

Menifee Central



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Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- **Strategic Level**

Design and Deploy Standards

(What should students know and be able to do?)

Alignment with Kentucky Board of Education Delivery Target: *College and Career Readiness Pathways*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE *Green if we have a solid system in place for this practice?	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
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The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.

- What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)?
- What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)?
- What processes do teachers use to create clear and precise learning targets for students?
- What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)?
- How are your school's CTE Pathway courses monitored and evaluated for effectiveness?
- What is the established protocol for reviewing and revising the curriculum beyond pacing (e.g., how often, who, what is completed)?

Math and ELA are using curriculum in the HQIR list. Science and Social Studies need curriculum for all levels.

CIA document

We use clarity of learning to deconstruct the standards. Some HQIRs come with LTs. Teachers are sharing those with students prior to lessons being taught.

We are allowed to adjust the pacing guides as needed. Teachers use responsive teaching as much as we are permitted and as it aligns with the HQIR. There are protocols in place for adjusting the pacing documents.

NA

We annotate curriculums that are provided. There is no established protocol.

	<ul style="list-style-type: none"> Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards? 	<p>ELA, Math, and Science standards are vertically aligned. Primary grade levels are using different curriculums than intermediate.</p>
<p>__ LEVERAGE <u>X</u> CONCERN</p>	<p style="text-align: center;">Greatest Impact on NR</p> <p style="text-align: center;">Most 5 <u>4</u> 3 2 1 Least</p>	

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level		
Design and Deliver Instruction (How will they learn it?)		
Alignment with Kentucky Board of Education Delivery Target: <i>Integrated Methods for Learning</i>		
KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
<p><i>All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based</i></p>	<ul style="list-style-type: none"> What systems/processes are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What systems of collaboration are in place in order to meet the Tier I educational needs of all students? What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? How is learning monitored before, during, and after instruction? (Explicit Instruction) 	<p>Submit weekly lesson plans. Assessments have to be linked to standards.</p> <p>PLC meetings, collaborate and coteach with special education teacher and common planning within teams</p> <p>PDSA and present data in PLCS, instructional coaches, learning targets and success criteria. Dedicated MTSS time for tier II students.</p> <p>Summative and Formative assessments, iReady diagnostic growth, walk throughs (observations), ELEOTS, PLCs, PDSA</p>

curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school and district to determine how students learn best.

- What process is in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success?
- What is the process used to measure teacher's instructional effectiveness based on student data?
- How do school/district leadership ensure teacher's design lessons with students' cultural, social, and developmental needs in mind?
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- How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?
- What system is in place to ensure students take responsibility for their own learning?
- How does the teacher ensure cognitive engagement versus passive or active engagement?

Posting success criteria and learning targets (this could be on handouts and on common area), feedback from assessments. Walkthrough documentation also checks for these specific things in each classroom.

Summative and Formative assessment, Mastery Connect, KSA, observations, ELEOTS, walk throughs.

PLCs, weekly monitoring, student advocates, guidance counselors SEL lessons, co-teaching planning for special needs populations, PASS program, collaboration with outside agencies (Pathways), Family friendly engagement, open house, family resource center, literacy night, 21st Century

PLCs, walkthroughs, PD days, content/grade level planning, HQIR's, pacing guides, curriculum maps/unit plan

Some teachers have a process but not the school wide community. PBIS is not used school wide with fidelity.

Cooperative learning (Kagan Strategies)

	<ul style="list-style-type: none"> What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement? 	Summative and formative assessments, PLCs, PDSA, lesson plans, coteaching
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Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level

Design and Deliver Assessment Literacy
 (How will we know they have learned it?)

