

Evaluation of Kentucky Department of Education Key Core Work Processes	
Design and Deploy Standards (What should students know and be able to do?)	
<i>OPERATIONAL DEFINITION: The Kentucky Academic Standards and Career and Technical Education Pathway Standards ensure that all students are provided access to common content and opportunities to learn at high levels. These standards define what students should know and be able to do by the end of each grade level or course. To create curricular coherence, educators must understand the relationship between standards, curriculum, and instructional resources. 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.</i>	
GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE

- What is the assurance your current curriculum is valid (e.g., instruction and assessment aligned to state standards, paced with accuracy)?
- What process is in place for selecting high quality instructional resources (HQIRs) that align to standards?
- What monitoring systems are in place to ensure the intended curriculum is being implemented with a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)?
- What is the established protocol for reviewing and revising your curriculum beyond pacing (e.g., coherence, chunking, sequence, instructional resources)?
- Describe your processes for ensuring vertical curriculum work focuses on the progression of learning throughout grade levels including introducing, developing, and mastery of content.
- How does your school/district monitor the implementation of CTE pathway course standards to ensure program effectiveness?
- What processes do teachers use to gain greater clarity of the standards to create clear and precise learning intentions and success criteria for students?
- What systems are in place for teachers to adjust the curriculum in real time to meet student needs based on assessment results (e.g., formative, summative, interim)?

- HQIR is approved by KDE and it is vetted. Committee selected. HQIR are green status on ed reports and KDE
- The committee selected the HQIR. Must meet state requirements
- Walkthroughs, pacing guide, observations, and ELEOT's, monitoring of annotated HQIR
- Lesson planning internalization during PLC meetings, pacing documents, revisions
- PD planning at the beginning of the year
- N/A, JAG
- HQIR training reading and math
- Lesson internalization process
- Professional learning on new math/reading HQIR
- Professional learning on Focused Reading Workshop
- Students are given benchmark, formative, and summative assessments to collect data and alter instruction.

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Design and Deliver Instruction (How will they learn it?)	
<i>OPERATIONAL DEFINITION: All schools/districts are to ensure their instructional program is intentional and aligned to Kentucky Academic Standards and current research. Tier I instruction should be universal, high-quality, equitable, responsive, and provided to all students. Consistent implementation of evidence-based instructional practices is essential for academic, behavioral, and social emotional competencies.</i>	
GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE

- What processes are in place to ensure Tier I instruction meets the intent of the state standards?
- What processes are in place to ensure students have a clear understanding of learning intentions and can demonstrate mastery of success criteria?
 - How is teaching and learning monitored before, during, and after instruction? How are next steps for improvement identified?
- How do teachers purposefully establish a learning environment that empowers students to set goals and take responsibility for their own learning?
- How do teachers utilize evidence-based instructional practices (e.g., modeling, discussion, questioning, feedback) to ensure cognitive engagement?
- What is the protocol for ensuring at least 80% of students have their instructional needs met through Tier I, universal instruction with an intentional use of scaffolding and differentiation?
- How does leadership ensure teachers design lessons that are relevant and responsive to students' cultural, social, and developmental needs?
 - What systems of collaboration are in place in order to meet the Tier I educational needs of all students?
- How does leadership ensure teachers determine the most appropriate high yield instructional strategies to implement in order to ensure congruency to the intended learning?
- What processes for analyzing student achievement data are used to measure the effectiveness of instructional resources and programs?
 - What is the process used to measure teachers' instructional effectiveness based on quantitative and qualitative data?

- Pacing guides with standards, monitored during PLCs, posted and reviewed/revised often.
- Learning intentions and success criteria posted and reviewed for every lesson.
- Implementation of HQIR processes including the formative/summative assessments, differentiation, etc.
- Student data notebooks, goal setting with MasteryConnect/iReady, graphing of test scores and comparing to goals, etc.
- Working through HQIR implementation, DEI (Direct Explicit Instruction),
- Students are pulled for twenty minutes during planning for MTSS/Reading Plans, implementation of reading plans, progress monitoring during PLCs, Focused Reading Workshop
- Teachers are following state and national standards with fidelity using the resources that are available. Teachers with access implement HQIR.
- Common planning, content PLCs, co-teaching in math and reading,
- Have resources (instructional coaches in math and reading) differentiating grants for reading and math
- iReady, MasteryConnect, KSA data are all analyzed by teachers and leadership. (lacking something for social studies and science)
- ELEOT walkthroughs, Danielson framework, observations from different leadership, observation feedback (positive and negative)

