

## Kansas Education Systems Accreditation: The Five Rs

				RESP	ONSIVE CULTURE								
	Criteria No Fyidence Implementing Transitioning Modeling CS Evidence Inc. 116 Evidence CS Evidence CS Evidence												
Criteria	No Evidence	Implementing	Transitioning	Modeling	GS Evidence	HS Evidence	District Evidence						
District vision		Demonstrates that district leaders speak to the district vision of learning and success.  RCHS  needs  5to	Demonstrates that district educators and leaders speak to the district vision of learning and success.  RCGS  RCGS	(students, stakeholders, educators, administrators, Board of Education) speak to the district vision of learning and success, putting		District website "vision", Handbook: Faculty & Students  Hey Hought +	Goal #1						
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.	too broad, mission ?, assessments?, daily activities	Survey graduates of RC							

Discusses how a culture for treaching and learning plans for supporting innovation and risk-taking and learning plans for supporting innovation and risk-taking are included.  RCHS  Discusses indicators of respective subjects to the strategic plan.  RCHS  Discusses indicators of success the success that supports the strategic plan.  RCHS  Culture of teaching and learning and taking are included.  RCHS  Discusses indicators of success the supporting innovation and risk-taking are respectively and supporting the supporting innovation and risk-taking are respectively.  RCHS  Discusses indicators of success the supporting that the strategic plan in moveton and risk-taking are respectively.  RCHS  Discusses indicators of success the supporting that the strategic plan in moveton and risk-taking are respectively. The supporting that the strategic plan is received from the strategic plan in move and supporting that the strategic plan is received from the strategic plan in movement of electives.  Strategic plan in place, addition of electives								
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Learning communities	RCHS	Demonstrates how learning communities exist at schools in the district.	expected and supported at the school level to do the work of continuous	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.	the BOE allocate, prioritize, monitor, and coordinate comprehensive resources (fiscal, human, time, materials) to support the priorities listed in	Provides examples of how district leaders and the BOE allocate, prioritize, monitor, and coordinate comprehensive resources (fiscal, human, time, materials) to support the PL RCHS ed in the RCHS plan.	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.	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	

Communication with stakeholders	communication within the leadership occurs regarding services available as needed.	RCGS RCHS	Shows how planned communications provide information and data on a formal and frequent basis and are utilized to communicate with district, buildings and community collaborators.	Publishing BOE minutes, Admin & Counselor sends out emails to all parents, Webiste, Riley Countian, FaceBook, marquee	5
Community collaboration: strengthening education, learning and academic success	leaders provide opportunities for community stakeholders engage in educational activities in the district. Discusses plan for collaboration with community stakeholders to	district and community stakeholders and special interest groups regarding strengthening education to address the needs of learning and academic success.	Shows how district leaders and educators engage in ongoing collaboration with district and community stakeholders and special interest groups regarding strengthening education to address the needs of the whole child, learning, and academic success.	Site Council, Community forums, FFA activities, Advisory Councils for VEII	

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		shared leadership at share	red leadership at sh	nared leadership at	Fair, Falcon Forum, NHS pumpkin	
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				olving using district	<b>计是实现有各种类似的是实现</b>	
- 1				nd building data		
		Plans are discussed		lowing data-based		
	Datasas	for initiation of a	RCGS de	ecision making to		
	Data analysis	formal process.		ccur for addressing		
		RCHS		udent		
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ł		Provides evidence of Provi	dda - dda - C D		Edeblicated States were stated	,
-					SPED - work with MS on	
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-			Annual Control of the	ith and used to		
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				valuate learning by	HOLDER OF STREET	
				udents, families,	<b>阿拉马尔克尼亚克克克人</b> 斯克克	
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	Data sharing	RCHS		nd community	<b>经验证的证据的证据的证据</b>	
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No.			results driven	results driven	results driven			
			leadership will begin		leadership is		A. T.	
			at all levels.	expected at the	expected and			
		NEW STATE		building level.	supported at all			
		RCHS			levels.			
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			Demonstrates how	D				
				Demonstrates how	Demonstrates how		Curriculum alignment 9-12 in	The second secon
					the system impacts		Science, ELA, & Math	
				learning through	learning through		Science, EB i, & Main	
				intentional	intentional .			
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			district educators) to	the Kansas College	and families) to the			
				and Career	Kansas College and			
					Career Standards,			
					creating the			-
				viable curriculum for	guarantood and			
Curric	culum		viable curriculum for	all learners	viable curriculum for			
	ment to		all learners,	including supports	all learners,		[2] (TEST )	
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		Identifies an	Demonstrates how	Demonstrates how	E4e Walk-throughs, Bell work	
		instructional model	district leaders are	all district educators	a re train an oagha, bell work	
		as a starting place to	using a common	use a common		
		collaborate about	language to build	language to build		
		instruction and build		and maintain a		
		a common language.		collaborative		
				framework for		
			instruction which	instruction which		
				includes intentional		
			instructional	instructional		
			planning for all	planning for all		
Common			learners, research	learners, research		
The state of the s		-	based instructional	based instructional		
language			practices to engage	practices to engage		
			21st century	21st Century		
	100.0		learners, and	learners, and		
			planned	planned		
			adjustments in	adjustments in		
			instruction based on	instruction based on		
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			IVCLID	RCGS		
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		Identifies roles and	Identifies roles and	Identifies and		
		responsibilities of		demonstrates		
		district leaders.	district leaders.	agreed upon roles		
				and responsibilities		
	RCHS			of district leaders.		
	INCI 15			Structures (agendas,		
				norms, decision		
District leader			etc.) are in place and			
roles and				collaborative skills,		
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responsibilities			Spinister and American America	understood by all.		1
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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 that change research has been identified that supports implementation, long-term change and sustainability.  RCHS	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	,	perceived needs. Discusses how staff and community collaborators will become involved in the professional	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	

