



Before we begin, please
pull up:

1. **KESA Resources webpage**
*(www.ksde.gov – Student
Success – Accreditation –
KESA Resources)*
2. **KESA Action Plans** *of each
system in the room (sent
to Supt. 2 to 4 weeks ago)*

School Improvement Day

2026-2027



Introductions

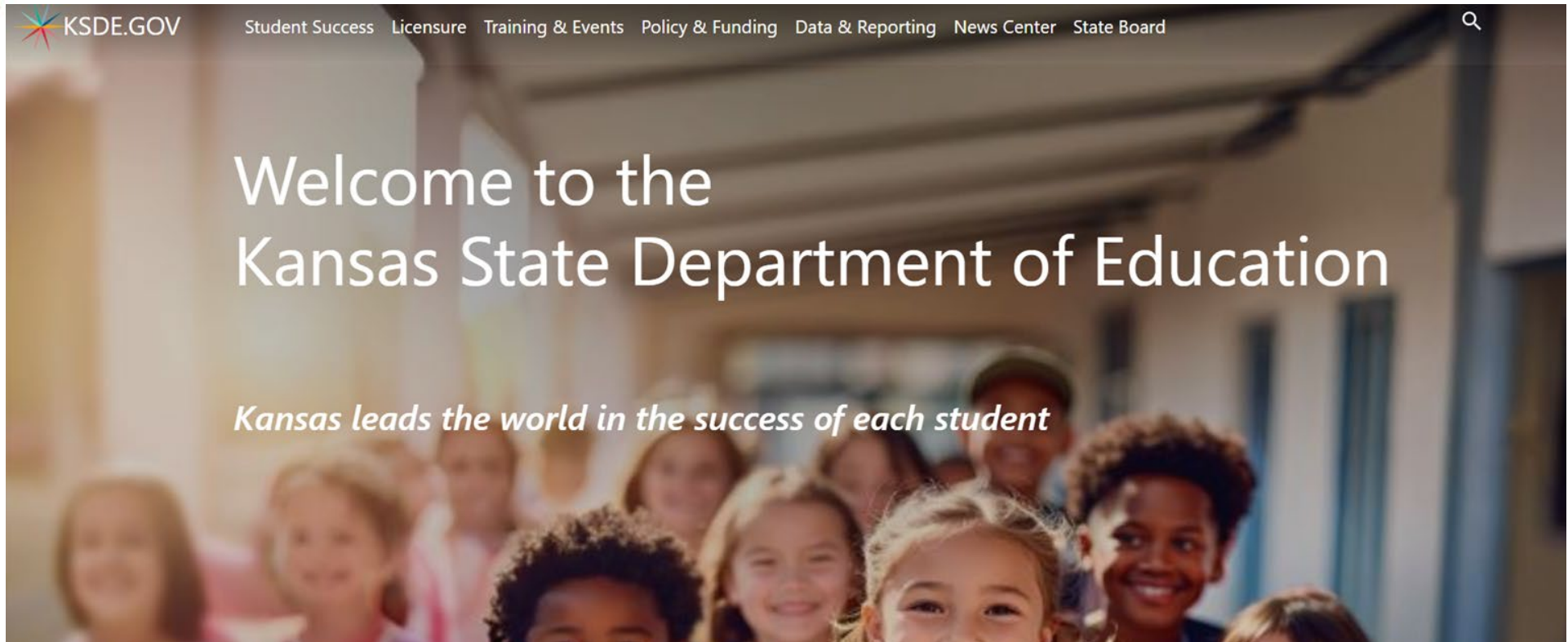
Name/Position/Organization:

- System DLT's
- KSDE Regional Executive/Cohort Lead
- Observers (if any)





To access all resources for today (including these slides), go to www.ksde.gov ➡ Student Success ➡ Accreditation ➡ KESA Resources



Objectives for the Day

- Systems will share their progress in implementing their current KESA Action Plan.
- Systems will reflect and collaborate on implementation related to the KESA Implementation Standards.
- Systems will identify their current State in Fundamentals and Structures.
- Systems will create a rough draft of their next Action Plan.



Today's Agenda



1. System Share-outs on Implementation of Action Plan

1. Collaboration on Implementation

—Lunch—

4. Current State in both Fundamentals and Structures

5. Rough draft of next KESA Action Plan

Where is your district's Action Plan currently located on the journey from intention to practice?



Action

First steps of implementation.



Adoption

Practices taking root.



Habit

Practices are consistent and sustainable.



Culture

Practices embedded throughout system.

