

KESA Implementation Standards/Indicators & Share-out Questions

Having a strong strategic plan is one thing, implementing and executing that plan is another thing. The purpose of the KESA Implementation Standards/Indicators is to assist school systems with what is usually the most difficult aspect of school improvement, implementation and execution. The standards are based on the Plan - Do - Study - Act process of continuous improvement and are tailored to school systems implementing their yearly KESA Action Plan.



KESA Implementation Standards & Indicators

Standard 1 - PLAN: The System develops a clear, data-informed action plan that is aligned to the School Improvement Model, describing the specific actions to enhance the Fundamentals by building upon coherent actions.

Indicators:

- ☐ 1. Clear with a few high-leverage action steps related to one or two Fundamentals.
- ☐ 2. Clear alignment between Fundamental - Structure - Measure of Progress - Targets.
- ☐ 3. Data-driven, based on formative and summative student data, such as KAP scores, benchmark data, attendance, behavior data, etc.

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.

System Share-out Questions for 26-27:

1. Fundamental and Structure chosen.
2. Why did we choose this fundamental or fundamentals?
3. What were the steps of our Action Plan? (*Standard 2, Indicator 1*)
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? (*Standard 2, Indicator 2*)
6. What effective practices/successes were identified through this process? (*Standard 4, Indicator 1*) Were there any barriers and, if so, what were they, and how did we address them? (*Standard 2, Indicator 3*)
7. How did we engage stakeholders (staff, families, BOE)? (*Standard 2, Indicator 4*)
8. How was the progress-monitoring data analyzed, and did it lead us to change course? (*Standard 3, Indicators 1 & 4*)
9. How did our actions impact teachers? What student metric(s) did we identify, and did we see any movement in that data? (*Standard 3, Indicators 2 & 3*)
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? (*Standard 4, Indicators 1 & 2*)