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Design and Deliver Assessment Literacy (How will we know they have learned it?)	
<i>OPERATIONAL DEFINITION: Assessment literacy is present when a person possesses the assessment---related knowledge and skills needed for the competent performance of that person’s responsibilities. Assessment literacy also consists of an individual’s understanding of the fundamental assessment concepts and procedures deemed likely to influence local educational decisions. In a comprehensive, balanced system, there are four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative. These four assessment purposes provide a variety of evidence to support educational decision making.</i>	
GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE

• How does leadership ensure the creation of a balanced assessment system? • How are assessment results communicated to stakeholders? • How do teachers design assessments (formative and summative) to ensure validity and congruence to the standards, learning intentions and success criteria? • How do teachers and students utilize learning intentions, success criteria and feedback as tools to assess progress? • How does leadership ensure the school's grading system accurately reflects student learning of standards based content?	-iReady, Mastery Connect, HQIR assessments, were reduced the number of time that the benchmark was given from 3 to 2. We created KSA testing schedule that supported students needs. We create an assessment calendar and communicate expectations to staff and students. -Open House/ student led conferences, report cards, progress report cards/ mid terms. School report card, newspaper, KSA scores are sent home, SBDM Council, board meetings, - Teachers use assessments given by the HQIR. PLCs analyze the congruence to standards. Learning targets and success criteria are posted and monitored with walkthrough instrument - Real world connections, analyzing assessment results both formative and summative, data notebooks, alignment to standards - K-2 does standards based grading, pacing guides have the standards. HQIR standards linked.
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Evaluation of Kentucky Department of Education Key Core Work Processes	
Review, Analyze, Apply Data Results (How will we know they have learned it?)	
<i>OPERATIONAL DEFINITION: Schools/districts must communicate and implement a sustainable system for reviewing, analyzing, and applying data results. Leadership must ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning to determine priorities for student growth and achievement.</i>	
GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE

• How do teachers use a variety of sources (e.g., formative, summative, interim, behavior, attendance) to ensure a balanced approach to data analysis? • How does leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data? • What systems are in place to ensure that teachers elicit, interpret and act on student learning results to inform instructional decision making? • How does leadership ensure data is used to meet the needs of all students (e.g., movement through the tiers of intervention, grouping/regrouping, teacher and student placement, scheduling)? • 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 leadership use qualitative and quantitative data to drive continuous improvement and close achievement gaps?	Class DOJO/PBIS, monthly attendance challenge/rewards, HQIR exit tickets and summative assessments, KSA data analysis, PLCs data analysis, teachers meeting data analysis, iReady diagnostic data to identify tiered interventions., reading plan monitoring, HQIR Implementation and walkthrough feedback from Admin., pacing guides PLC, Data Analysis, iReady & Mastery Connect Results to guide instruction. SIT Team, iReady & Mastery Connect growth, CSIP , reading plan implementation and monitoring Data notebooks, iReady Challenge and reward assemblies for students who scored proficient and distinguished. iReady, Mastery Connect, KSA scores, SIT team, removal of TSI federal rating for 3-5 and 6-8.
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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?)

OPERATIONAL DEFINITION: School/District leaders must establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students. Ongoing continuous improvement and data-based decision making should occur at all levels to match instruction, intervention, and supports to the identified needs of all learners. Resources are aligned to needs in order to make all systems work together for continuous improvement and success.

GUIDING QUESTIONS FOR QUALITY PRACTICE

- What system is in place to involve multiple stakeholders (e.g., teachers, staff members, parents, students, community partners) in school improvement planning?
- How does leadership ensure that resources (e.g., human, fiscal, logistical) are aligned with identified needs to provide equitable access and opportunity for all students?
- What clearly articulated systems currently exist to support students' behavioral, social-emotional, and academic needs?
- How does leadership ensure that interventions and supports within the categories (e.g., behavioral, social-emotional, and academic) are delivered with fidelity in real time?
- How is data-based decision making used for screening, diagnosing, implementing, and progress monitoring to meet the needs of all students?
- How does the school/district use community workplace assignments to ensure opportunities for appropriate skill acquisition, taking into consideration of student voice and choice regarding career pathways?
 - In what ways does the school/district ensure equitable access to rigorous academic curriculum (e.g., advanced coursework, dual credit, gifted and talented, CTE Opportunities) that is respectful and responsive to all learners, including diverse populations?
- How does leadership monitor the continuum of supports and services to measure overall program effectiveness?
- How are quality tools (e.g., PDSA, Root Cause Analysis, Fishbone) used effectively to promote continuous improvement cycles related to

