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**

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)? ● Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?	PLC Minutes Lesson Plans Pacing Guides Case 21 Question Bank Grade Cam Lesson Plan Template Not everyone having the deconstructing of the standards documents. Success criteria and learning targets posted daily Teachers have the ability to adjust their pacing, PLCs, using formatives to guide the instruction ILP/ACES, CTE Pathway in the high school. We need in writing how often, who, what is monitored and how it is monitored. Teacher work days throughout the year. No process for vertical curriculum

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Greatest Impact on NR

Most   5   4   <u>3</u>   2   1   Least

Design and Deliver Instruction
(How will they learn it?)

Alignment with Kentucky Board of Education Delivery Target: *Integrated Methods for Learning*

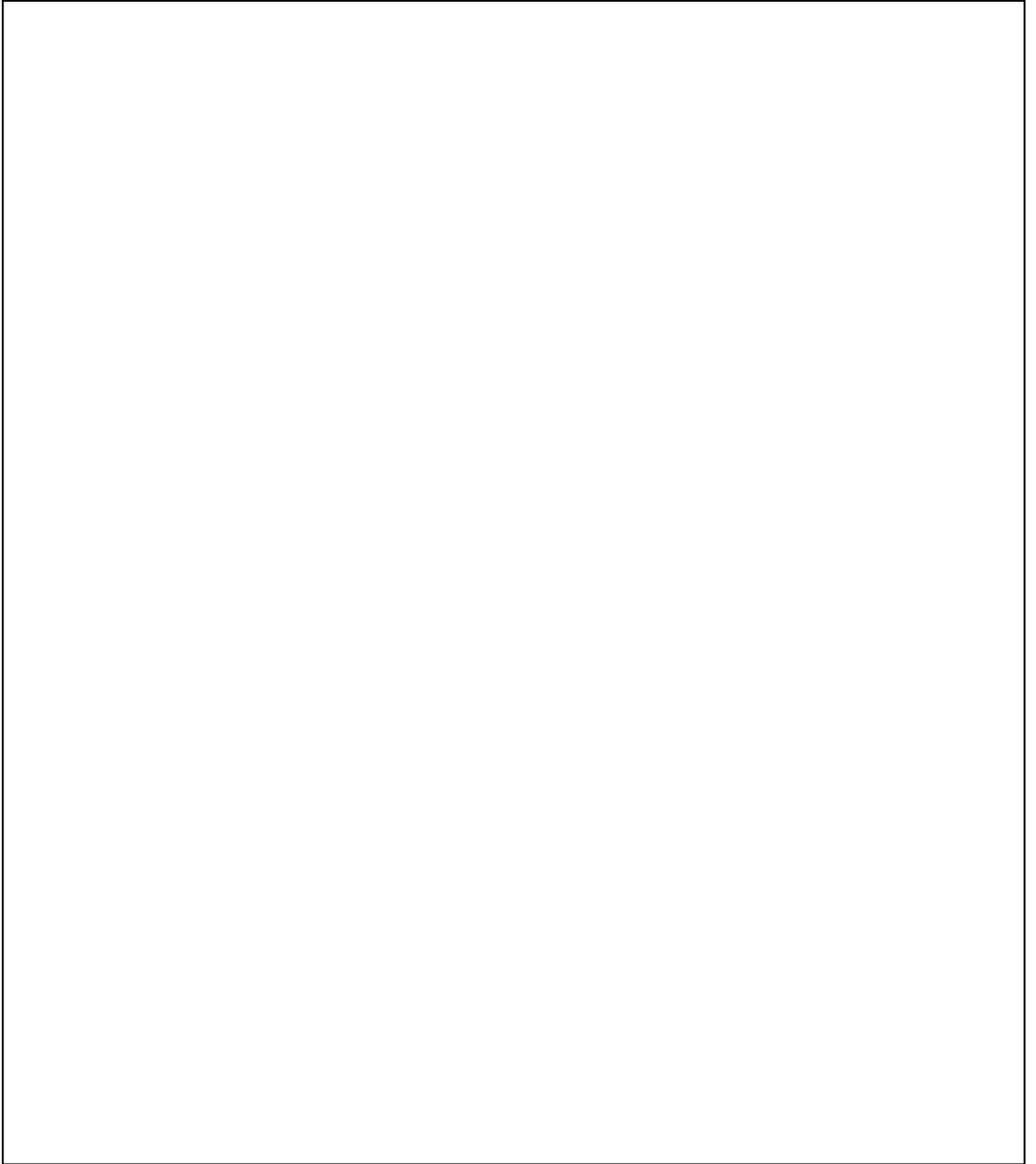| KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based 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 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)* ● 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?	DEI, Kagan, Curriculum Pacing, Unit / Lesson Planning PLCs MTSS tracking, MTSS PLCs for monitoring MTSS Document, PLC,Lesson Plans, Unit / Lesson Planning, PLC, MTSS documents, DEI, Assessments, CEP, Success Criteria, Progress Monitoring Walkthrough, progress monitoring, posting success criteria Unit/Lesson Plan monitoring, observations (CEP and/or Walkthrough with feedback/coaching), ELEOTs Accommodations, differentiation, modifications