Alignment with Kentucky Board of Education Delivery Target: *Novice Reduction*

KEY ELEMENTS OF THE PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
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<p><i>Classroom Assessment for Student Learning emphasizes assessment for learning strategies and:</i></p> <ol style="list-style-type: none"> <i>1. Provides effective targeted, penalty free practice for students</i> <i>2. Enables students to take responsibility for their own learning</i> <i>3. Improves student motivation and enables students to be in control of their own learning</i> <i>4. Improves student achievement (The previous three result in improved student achievement)</i> <i>5. Moves from a grading culture to a learning culture (Engaging students</i> 	<ol style="list-style-type: none"> 1. How do school/district leadership ensure the creation of a balanced assessment system? (CASL work) 2. What is the expectation for teachers in regards to keeping the stakeholders informed of assessment results? 3. How do you monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets? 4. What processes are used by schools/district leadership to deconstruct standards to ensure learning targets are congruent to the standards and are the laser focus of instruction? 5. Describe the process teachers use to make learning targets clear for students? 6. How do school/district leadership ensure the appropriate assessment design is used that will best evaluate the level of student learning? (selected response, written response, performance assessment, personal communication) 7. What type of feedback is given to students on their progression of learning? 8. How do you lead the next level of leaders in using the data for actionable next steps? 9. How do school/district leadership ensure teachers utilize formative and summative information to increase student achievement? 	<ol style="list-style-type: none"> 1. ELA/Math- Mid & End of Unit Assessments for all grades; Listed in lesson plans. K-3 have common assessments for ELA and Math Assessment Calendar 2. Grades are updated and posted regularly in IC; monitored. Benchmark/KSA scores are sent home to students, progress reports, parent conferences/ student lead conferences. 3. PLC, GradeCam, Common Plannings, Linked to HQIRs 4. PLCs, HQIRs lesson plans, backwards planning, posting of learning targets/success criteria in the classrooms. Protocol and walkthroughs are also in place to make sure that each of these things are monitored in individual classrooms. 5. Posting of learning targets/success criteria in the classrooms. These are also posted on formative and summative assessments. 6. Walkthroughs, ELEOTs, lesson plan monitoring, PLCs. 7. Formative assessments, written feedback/verbal feedback, real time feedback, progress reports, goal setting. 8. Student led conferences with their parents; goal-setting, data notebooks. 9. Walkthroughs, ELEOTs, PLCs, lesson plans, progress reports/report cards,
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<p><i>in activities automatically moves attention away from grading to learning)</i></p>	<p>10. How do school/district leadership analyze the data in order to identify priorities and implement actionable steps that impact instruction/student learning?</p> <p>11. How do school/district leadership monitor and evaluate achievement as related to the learning target and standards?</p> <p>12. How does the grading system communicate student learning accurately?</p> <p>13. What systems are in place so that students can communicate how they track and evaluate their progress and set goals?</p>	<p>10. COLA meetings, PLCs, SIT team meetings, MTSS meetings, SLT meetings.</p> <p>11. Walkthroughs, lesson plans, monitoring grades, HQIR and the use of summative assessments within the HQIR's that have linked questions to the standards.</p> <p>12. 15 fixes to grading, Kindergarten has moved to standards based grading.</p> <p>13. Student led conferences, data binders, IC accessibility</p>
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Greatest Impact on NR
Most 5 4 3 2 1 Least

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level

Review, Analyze, Apply Data Results
(How will we know they have learned it?)

Alignment with Kentucky Board of Education Delivery Target: ***An essential component for deployment and improvement***

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
<p><i>Schools and districts must have a repeatable/uniform system for knowing the data. School</i></p>	<ul style="list-style-type: none"> How do teachers use these different types of assessment to ensure a balanced approach: Formative Summative Interim How do school/district leadership ensure that assessments are of high quality and aligned to 	<p>Formatives at least once a week, 3 Summatives a Nine Weeks, and Interim assessments frequently. These are all monitored through the CIA documentation by admin.</p> <p>We now have to use Engage NewYork in Math and English. Science and social studies do not</p>

leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.

- the rigor of the standards, resulting in quality data?
- What questions do school/district leadership want teachers to answer with the data that they collect?
 - What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?
 - How do school/district leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)?
 - What system is in place school/district wide for teachers to monitor students' progress on standards in order to know when they have achieved mastery?
 - How do students know where they are in their own progression of learning?
 - What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning?
 - How does a principal/district leader use all of the data and information to improve instruction and reduce the number of students scoring novice? (What have we deemed critical data?)

have a common HQIR across the school for every grade level.

PLC Data Questions weekly with either content teachers or grade level teachers.

MasteryConnect/iReady, Summatives Data Collection, Lesson Plans.

MTSS, SIT in place, Special Education Referrals, PASS program. Some of these programs are in their early stages of implementation but there are systems in place.

Formatives and Summatives, Re-teaching if not. PLC's about data.

Goal setting/Data notebooks

Goal setting/Data notebooks

Data is being used to drive staff meetings, PLCs, and SIT team meetings.