	Discusses a plan to	Shows how district	Shows how all	CONTRACTOR OF THE STREET	Falcon Forum, E4e walkthroughs,	
	involve all district	leaders plan and	district educators			
	educators in				IDP's with SWPlains,	
	planning and	learning to meet the			PD/conferences	
	support of	needs of all learners.	support of			
	professional learning	in a control of	professional learning		<b>"在这个大型,而是这个主义的主义</b> "	
Professional	to meet the needs of		to meet the needs of	ALCOHOLD IN CHILDREN		
	all learners.	•4				
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planning		RCGS				
		Maritime and the				
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	Documents district	Documents building-		The second secon	E4e walkthroughs, IDP check-ins,	
	leader-level		district educators'		Needs Assessment, Standards	
	participation in		participation in			
	constructive	constructive	constructive		alignment (ELA, math & science),	
	conversations about	conversations about	conversations about		IEP's	
	the alignment of		the alignment of			
	student and	student and	student and			
Alignment	educator	educator ·	educator		经 计数据表 化结合性 医红色性	
discussions	performance,	performance.	performance.			
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	Identifies formal	Identifies formal	Identifies formal			
	leadership teams	leadership teams	leadership teams		Site Council, CPDC, mentoring,	
	exist at all levels	exist at all levels	exist at all levels		Teacher Leadership Cadres,	1
	(e.g., district,	(e.g., district,		NEW YORK STREET	Admin team, Technology team	1
	building, and site)	building, and site)	(e.g., district,		Tanin team, recimology team	1
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			District Leaders,		<b>《公共等于公司中心是是否的</b>	1
Leadership	District Educators.		District Educators,		AND THE RESIDENCE OF THE PARTY	e f
teams		Students, and	Students, Families,			
	RCHS		Community		<b>总是是不是是是是</b>	
	NCH3		Stakeholders.		<b>设计,对应是专业的基本的基础</b>	1
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		leadership teams are	cooperative skills in	collaborative skills in	the second secon	
		learning cooperative	all leadership teams	all leadership teams		
		and collaborative		as they participate in		
		skills as they	learning focused	learning focused		
		participate in	conversations.	conversations.		
	RCHS	learning focused				
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				Shows that teacher	Teacher Leader Cadre (mentors),	
		leadership is	leadership is	leadership is		
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		leadership is beginning to be promoted and	leadership is promoted and	leadership is		
		leadership is beginning to be	leadership is promoted and	leadership is expected, valued	Falcon Forum, E4e walkthroughs,	
		leadership is beginning to be promoted and	leadership is promoted and	leadership is expected, valued and supported.	Falcon Forum, E4e walkthroughs,	
		leadership is beginning to be promoted and	leadership is promoted and	leadership is expected, valued	Falcon Forum, E4e walkthroughs,	
Teacher		leadership is beginning to be promoted and	leadership is promoted and	leadership is expected, valued and supported.	Falcon Forum, E4e walkthroughs,	
		leadership is beginning to be promoted and	leadership is promoted and	leadership is expected, valued and supported.	Falcon Forum, E4e walkthroughs,	
Teacher leadership		leadership is beginning to be promoted and	leadership is promoted and	leadership is expected, valued and supported.	Falcon Forum, E4e walkthroughs,	
		leadership is beginning to be promoted and	leadership is promoted and	leadership is expected, valued and supported.	Falcon Forum, E4e walkthroughs,	
		leadership is beginning to be promoted and	leadership is promoted and	leadership is expected, valued and supported.	Falcon Forum, E4e walkthroughs,	
		leadership is beginning to be promoted and	leadership is promoted and	leadership is expected, valued and supported.	Falcon Forum, E4e walkthroughs,	
		leadership is beginning to be promoted and	leadership is promoted and	leadership is expected, valued and supported.	Falcon Forum, E4e walkthroughs,	
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		leadership is beginning to be promoted and	leadership is promoted and	leadership is expected, valued and supported.	Falcon Forum, E4e walkthroughs,	

