADDRESS OF THE PARTY OF THE PAR		
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Indicators of		as measures of	organization success			
	RCGS	learning.	in the strategic plan.			
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Learning communities	RCHS	Demonstrates how learning communities exist at schools in the district.	expected and supported at the	Demonstrates how learning communities are embraced, expected and supported at the district and school levels to do the work of continuous improvement.		
Resource allocation	,	Discusses how district leaders and the BOE allocate, prioritize, monitor, and coordinate comprehensive resources (fiscal, human, time, materials) to support the priorities listed in the strategic plan.	Demonstrates how district leaders and the BOE allocate, prioritize, monitor, and coordinate comprehensive resources (fiscal, human, time, materials) to support the priorities listed in the strategic plan. RCGS	Provides examples of how district leaders and the BOE allocate, prioritize, monitor, and coordinate comprehensive resources (fiscal, human, time, materials) to support the pt RCHS ed in the RCHS	Bond planning, Teacher meetings with bond planners	
Advocacy for educational policy	RCHS	Discusses how district leaders and the BOE are developing a common vision for policy advocacy and outreach.	Demonstrates how district leaders and the BOE share a common vision for policy advocacy and outreach at the local level. RCGS	Provides examples of how district leaders and the BOE share and practice a common vision for policy advocacy and outreach through formal collaboration with advocates at local, state and national levels.	Site council (BOE on Site Council), Site council addresses BOE	

Shows how communication within the leadership occurs regarding services available as needed. Communication with stakeholders Shows how district leaders provide opportunities for community stakeholders engage in educational activities in the option and activities in the option and activities in the leaders engage in educational activities in the district plosures are activities in the district plosures are activities in the district plosures are activities in the district and community special interest activities in the district plosures are activities in the district and community special interest activities in the district and district and district and district plosures are activities in the district plosures are activities in the district and district and district and district and district plosures are activities in the district and district and district plosures are activities in the district and district and district and district plosures are activities in the district and district and district and district and district plosures are activities in the district and distri							
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			stakeholders and	district and			
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plan for strengthening special interest							
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		collaboration and	collaboration and	collaboration and		The contract of the contract o	
		shared leadership at	shared leadership at	shared leadership at		Fair, Falcon Forum, NHS pumpkin	
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		levels with a focus		levels with a focus		books	25
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		Provides evidence		Provides evidence of		SGM's	
		that district and		formal problem			
	2.0	building data are		solving using district	STATE OF STA		
		being analyzed.		and building data			
		Plans are discussed		allowing data-based		(17) 经分别的 计图像 经现代 经证券	
		for initiation of a	RCGS	decision making to			
Data analysi		formal process.		occur for addressing			
		RCHS		student			
				learning/success.			
		Drovides evidence of	Provides evidence of	Danido II 6			
		how data are shared				SPED - work with MS on	
		with and used to	how data are shared			transitioning, IPS, SGM's	
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		plan, assess, and		plan, assess, and			*
		evaluate learning by		evaluate learning by			
		district educators.	district educators in	students, families,			
		Part Version and		district educators,		经总是数据 医异戊基氏病 医前面多数	
Data sharing		RCHS		and community			