	• 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?	Professional development, walkthrough, Kagan
	• What system is in place to ensure students take responsibility for their own learning?	Formative assessments, success criteria
	• How does the teacher ensure cognitive engagement versus passive or active engagement?	DEI, Kagan, Cooperative learning strategies
	• What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement?	Formative, high-quality instr. strategies documented in lesson planning Formative Assessments MTSS tracking

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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 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 THIS PROCESS	**GUIDING QUESTIONS FOR QUALITY PRACTICE**	**EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS**
*Classroom Assessment for Student Learning emphasizes assessment **for** learning strategies and:* *1. Provides effective targeted, penalty free practice for students* *2. Enables students to take responsibility for their own learning* *3. Improves student motivation and enables students to be in control of their own learning* *4. Improves student achievement (The previous three result in improved student achievement)* *5. Moves from a grading culture to a learning culture (Engaging students in activities automatically moves attention*	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? 10. How do school/district leadership analyze the data in order to identify priorities and implement actionable steps that impact instruction/student learning? 11. How do school/district leadership monitor and evaluate achievement as related to the learning target and standards? 12. How does the grading system communicate student learning accurately? 13. What systems are in place so that students can communicate how they track and evaluate their progress and set goals?	1.The use of the Case 21 test bank questions across the school district to help create assessments. *Lesson plans, unit pacing guides, and PLC's are common practices across district. 2. Parent teacher conferences, open house, one on one individual conferences with students, teachers creating charts and tables as a whole class data discussion. 3. Through ELEOT and formative walkthroughs, our PLC process, unit planning (we have to highlight and show our formative and summative assessments and how they align to the standards), unit pacing guides, daily instructional teaching practices. 4. Content area PD's to discuss and align new or aligned standards. Through ELEOT and formative walkthroughs, our PLC

away from grading to learning)		process, unit planning (we have to highlight and show our formative and summative assessments and how they align to the standards), unit pacing guides, daily instructional teaching practices.Data day PD's.

5. Through ELEOT and formative walkthroughs, our PLC process, unit planning (we have to highlight and show our formative and summative assessments and how they align to the standards). Individual teacher creation of unit learning targets and success criteria across the whole district.

6.) Summative backwards planning, Monitoring through ELEOT and formative walkthroughs. Through our PLC and lesson planning documentation.

7.) Progress reports and report cards given throughout the school year, formative and summative assessments. Whole class (visual-charts, graphs, etc.) data discussions and feedback.Individual student/teacher conferences.