Culture of School Improvement Days

- Clarity
- Trust
- Collaboration



System Share-outs



Objective

- Systems will share their progress in implementing their current KESA Action Plan.



System Share-outs

- 10 minute share-outs
- Audience (access each System's Action Plan)

District Name
I noticed...

District Name
I wonder...

- After Share-outs, collaboration using Notices/Wonders



System Share Out Questions

10:00

1. Fundamental and Structure chosen.
2. Why did we choose this fundamental or fundamentals?
3. What were the steps of our Action Plan?
4. What were our 6-month and 1-year targets? Did we achieve our 1-year target(s)?
5. How did we progress-monitor our targets?
6. What effective practices/successes were identified through this process? Were there any barriers and, if so, what were they, and how did we address them?
7. How did we engage stakeholders (staff, families, BOE)?
8. How was the progress-monitoring data analyzed, and did it lead us to change course?
9. How did our actions impact teachers? What student metric(s) did we identify, and did we see any movement in that data?
10. As we reflect on implementation of our current Action Plan, what is one strength (share Standard #/Indicator #) and one gap (share Standard#/Indicator#) we experienced? What might our next action plan consist of?

District Name
I noticed...

District Name
I wondered...



System DLT Debrief

- Discuss Notices/Wonders
- Be prepared to share at least 1 Notice & 1 Wonder

2 minutes



Collaboration after Share-out

Each system DLT shares a collective Notice and Wonder with the system who just shared out.

District Name
I noticed...

District Name
I wondered...



Reflection on Implementation



Objective

- Systems will reflect and collaborate on implementation related to the KESA Implementation Standards.



Context for what's next

- Implementation can be the most challenging aspect of school improvement.
- Reflection has a high effect size but often it is skipped over due to the constancy of tackling what's next.
- Ground your reflection in the PDSA Standards



Meet you in the Parking Lot

As a DLT, discuss:

Notices

Wonders

Categorize by themes



Implementation Collaboration

30 minutes

- Like-position group, discuss:
 - What's working?
 - What's challenging?
 - What's been surprising?
 - What's next?
 - with whole group, share:
 - Common challenges
 - Best practices
 - *Please be sure to share contact information at your table if you'd like to connect after today.*
- 

Standard 2 - DO: The System implements the action plan through clear steps, checks progress, identifies barriers, and engages key stakeholders (students, staff, BOE, families)

Indicators:

- ☐ 1. Action steps implemented as planned.
- ☐ 2. Progress toward the target(s) was *checked* regularly and shared broadly with stakeholders in an easily accessible manner.
- ☐ 3. Barriers were identified and addressed, if applicable.
- ☐ 4. Stakeholder groups were identified and engaged in the development and implementation of the action plan at an appropriate, relevant level.

Standard 3 - STUDY: The System collects, analyzes and applies data to monitor the implementation and impact of the action plan on professional action that leads to improved student results (e.g., attendance, formative assessments, engagement).

Indicators:

- ☐ 1. Progress toward target(s) *analyzed* on a consistent basis.
- ☐ 2. Teacher impact examined.
- ☐ 3. Student impact examined.
- ☐ 4. Adjustments made based on evidence, if adjustments were made.

Standard 4 - ACT: The System utilizes data to refine strategies, identify and sustain effective practices, and plan for future actions.

Indicators

- ☐ 1. Effective practices to be sustained are identified.
- ☐ 2. Next actions are identified based on evidence of effectiveness and represent the highest-leverage action moving forward.

To our Volunteer Facilitators...





Lunch = 30 minutes



Resources & Reminders



School Improvement Theory of Action



If we strengthen coherence across Kansas,



By focusing on a few high-leverage, fundamental actions,



Then our students will develop more knowledge and skills leading to greater opportunities and fewer limitations.

Kansas School Improvement Model

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment System

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instruction and materials in pre-K-12.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Resource Allocation

Classroom Observation

Professional Learning

Professional Collaboration

Tiered System of Supports

Family, Community and Business Partnerships

Lead Indicators

(Actions that support implementation of the Fundamentals)

Emphasis on allocating time, personnel, and/or financial resources to support implementation of the 4 Fundamentals.

Processes for classroom observation, data collection, and feedback are used to optimize conditions for learning. This could include informal observation and/or formal evaluation models.

District professional development and mentoring plans account for the alignment of classroom practice with the 4 Fundamentals to optimize conditions for learning in classrooms.

Collaboration system includes grade level and content area teachers aligning instruction with the 4 Fundamentals to optimize conditions for learning in classrooms.

Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

Once a school system selects the Fundamental/Structure combination, it will select a Measure of Progress to track implementation progress with 6-month and 1-year targets.