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			results driven	results driven	results driven			
			leadership will begin	leadership is	leadership is			
3			at all levels.	expected at the				
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		RCHS		bulluling level.	supported at all			
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١			learning through	learning through	the system impacts		Science, ELA, & Math	1
			intentional	intentional	learning through			
-					intentional			
1				collaborative	collaborative			
				alignment (with	alignment (including			
-			small group of	district educators) to				
-			district educators) to		and families) to the			
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ı			and Career		Career Standards,			
			Standards, creating	the guaranteed and	creating the			
	Curriculum		the guaranteed and	viable curriculum for				
			viable curriculum for		viable curriculum for			
	alignment to				all learners,			
	standards		L	for instruction and	including supports			
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			environment.	(Manufacture and American	environment.		福州等岛台,1888年1995年199	
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		instructional model	district leaders are	all district educators		an eaghly ben work	
		as a starting place to		use a common			
		collaborate about	language to build	language to build			
		instruction and build	and maintain a	and maintain a			
		a common language.		collaborative			
		Ì	framework for	framework for			
			instruction which	instruction which			
		1	includes intentional	includes intentional			
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		İ	planning for all	planning for all	THE STREET, ST		
Common			learners, research	learners, research			
Parameter State (State Control of State		2	based instructional	based instructional			
language			practices to engage	practices to engage	A constant of the second		
			21st century	21st Century			
			learners, and	learners, and			
			planned	planned			
			adjustments in	adjustments in			
		1	instruction based on	instruction based on		就是这种性性的性性的特色的是是是	
	*		st RCHS eds.	students' needs.			
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					COLUMN TO THE RESERVE		
		Identifies roles and	Identifies roles and	Identifies and			
		responsibilities of	responsibilities of	demonstrates			
		district leaders.	district leaders.				
			Structures (agendas,	agreed upon roles			
	DCHC		norms, decision	and responsibilities of district leaders.			
	RCHS	•	making rules,				
			collaborative skills,	Structures (agendas,			
			etc.) are in place and	norms, decision			
District leader			understood by all.				₩.
roles and			understood by all.	collaborative skills,			
responsibilities			PROTECTION OF THE PARTY OF THE	etc.) are in place and			
).	RCGS	understood by all.			
			Parameter (All the same of the same of the same of		
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District leader expectations and accountability	RCHS	Discusses how the expectations and accountability methods for district leaders will be established.	Identifies the expectations for district leaders.	Identifies the expectations and accountability methods for district leaders.		
Change research			Shows how change research has been consulted that supports implementation, long-term change and sustainability. RCGS	Shows how change research is applied that supports implementation, long-term change and sustainability.	Student Engagement project, Google Schools ?	
Professional learning needs		Shows how plans for professional learning have been based on perceived needs. Discusses how staff and community collaborators will become involved in the professional learning needs of district leaders and educators.	leaders have asked staff and community collaborators for input regarding professional learning needs for educator performance, student achievement, and student learning/success.	Shows how district leaders are using data and input from staff and community collaborators to determine professional learning needs for educator performance, student achievement, and student learning/success.	IEP's, E4e walkthroughs/evals, Needs Assessment, Site Council, CPDC, Steering Committee, Advisory councils, parental input	,

