



Kentucky Department of Education

Proficiency Delivery Plan

November 2012



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The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

VISION/CHALLENGE

The vision for Kentucky's students is that every student is proficient and prepared for success. Students will not be prepared for college and careers or effective in the 21st century unless they are proficient in reading, writing and mathematics. The skills, knowledge and expertise students must master to succeed in college, work and life should be the outcome of a 21st-century education. We project that only 34 percent, or 17,000, of our current 8th-grade class will meet college- and career-readiness measures if we don't do anything differently. We have a College and Career Readiness Plan with a goal that 64 percent of Kentucky's students will be college- and career-ready by 2015, and this Proficiency Plan will help them achieve that goal.

Ensuring that children are ready for school and schools are ready for children is one of the most pressing issues facing our nation (National Center for Education Statistics, 2009). And, as the struggle continues to decrease school dropout rates, early learning is recognized as the solution to reverse the trend (Daily, Burkhauser, & Halle, 2010). School readiness is one of the strategies in this plan.

Successful preparation for both postsecondary education and employment requires learning the same rigorous English and mathematics content and skills (National Mathematics Advisory Panel, 2008). No longer do students planning to go to work after high school need a different and less rigorous curriculum than those planning to go to college. College and career readiness requires advanced reading, mathematics and writing skills. Without literate students, learning cannot take place. Data published in the 2010 *Writing to Read* report from the 2006 National Commission on Writing indicate that "90 percent of white-collar workers and 80 percent of blue-collar workers indicate that writing skills are important to their job" and to be competitive for more than two-thirds of future jobs "... a college education and higher-level literacy skills ..." will be necessary.

The challenges are that not all students are proficient in core content areas, and the achievement gap persists for too many of them. The elementary grades have realized greater success in reading, and one assumption is because of the Read to Achieve (state) and Reading First (federal, funding ended) programs. And, while the math initiative has had a shorter existence, it too is making a difference for many students. However, these programs are not in every school and district, so comprehensive resources are necessary to assure all students achieve proficiency and beyond in reading, writing and mathematics.

BACKGROUND/HISTORY

The work of the Kentucky Department of Education (KDE) is guided by key legislation driving education transformation. Senate Bill 1, passed in the 2009 session of the General Assembly, required KDE to assure all Kentucky students graduate college- and career-ready. In order to achieve this goal, the pipeline to college and career readiness begins before students enter high school.

The Accountability Model Concept Paper describes the new accountability model that has been proposed as a result of revisions to KRS 158.6451 resulting from Senate Bill 1. This model offers a balanced approach organized around the Kentucky Board of Education's (KBE's) four strategic priorities of next-generation learners, professionals, instructional programs and support. State regulation 703 KAR 5:200 describes the component of next-generation learners. Within this component, student learning will be measured and reported in proficiency, gap, growth, graduation rate and college and career readiness. State regulation 703 KAR 5:220 explains the overall weight of each component in the new accountability system. At its August meeting, the Kentucky Board of Education determined that the next-generation learners component will carry a weight of 70 percent as compared to 20 percent for next-generation instructional programs and supports and 10 percent for next-generation professionals.

The Kentucky Accountability Model differs from the federal No Child Left Behind requirements as noted in the following table.

NCLB	Kentucky Model
Student outcome measures used.	Broader performance measures used.
Annual reports provided.	Annual reports also will also include achievement, gap, growth, college/career readiness and graduation rate.
Only Title I schools held accountable.	All schools held accountable.
Consequences set for schools that fail to meet adequate yearly progress (AYP).	Consequences escalate for all schools and districts failing to show progress in achievement, gap, growth, college/career readiness and graduation rate.
Student achievement measured in at least reading, English/language arts, mathematics and science.	Writing and social studies also included.
Schools that fail to make AYP for two consecutive years are identified as needing improvement, and a series of interventions occur if no improvement is made.	Non-traditional approach -- schools/districts will be classified as distinguished, proficient, needs improvement or persistently low-achieving. Continuous growth required at all levels.
Exceptions are allowed for subgroups that include a limited number of students so that they cannot be identified. Allows for safe harbors.	Every school will have a new, non-duplicated gap group, and achievement is reported for every gap group regardless of number. No safe harbor.