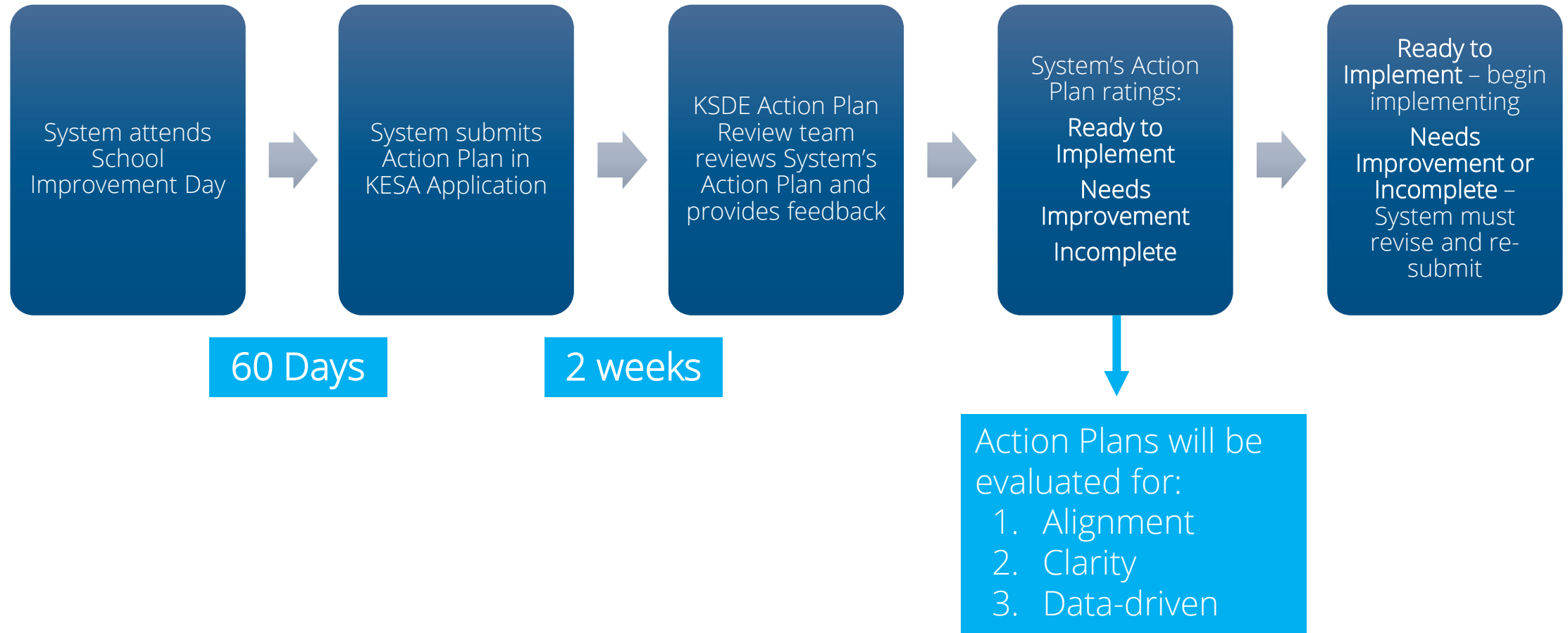
Updated June 2026

Implementation Guidance

- Profile of an Implementation Team
- Aspects of a Comprehensive Needs Assessment