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Greatest Impact on NR
Most 5 4 3 2 1 Least

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- **Strategic Level**

Design, Align, Deliver Support Processes

(What will we do if they know it already, don't know it, or need other support?)

Alignment with Kentucky Board of Education Delivery Target: *Learning Systems*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
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School leaders must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning. The alignment of CSIPs should include the use of resources to support best practice strategies. Resources are aligned to needs in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to

- What processes are currently in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students?
- How do school/district leadership positively reinforce desired behaviors and encourage teachers to do the same?
- What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?
- What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning?
- What data points inform modification to curriculum and instructional practices?
- How does the school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school?
- How does school leadership ensure that resources are aligned with the needs identified in the CSIP/CDIP and will effectively address those needs?
- What system is in place to involve multiple stakeholders (e.g., teachers, staff members, parents, students, community partners) in CSIP planning and measuring of progress toward attaining the goals?

- MTSS for internal and external behaviors
- PBIS system in place
- Positive office referrals
- SIT team to monitor

- PBIS system in place
- Positive office referrals

- MTSS Interventions
- PLCs
- SIT Team
- Special Education Co-Teaching
- Regular Assessments (Iready, Case 21 (mastery connect), KSA,F&P, EasyCBM
- Iready Progress monitoring checks

- Walk throughs
- ELEOTs
- PLCs
- CEP

- Teacher meetings
- Admin meetings
- Family engagement team

<p><i>ensure a continuous improvement model that monitors what is working.</i></p>	<ul style="list-style-type: none"> • How do stakeholders determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students? • Who are your partners, both internal and external (e.g., outside agencies, community support, etc.) 	<ul style="list-style-type: none"> • MTSS • Parents/Guardians • Pathways (Counselors) • Kona Ice • 4-H Office • OT (Occupational Therapist) and PT (Physical Therapist) • Community agencies/businesses
<p>__ LEVERAGE _X_ CONCERN</p>	<p style="text-align: center;">Greatest Impact on NR</p> <p style="text-align: center;">Most 5 4 3 2 1 Least</p>	

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- **Strategic Level**

Establish Learning Culture and Environment

(What will we do if they know it already, don't know it, or need other support?)

Alignment with Kentucky Board of Education Delivery Target: **Learning Systems**

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
<p><i>The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates</i></p>	<ul style="list-style-type: none"> ● How does school/district leadership ensure everyone in their school/district system operates under a unified definition of cultural responsiveness? ● How do school/district leadership ensure that their classrooms are culturally responsive to student needs? ● What systems do school/district leadership have in place to address culture in their classrooms? ● How do behavior systems support an environment where everyone feels safe and wants to learn? ● What system is in place to address reports of bullying in the district, school, and individual classrooms? 	<ul style="list-style-type: none"> ● Menifee Minute ● Remind app ● School Improvement Survey ● Social Emotional Daily Check-in ● Backpack Program ● Sweet Dreams ● FRYSC Parent Survey ● Student advocates, Club days, PBIS and monthly rewards tied to PBIS, Central Celebrations, FFA mentorship program, buddy reading program, school wide read aloud, Trick or Treat program with community members, Thanksgiving dinner, Christmas program, Veterans Day program. ● Behavior Tracker ● CATS expectations ● Weekly and Monthly PBIS Rewards ● SRO (for safety)

support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.

• What supports are currently in place to assist students in decision making in regard to behavioral needs/goals?

• What processes are in place to promote depth of educator capacity (will and skill) within school/district?

• What processes are in place to ensure *all* educators are successful?

• What processes are in place to communicate with parents in order to address barriers to learning?

• What processes are in place to communicate with students in order to address barriers to learning?

- SEL (Social Emotional Learning) Check-in
- Behavior Tracker
- Behavior Specialist
- Student advocate.
- CATS expectations.
- Counselors (internal MTSS)

- PASS Program
- Cicely Amburgey

- New Teacher Cadre
- KYCL
- LETRS
- National Boards

- New Teacher Cadre
- Mentor Program
- Embedded PD sessions
- Multiple training opportunities

- Open House
- Dojo
- Emails
- Phone Calls
- Newsletters

		<ul style="list-style-type: none"> ● Home visits ● Guidance Staff ● Student Advocate ● Special Education Teachers
X __ LEVERAGE __ CONCERN	Greatest Impact on NR Most <u>5</u> <u>4</u> 3 <u>2</u> <u>1</u> Least	