Professional learning planning	Discusses a plan to involve all district educators in planning and support of professional learning to meet the needs of all learners.		Shows how all district educators are involved in the planning and support of professional learning to meet the needs of all learners.	Falcon Forum, E4e walkthroughs, IDP's with SWPlains, PD/conferences	
Alignment discussions	Documents district leader-level participation in constructive conversations about the alignment of student and educator performance.	level educators' participation in constructive conversations about the alignment of student and educator	Documents all district educators participation in constructive conversations about the alignment of student and educator performance.	E4e walkthroughs, IDP check-ins, Needs Assessment, Standards alignment (ELA, math & science), IEP's	
Leadership teams	leadership teams exist at all levels (e.g., district, building, and site) and including representation from District Leaders and District Educators.	leadership teams exist at all levels (e.g., district, building, and site) and including representation from District Leaders, District Educators, Students, and Families.	Identifies formal leadership teams exist at all levels (e.g., district, building, and site) and including representation from District Leaders, District Educators, Students, Families, Community Stakeholders.	Site Council, CPDC, mentoring, Teacher Leadership Cadres, Admin team, Technology team	

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			Discusses how all	Demonstration of	Demonstration of			
			leadership teams are	cooperative skills in	collaborative skills in	The state of the s		
			learning cooperative	all leadership teams	all leadership teams			
			and collaborative	as they participate in	as they participate in			
			skills as they	learning focused	learning focused			
			participate in	conversations.	conversations.			
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			Shows that teacher	Shows that teacher	Shows that teacher	Resolution and the second	Teacher Leader Cadre (mentors),	
				leadership is	leadership is	Education in the San	Falcon Forum, E4e walkthroughs,	
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7	HORE TO SHEET WATER			COMPONENT 3:	STUDENT ENGAGEMENT		
Criteria	No Evidence	Implementing	Transitioning	Modeling	GS Evidence	HS Evidence	District Evidence
Student input		Creates plans, strategies, and tracking tools to include student input and consultation in the development of district and school activities and policies involving students. RCGS	Documents opportunities where student input and consultation in the development of district and school activities and policies that relate to all students was gathered and utilized.	Demonstrates cooperative leadership between students and district educators in the development of district and school activities and policies that relate to all students and makes adjustments realized to improve the model.	unsure, class meetings, student choice	Site Council, teacher policies on cell phones, students on the Tech committee, clubs, Student Council, MATC evaluations, Senior year-end survey	Goal #2 Relevance(R
Individualized Plan of Study Advisory Council	RCHS	Develops plans to implement an advisory council to oversee each student's Individualized Plan of Study (IPOS).	Initiates an advisory council to oversee each student's Individualized Plan of Study (IPOS).	Continuously evaluates the success of the Individualized Plan of Study Advisory Council's Identification of business and post-secondary connections for student exploration and makes adjustments as necessary.	unknown, we don't have this	SIT, CTE advisory councils, competency profiles, PowerSchool	
Individualized Plan of Study	RCGS	and needs and creates a review plan.	for their individual interests and needs and shows evidence of periodic review of those plans.	Documents customization of Individual Plans of Study and demonstrates how students' interests and needs are guiding course selection, extra- curricular participation, and ongoing review.	In the process, not at RCGS	HS counselor started IPOS with current freshment	

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	Reviews	Shows evidence of	Evaluates and proposes		MATC courses, formatives, re-	
	methods/documents	how students'	new/ additional		teach, lesson plans, state	.2
	teachers utilize to	knowledge and	strategies on how to			
	evaluate students'	application of content	better adjust instruction		assessments, differentiated	
	knowledge and	is being used by	based upon students'		instruction	
	application of	teachers to adjust	demonstration of	THE WORLD		
Teacher to student	content.		content knowledge.			
		progress.			DESCRIPTION OF THE PROPERTY.	7
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With the last the las	Provides evidence	Creates additional	Analyzes and evaluates			
	that teachers				art & science - self & peer	
	implement inquiry-	teachers to	the success of inquiry-		evaluations, project-based	
	based activities.	Commence of the Commence of th	based activities being		learning, cross-curricular projects,	l l
		implement inquiry-	used across all content		classroom discussion, Google	1
包有这些地方	Demonstrates how		areas and school			
	students interact with		standard domains.		docs	
	one another and	school standard	Makes adjustments to			
	utilize effective team	domains.	improve the process.			12
		Demonstrates how	Analyzes the student	AND THE SECOND SE		
	positive social	students share	sharing of collaborative			
Student to student	behavior.		solutions with peers and			
	1	with peers.	provides additional			
	1	/	strategies to increase			
		RCGS	success.			İ
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	Provides evidence	Demonstrates how	Provides evidence that		MATC courses, enabled with	
香味	that students	collaboration	students collaborate with		small calss sizes, Student	,
	collaborate with	improves the learning	teachers to set personal			
	teachers and are	environment and how	goals to promote student	HE IN BUILDING THE	Engagement project, goal setting	
	given opportunities to		ownership of learning.		sheets in art, Senior Engagement	
	ask questions about	leads to self-discovery	Analyzes and evaluates		Project	
	their learning and	as well as teacher	the process and results		报道是我们是在2000年度,这是	
	 about the learning 	guidance in increasing	to determine necessary			
	climate.	learning.	changes.	Marie Book and the Control of the	以是是是是一个人的人。因为一个人的	
		400				
Student to teacher	*	1			治學的表表。(6)以及自由於於於	
Control of the second		Printed Council			"我就是这个人,"这个人,我就	
		RCGS				1
		and the same of			(1) 10 10 10 10 10 10 10 10 10 10 10 10 10	
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					自己是是一个人的人,但是一个人的人的人的人的人的人的人的人的人的人的人的人的人的人的人的人的人的人的人的	4
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USD 378 District KESA Goals

ACTION PLAN: Clarify, design, and communicate a district mission/vision involving stakeholder collaboration by January, 2017.