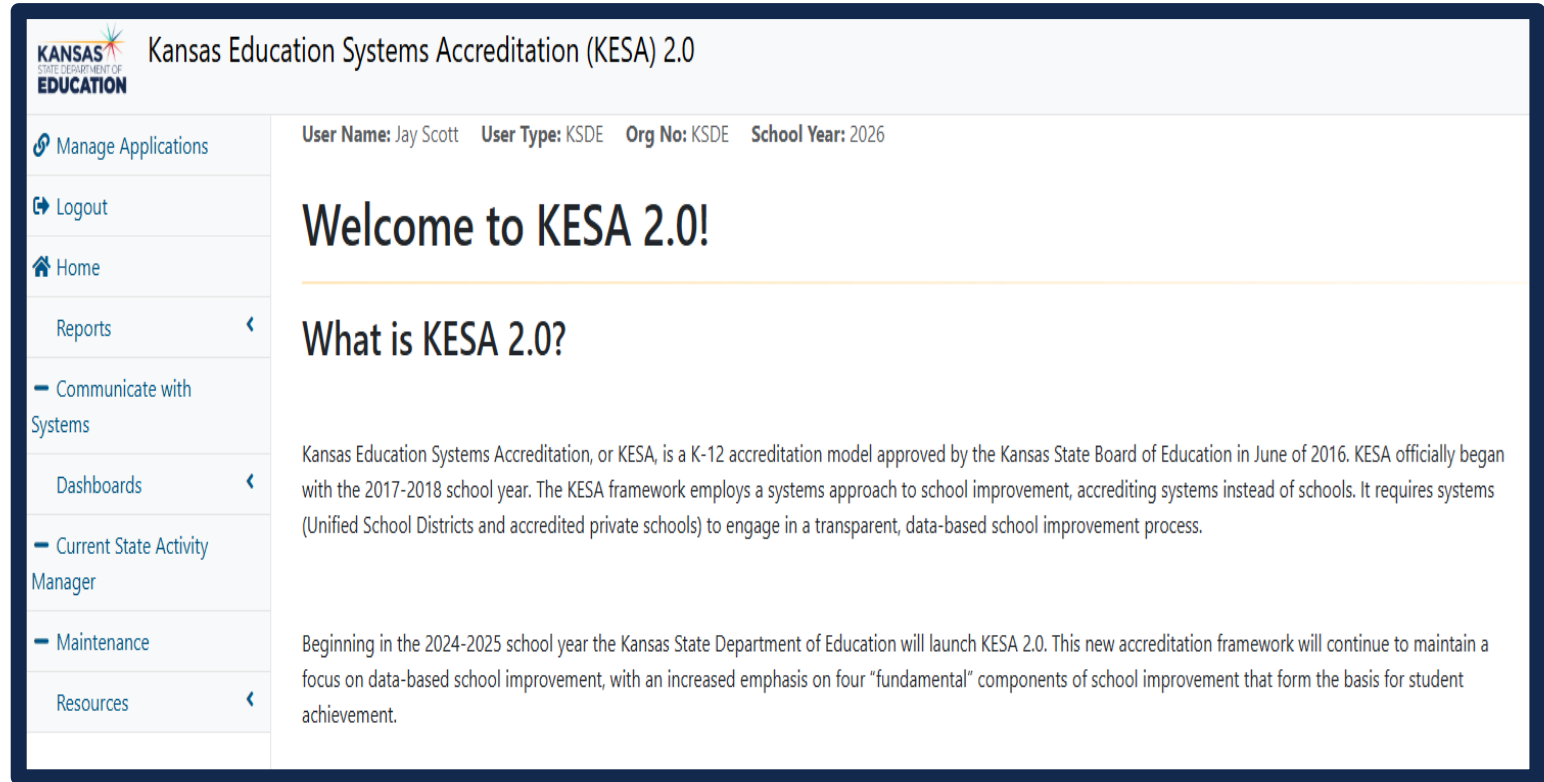


Action Plan Review Process



KESA Application

- Three user levels for the KESA Application (instructions [here](#))
 - DLT
 - District-update
 - District-approve
- For technical help, contact the KESA app helpdesk – rue.huereca-retana@ksde.gov



KSDE Reorganization (as of July 2026)

Three Divisions - Learning Services (Dr. Renee Nugent), Fiscal & Administrative Services (Dr. Frank Harwood), and Accountability & Technology (Dr. Zach Conrad)

Learning Services includes:

- Teacher Licensure
- Early Childhood
- Special Education
- Teaching & Learning (*formerly Career, Standards, Assessments*)
- **Implementation and Supports** (*formerly Accreditation & Design*)

Accountability and Technology includes:

- Information Technology
- ****Research and Accountability** (includes Research & Evaluation, Assessments, State/Federal Reporting, Student Outcomes)

***This team will be charged with evaluating accreditation beginning with the 27-28 school year.*



KSDE Annual Conference

- *Audience:* District Leadership Team Members
- *Dates:* July 26-28, 2027
- *Location:* Wichita Hyatt Regency



Next Action Plan Development



Objectives

- Systems will identify their Current State in Fundamentals and Structures.
- Systems will create a rough draft of their Next Action Plan.



Flex Time

Current State & Rough Draft Development

1. [Current State - Fundamentals](#)
2. [Current State - Structures](#)

if you have previously identified the Current State in both, take a minute to review and determine today's Current State

**AND
THEN**

1. Rough draft - [Action Plan Blank Template](#)

Check-out and Exit Ticket

- See your Region or Cohort Executive to:
 - walkthrough Current States and your draft of your next Action Plan
 - set your 6-month Check-in date
- Each DLT member completes an exit ticket.





Safe Travels Home!