Use of other academic indicators beyond reading and mathematics is limited.	Social studies, science, writing, college/career readiness and individual student growth included in accountability.
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Other legislation that was passed with the intent of supporting reading and mathematics includes:

- KRS 158.6451 (one portion of Senate Bill 1) established the requirement for the Kentucky Department of Education to “disseminate to local school districts and schools a model curriculum framework which is directly tied to goals, outcomes, and assessment strategies.”
- KRS 158.844 and state regulation 704 KAR 3:530 (Mathematics Achievement Fund) provides “grants for local school districts based on recommendations from the Committee for Mathematics Achievement” ... for the purpose of supporting high-quality diagnostic assessment, intervention programs and coaching and mentoring in elementary mathematics.
- KRS 158.792 and 158.794 and state regulation 704 KAR 3:480 (Read to Achieve) support grants to school districts based on recommendation from a steering committee for the purpose of supporting high-quality diagnostic assessment and intervention programs.
- KRS 158.849 (Teachers’ Professional Growth Fund) supports professional development for teachers.
- KRS 158.770 (Advisory Committee on Writing Program) advised the Kentucky Department of Education on effective writing instruction.
- State regulation 704 KAR 3:410 (Preschool) supports the development of the cognitive foundations for literacy and mathematics.
- Executive Order forming the Early Childhood Advisory Council issued in July 2011.

DELIVERY TARGETS

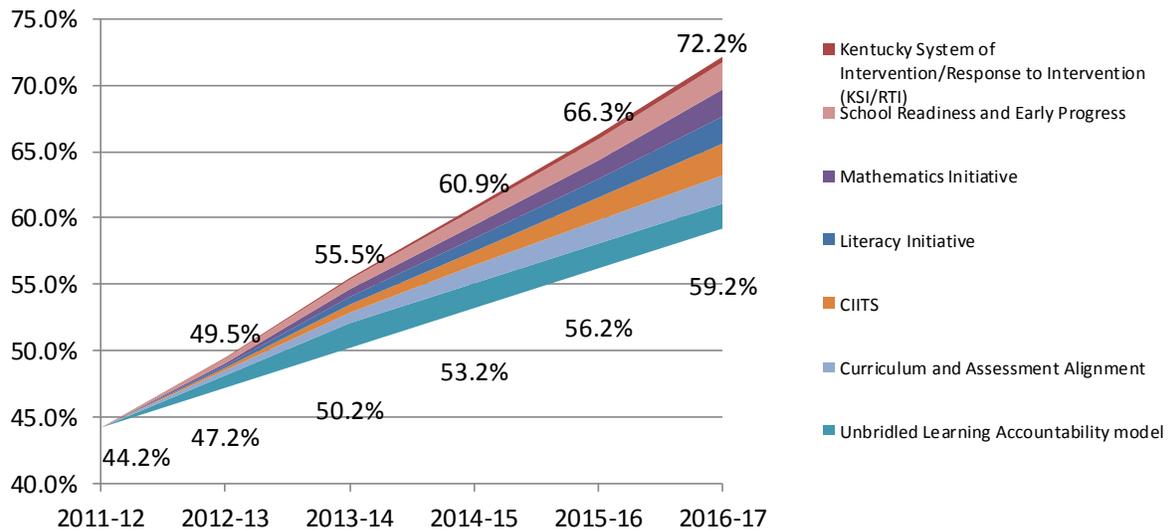
There are four main targets for proficiency:

1. Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for elementary and middle school students from ___% in 2012 to ___% in 2016.
2. Increase the percentage of proficient and distinguished programs in the Arts and Humanities, Practical Living and Career Studies, and Writing from ___% in 2012 to ___% in 2017 as measured on Program Reviews.
3. Increase the number of students that will be ready for kindergarten by 50% in 2015-2016 based upon 2012-2013 baseline results.
4. 90% of 3rd graders will be proficient in mathematics and reading on the state assessment by 2016.