Control of the Control				COMPONENT 3:	STUDENT ENGAGEMENT		
Criteria	No Evidence	Implementing	Transitioning	Modeling	GS Evidence	HS Evidence	District Evidence
Student input		strategies, and tracking tools to include student input and consultation in the development of district and school	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.  RCHS	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	RCGS	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	individual interests and needs and	how the district has assessed all students for their individual interests and needs and shows evidence	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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Teacher to student	Reviews methods/documents teachers utilize to evaluate students' knowledge and application of content.	how students¹ knowledge and application of content is being used by teachers to adjust	Evaluates and proposes new/ additional strategies on how to better adjust instruction based upon students' demonstration of content knowledge.  RCGS	MATC courses, formatives, re- teach, lesson plans, state assessments, differentiated Instruction	,
Student to student		opportunities for teachers to implement inquiry-based activities across all content areas and school standard domains. Demonstrates how students share collaborative solutions with peers.	Analyzes and evaluates the success of inquiry-based activities being used across all content areas and school standard domains.  Makes adjustments to improve the process.  Analyzes the student sharing of collaborative solutions with peers and provides additional strategies to increase success.	art & science - self & peer evaluations, project-based learning, cross-curricular projects, classroom discussion, Google docs	
Student to teacher	Provides evidence that students collaborate with teachers and are given opportunities to ask questions about their learning and about the learning climate.	Improves the learning environment and how student questioning leads to self-discovery as well as teacher guidance in increasing	Provides evidence that students collaborate with teachers to set personal goals to promote student ownership of learning. Analyzes and evaluates the process and results to determine necessary changes.  RCHS	MATC courses, enabled with small calss sizes, Student Engagement project, goal setting sheets in art, Senior Engagement Project	

## **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	Email 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	Building Principals	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

143.		985			

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 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

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Riley County Schools Average Class Size

Oct-16

Grade	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	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	

<sup>3</sup> classes per grade level2 classes per grade level

18.772

Riley County Schools Heade	ount
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Oct-16

Grade	2011	-12	2012	2-13	2013	3-14	2014	l-15	2015	5-16	2016	5-17
	Head	FTE	Head	FTE	Head	FTE	Head	FTE	Head	FTE	Head	FTE
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

<b>RCGS</b>
Oct-16

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	421
320	1	
378	442	
379	3	
383	40	
384	35	
475	1	1

2013-2014	Total	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	
383	31	]
384	29	

Out of

District #	District name
<u>305</u>	<u>Salina</u>
<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

		Out of
2014-2015	Total	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
2015-2016		
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	

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## RCHS Oct-16

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

9	70
10	53
11	59
12	52

For BOE	8/14/2013
13-14 Sc	hool Year
Total	
9	58
10	63
4.4	40

54

	8/18/201 hool Yea
Total	
9	51
10	53
11	55
12	45

`otal	
9	60
10	52
11	53
12	53

For BOE 8/2015

For BOE 16-17 Sc	8/2016 hool Yea
Total	
9	55
10	59
11	49
12	52

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

305	2	
320		
323	2	
378		182
379	3	
383	29	
384	5	
475		
Total		223

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

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

1		10000000
		305
		320
		323
1		378
	1	379
]	20	383
1	16	384
1	1	475
2	38	Total

Out	of	district	by	grade

9	21
10	11
11	17
12	12

Out of d	istrict by	grade
9	6	

9	6
10	14
11	7
12	14

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

9	7
10	11
11	7
12	7

Out of di	strict by	grade
9	10	

9	10
10	8
11	12
12	8

## District # District name

<u>Salina</u>
<u>Wamego</u>
Rock Creek
Riley County
Clay Center
Manhattan-Ogden
Blue Valley
Junction City

H 500