How will goal be accomplished?	Who will help reach this goal?	Necessary resources	Deadline	What evidence will indicate completion?
Form a task force (4 - 7 members)	Building Principals	mail from principals by May 1		Committee formed
Create initial design (District & Building)	Task Force	Schedule meeting Survey	on May 27	Design (Follow up meeting may be necessary.(
Solicit stakeholder input	Task Force	Survey Teachers & Site Councils	early June	Stakeholder feedback
Finalize design & the process to communicate	Task Force	Follow up meeting with task force	early August	Completed design & rolled-out process
Seek BOE approval	IBuilding Principals I	Presenter Request agenda item	September BOE meeting	Board action
Implement	Everyone	Budget for implementation	January, 2017	Letterhead, website, handbooks, email signature, social media, brochure, signage

ACTION PLAN: Model excellent teaching and learning with clear expectations utilizing eWalkThrough data and collaborative reflective conversations throughout the academic year.

How will goal be accomplished?	Who will help reach this goal?	Necessary resources	Deadline	What evidence will indicate completion?
Review previous year's eWalkThrough data (district, building, team & individual)	Building Principals	rincipals eWT software customization June, 2016		Reports from eWT
Teacher training to clarify eWT and expectations	Building Principals	District and building meeting time	early fall	Sign-in sheet for inservice
Identify & prioritize needs	Building Principals & Teachers	eWt reports Scheduled time	September/October inservice	Generated report
Design & schedule PD around identified needs.	CPDC	Inservice time & dates Falcon Forum (volunteer teachers)	December 2016/January 2017 Falcon Forum February 2017	Inservice time scheduled
Continue to collect observation data	Building Principals & Teachers	Weekly observations	Throughout semester	Evidenced in eWT administrative log-in
Implement regular reflective conversation based on individual, team, & building eWT data	Building Principal & Teacher, PLC teams	eWT data Scheduled time	Once a semester	PLC documentation

Riley County Schools Average Class Size

Oct-16

Grade	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	Head	Average	Head	Average	Head	Average	Head	Average	Head	Average	Head	Average
K	50	17	60	20	57	19	50	17	45	15	40	13
1	40	20	50	17	52	17	55	18	46	15	46	15
2	52	17	47	16	49	16	55	18	51	17	44	15
3	50	17	54	18	51	17	47	16	61	20	51	17
4	50	25	50	17	58	19	49	16	47	16	63	21
5	61	20	49	16	55	18	56	19	51	17	49	16
6	50	17	62	21	51	17	55	18	60	20	52	17
7	58	19	55	18	60	20	47	16	54	18	60	20
8	64	21	57	19	56	19	60	20	54	18	56	19
9	50		71		59		51		60		55	
10	61		53		63		53		52		59	
11	48		59		48		56		53		49	
12	62		52		51		41		53		52	
3-5 IEP	9		8		10		6		4		9	
Total	705		727		720		681		691		685	

³ classes per grade level

² classes per grade level

Riley (County	Schools	Headcount
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Oct-16

Grade	2011	-12	2012	2-13	2013	3-14	2014	I -15	2015	5-16	2016	5-17
	Head	FTE	Head	FTE	Head	FTE	Head	FTE	Head	FTE	Head	FTE
\mathbf{K}	50	30	60	36	57	34	50	30.5	45	25.5	40	20
1	40	40	50	50	52	52	55	55	46	46	46	46
2	52	52	47	47	49	49	55	55	51	51	44	44
3	50	50	54	54	51	51	47	47	61	61	51	51
4	50	50	50	50	58	58	49	49	47	47	63	63
5	61	61	49	49	55	55	56	56	51	51	49	49
6	50	50	62	62	51	51	55	55	60	60	52	52
7	58	58	55	55	60	60	47	47	54	54	60	60
8	64	64	57	57	56	56	60	60	54	54	56	56
9	50	50	71	71	59	59	51	51	60	60	55	55
10	61	61	53	53	63	63	53	53	52	51.9	59	59
11	48	48	59	59	48	48	56	56	53	53	49	49
12	62	62	52	52	51	51	41	41	53	53	52	52
3-5 IEP	9	4.5	8	4.5	10	5	6	3	4	2	9	4.5
Total	705	680.5	727	699.5	720	692	681	658.5	691	669.4	685	660.5