8.)Teachers- New teacher cadres, PLC |

		lead teachers, mentor teachers, Special Ed. Cadres, SLT (school leadership team). Students- student council and student of the month.
		9. Through ELEOT and formative walkthroughs, our PLC process, unit planning (we have to highlight and show our formative and summative assessments and how they align to the standards), unit pacing guides, daily instructional teaching practices
		10.) School leadership team and administrators monitor through ELEOT's and formative walkthroughs, our PLC process, unit planning (we have to highlight and show our formative and summative assessments and how they align to the standards), unit pacing guides, daily instructional practices.
		11. Through ELEOT and formative walkthroughs, our PLC process, unit planning (we have to highlight and show our formative and summative assessments and how they align to the standards), unit pacing guides, daily instructional practices.

| | | 12.) The use of standards based grading. |
| | | 13.) There is not a district wide set system in this area. |

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__CONCERN | **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
Schools and districts must have a repeatable/uniform system for knowing the data. School 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	● 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 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?	- Daily formative - 3 week unit Summative Assessments - iReady 3 times a year - Case 21 3 times a year - Brigance - F&P - Unit planning template and common assessments that are linked in lesson plans - Data wise questions during PLC - Lesson planning template and PLC - Gradecam - MTSS groups - Standards based grading

their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.	● 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?)	in K (ALL GRADE LEVELS NEED!) - Pacing guide helps monitor which standards have been taught and need to be taught but not which students have mastered - Feedback from formative and summative assessments - Goal setting with iReady and F&P - Data days - PLC data analysis

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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

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 ensure a continuous improvement model that monitors what is working.	● What processes are currently in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students?	MTSS Behavior Tracker Behavior Screener
	● How do school/district leadership positively reinforce desired behaviors and encourage teachers to do the same?	PBIS Dojo CATS expectations
	● What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	MTSS SIT Team (school level, district level)
	● What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning?	PLCs (summative scores, Case 21 and iReady scores)
	● What data points inform modification to curriculum and instructional practices?	Assessments (summative, formative, Case 21, iReady, KPREP, F&P, STAR, AR, easy CBM)
	● How does the school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school?	PLCs Walkthrough (ELEOT)
	● How does school leadership ensure that resources are aligned with the needs identified in the CSIP/CDIP and will effectively address those needs?	Planning/Work days, root cause analysis, key core, stakeholders
	● 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?	Planning/Work days root cause analysis, key core, stakeholders reviewed data with grade and content level teams
	● How do stakeholders determine which best practice strategies (e.g., interventionist, Read 180, ALEKS,	PLCs, work days, behavior

	modifications to schedules) will meet the identified needs of the students?	interventionists will monitor data to identify the needs of students
	• Who are your partners, both internal and external (e.g., outside agencies, community support, etc.)	Pathways, Mountain Comprehensive, Century 21, ESS,Transition, FRYSC, Save the Children, UNITE, UK Extension office, 4-H, Family Friendly Network

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Greatest Impact on NR

Most   5   4   3   2   1   Least

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
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 support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.	● 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? ● 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?	School-wide daily tracker; access to MTSS and behavior interventions; student advocate and guidance counselors; Pathways in house daily; Mountain Comp Teachers are required to record MTSS and behavior data PBIS; in class rewards' CATS expectations Class expectations; CATS expectations; PBIS rewards STOP bullying button on school webpage; student advocate and guidance counselors; daily check-in Teacher redirection; student/teacher conference; behavior tracker; SAM; behavior plans; student advocate and guidance counselors; MTSS Professional development; PLC

		meetings; planning days
	● What processes are in place to ensure *all* educators are successful?	Walkthroughs; observations; PLC meetings and feedback; new teacher cadre
	● What processes are in place to communicate with parents in order to address barriers to learning?	Class newsletters/ Dojo messaging; FRC newsletter
	● What processes are in place to communicate with students in order to address barriers to learning?	MTSS; student/teacher conferences; scaffolding instruction; small group instruction; 21 century

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Greatest Impact on NR

Most   5   4   3   2   1   Least