EVIDENCE OF PRACTICE BEING IN PLACE

- PLC, Reading Plans, Open house, SIT Team, Committee, PTA, surveys
- Observations, Curriculum coaches, These partnerships expand opportunities for students, particularly those from underrepresented groups, ensuring they have access to both academic and non-academic support.
- MTSS, SEL, PBIS, School counseling, IEP and 504 plans, Mentorship Program, Peer Support (JAG) and family engagement systems.
- CATS Expectations clearly posted, Leadership ensures that interventions and support within behavioral, social-emotional, and academic categories are delivered with fidelity through a combination of monitoring, professional development, data analysis, and accountability measures. Here are the key strategies used.
- Screening, I-READY, Masteryconnect, Progress monitoring, MTSS, Collaboration, accountability and reporting.
- JAG, PLP's
- JAG, Career fair and goal setting

supports and interventions?	• Progress monitoring and benchmarking, Program evaluations, I-READY, • iReady/masteryconnect monitoring, ESS progress monitoring, Amira review, and EZCBM and student placement adjusted
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Evaluation of Kentucky Department of Education Key Core Work Processes	
Establish Learning Environment and Culture (What will we do if they know it already, don't know it, or need other support?)	
OPERATIONAL DEFINITION: A learning environment is intentionally designed to be inclusive and accessible for all students. The environment must include highly qualified teachers and the necessary materials and resources to ensure a safe space that is conducive to learning. Therefore, culture is a product of the learning environment. Leadership and an empowered workforce must collaborate to establish a culture where learning and continued growth is the primary focus and foundation for all actions. School culture must be carefully maintained and monitored to ensure that governance systems (e.g., vision, mission, core values, shared goals and objectives) remain the driving force of the organization.	
GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE

- How does the school/district community prioritize and commit to its vision/mission as the premise for how people interact and perform their best work in the school?

- How is the work of the school framed by a professional learning community system that exhibits a real learning culture to empower workers to do the work? How do we know it is working? What happens if it isn't working?

- What opportunities are in place to promote shared leadership among stakeholders in order to elevate a positive and supportive culture for learning?

- What methods are used to foster an equitable environment where students collaborate, celebrate one another's differences, and are motivated to learn as valued members of the classroom community?

- Open communication through the Living Calendar, Menifee Connection, Class Dojo, Open Houses, Family Math Night, Fall Festival/Autumnfest, PRI. Developing clear behavior guidelines with PBIS Rewards, Class Dojo Rewards, iReady Rewards. Encourage group work, mentoring (JAG, in process of creating a Student Council). Inclusivity, diversity- differentiated instruction-clubs, Vanessa Harris. Foster a growth mindset-iReady reward certificates, PBIS. Building Positive Relationships-Trusted Adult and Club Day, SEL Check In, JAG, Character Strong Program. Provide Support and Resources-SEL Check-in, JAG Mentor, Teacher Support, Curriculum Coaches, PRI, 21st Century and ESS
- Professional Development Opportunities, Beth Comer, Carter County Writing Workshop, New HQIR, PLCs, Regular Walkthroughs, CIA Team, Curriculum Coaches, DATA Discussion, KSA Data Deep Dive
- Back street Fall Festival, Trick or Treat in the gym, Autumnfest, Veterans Program, Christmas Program.
- Club Day, iready Award Day.

- How do classroom cultures support the development of self-directed learners?

- What structures promote opportunities for social emotional learning and help students develop an understanding of purposeful expectations and procedures as part of a comprehensive system of support?

- How do teachers ensure that lessons provide students with authentic learning experiences where mistakes are viewed as opportunities to learn?

- How does leadership intentionally develop the collective efficacy of the staff so that teams are highly effective?

- What school/district structures are in place to support learners in building positive relationships with peers and adults to enhance motivation and promote learning?

- What is the system for identifying and addressing any gaps in culture, climate and/or safety?

- In what ways does the school/district support inclusivity by developing community partnerships and communicating with families?

- Student Data Driven Notebooks, Reading Workshops, PBL
- SEL Check-in, Character Building Curriculum, Pathways Counseling, Groups.
- Student Data Notebook, Differentiation, Student teacher assessment talks with reteaching and retesting.
- School-wide HQIR, weekly PLC, CIA Team regular walkthroughs.
- SROs, JAG, Counseling, trusted adult, pathways, MTSS groups.
- MTSS group, STOP line, SEL Check-in, SROs, Clubs.
- PRI Team, Family-Friendly Grant, Math/Reading Night, Open House, Trick or Treat in the Gym, awards ceremony, Christmas Program