K	U	7
Oc	t-16	5

2012-2013	Total	Out of District
PreK	41	
K	19	
1	50	
2	47	
3	54	
4	49	
5	49	
6	60	
7	53	
8	57	
Districts	Total	
305	1	22
320	1	
378	442	
379	3	
383	40]
384	35	
475	1	

2013-2014	Total	Out of District
PreK	37	3
K	54	6
1	56	9
2	50	8
3	50	6
4	58	7
5	54	5
6	51	6
7	57	11
8	54	11
Districts	Total	
323	1	
378	448]
379	2	1
383	31]
384	29]

District #	District name
<u>305</u>	Salina
<u>320</u>	Wamego
<u>323</u>	Rock Creek
<u>378</u>	Riley County
<u>379</u>	Clay Center
<u>383</u>	Manhattan-Ogden
<u>384</u>	Blue Valley
<u>475</u>	Junction City

2014-2015	Total	Out of District
PreK	38	2
K	50	5
1	55	6
2	55	8
3	47	7
4	49	7
5	56	7
6	55	5
7	46	6
8	57	10
Districts	Total	
323	1	
378	448	
379	2	
383	31	
384	29	

2015-2016	Total	Out of District
PreK	44	3
K	45	4
1	46	9
2	51	9
3	61	7
4	47	7
5	51	13
6	60	6
7	54	5 .
8	54	5
Districts	Total	
378	453	
379	2	
383	33	
384	25	

2016-2017	Total	Out of District
PreK	31	2
K	40	4
1	46	1
2	44	6
3	51	5
4	64	9
5	49	8
6	52	9
7	60	10
8	56	5
Districts	Total	
320	1	
378	436	
379	5	
383	26	
384	25	

RCHS Oct-16

For BOE 8/20/2012
12-13 School Year
Total

Total	
9	70
10	53
11	59
12.	52.

For BO	E 8/14/2013
13-14 S	chool Year
Total	
820	

51
53
55
45

For BOE	8/18/2014	For BOE	8/2015
14-15 Sc	hool Year	15-16 Sch	ool Year
Total		Total	
9	51	9	60
10	53	10	52
11	55	11	53
12	45	12	53

16-17 Sc	11001 1
Total	2000
9	55
10	59
11	49
12	52

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Out	OT.	digi	rict
Out	OI	ars	uici

out of disti	101	
305	2	
320	1	
323	2]
378		162
379	6	
383	44	
384	5	
475	1	
Total	61	223

Out of d	istrict	
305	2	
320		
323	2	
378		182
3.79	3	
383	29	
384	5	
475		

		305
		320
	1	323
173		378
	1	379
	22	383
1	7	384
		475
204	31	Total

		305
		320
	1	323
186		378
		379
	18	383
	12	384
	1	475
218	32	Total

Out of dis	strict	
305		
320		
323		
378		177
379	1	
383	20	
384	16	
475	1	
Total	38	215

Out of distric	t by grade
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9	21
10	11
- 11	17
12	12

Out of district b	y grade
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223

Out of a	ibiliot of
9	6
10	14
11	7
12	14

Total

Out of di	strict by	grade
9	10	
10	5	
11	11	
12	5	1

9	7
10	11
11	7
12	7

9	10	gradi
10	8	
11	12	
12	8	

District # District name

<u>305</u>	<u>Salina</u>
<u>320</u>	<u>Wamego</u>
<u>323</u>	Rock Creek
<u>378</u>	Riley County
<u>379</u>	Clay Center
<u>383</u>	Manhattan-Ogden
<u>384</u>	Blue Valley
<u>475</u>	Junction City