



KESA Guided Reflective Questions

SCHOOL YEAR 2024-2025

Purpose of these Questions

- To allow each system to prioritize the most critical high-leverage actions through collaborative conversations around the responses to the questions.

Not the Purpose of these Questions

- For the District Leadership Team (DLT) to develop a presentation based on their responses to the questions to be shared with other DLT's at the School Improvement Day.

Process to use the questions:

- a. Initially, the DLT should discuss the questions prior to their School Improvement Day, taking a deep look into each of the Fundamentals - Structures - Lead Indicators.
- b. The DLT will collaborate with other like-system DLT's at their School Improvement Day on their responses to the questions through a facilitated discussion, not a presentation.
- c. Through this exercise, the DLT should be able to establish an *initial*, not a definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) - Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.
- d. After the School Improvement Day, the DLT is responsible for engaging staff, the board of education, and site councils in discussion, using these guided reflective questions as the basis. Through these engagements and based on the feedback from stakeholders, the DLT will then finalize and submit their Action Plan no later than 60 days after the School Improvement Day.





Guided Reflective Questions

1. In what ways does your resource allocation align with the four fundamentals? Specifically, in what ways are you allocating resources to high quality instructional materials and professional development aligned to state standards and structured literacy?
2. In what ways does your district's professional development support the four fundamentals? Specifically, in what ways does professional development and mentoring ensure the alignment of instruction and implementation of HQIM to state standards?
3. In what ways does your district's professional collaboration process support the four fundamentals? Specifically, in what ways do you ensure grade level and content area professional collaboration leads to the alignment of instruction and implementation of HQIM to state standards?
4. In what ways does your district's tiered system of support align with the four fundamentals? Specifically, in what ways do you utilize risk-based student data and standards-based student data to inform core instruction and interventions?
5. In what ways does your evaluation system align with the four fundamentals? Specifically, in what ways does your evaluation process ensure instruction is aligned to state standards?
6. In what ways does your district' approach to family, community, and business partnerships support the four fundamentals? Specifically, in what ways do you partner with these groups to ensure students are progressing on state standards and other postsecondary readiness indicators, including the four required components of an Individual Plan of Study?

****The DLT will *not* be submitting their responses to these questions as documentation or evidence to be evaluated for accreditation. The responses will not be uploaded into the KESA application. The responses are only for collaborative purposes.**

For more information, contact:

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