TRAJECTORY TABLE

	2012-13	2013-14	2014-15	2015-16	2016-17
Curriculum and Assessment Alignment	2372	2372	3500	2372	2372
CIITS	1100	2600	2600	4100	4100
Kentucky System of Intervention/Response to Intervention (KSI/RTI)	360	360	740	740	360
Literacy Initiative	1036	2472	2472	2472	3908
Math Initiative	1036	2472	2472	2472	3908
Unbridled Learning Accountability model	5655	5655	0	0	0
School Readiness and Early Progress	2212	2212	2652	2652	2652

TRAJECTORY GRAPH



PROFICIENCY GAP DELIVERY PLAN THEORIES OF ACTION

SUMMARY OF STRATEGIES

The executive sponsor for the Proficiency Plan is Felicia Cumings Smith, associate commissioner of the Office of Next-Generation Learners. The following table includes strategies that will impact student proficiency and identifies appropriate leads responsible for each one.

Strategy	Description	Strategy Lead
1. Curriculum and Assessment Alignment	In order to provide students with access and opportunity to become proficient with the KCAS, teachers need to address curriculum/instructional gaps, utilize appropriate instructional materials and assessments that are aligned to KCAS and use standards-based reporting to communicate progress for each student. This strategy utilizes the Leadership Networks to build capacity to implement the KCAS in each district, school and classroom.	Robin Hill
2. Continuous Instructional Improvement System (CIITS)	The Kentucky Department of Education is in the process of developing a fully coordinated statewide system of support for all Kentucky public school educators. The goal for coordinating a statewide system of support includes developing a common understanding for what is required to fully support Kentucky teachers and students in implementing the core academic standards. This requires the agency to provide clear expectations to all Kentucky schools regarding accountability as well as offering statewide assistance to fully support student learning and how this relates to increasing the number of students who are college- and career-ready.	Joe McCowan
3. Unbridled Learning Accountability Model	Kentucky's proposed assessment and accountability model is a balanced approach that incorporates all aspects of school and district work and is organized around the KBE's four strategic priorities: next-generation learners, next-generation professionals, next-generation support systems, and next-generation	Ken Draut

	<p>schools/districts. The strategic priority most relevant to this delivery plan is the next-generation learners component. Achievement (proficiency), gap, growth, readiness and graduation rate are categories within this component. The focus is on student data from the state-required assessments administered in grades 3-12 (See appendix B, New Accountability Model.).</p>	
<p>4. Kentucky System of Intervention/Response to Intervention (KSI/RTI)</p>	<p><u>Kentucky System of Interventions (KSI)</u> Local Education Agencies (LEAs) will utilize the Kentucky System of Interventions (KSI) as a diagnostic and formative data framework to gain understanding of what students know and don't know in order to address the individual learning needs of all students; integrating assessment and intervention to maximize student achievement.</p> <p>KSI is a framework for providing systematic, comprehensive services to address academic needs for all students preschool through grade 12. KDE established KSI to assist schools and districts as they develop a comprehensive instructional system, integrating human, physical and financial resources and materials. This comprehensive system addresses Response to Intervention (RtI), accelerated learning, closing achievement gaps, highly effective instruction, readiness to learn and student transitions.</p> <p>KSI will have an impact on the proficiency goals by improving teaching and learning as teachers collect and use data (e.g., universal screeners, ongoing progress monitoring, student goal-setting) to adjust instruction and provide targeted interventions as needed to intentionally meet the needs and increase the rate of learning of individual learners, and to ensure that all students are ready for college/career.</p>	<p>Kim Willhoite</p>

<p>5. Collection and Use of Data for School Improvement: Program Reviews</p>	<p>Program reviews were developed to help LEAs improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.</p> <p>Though Program Reviews are not intended to be student-level evaluations, evidence tied to student learning must be part of the LEA review in order to justify the LEA’s self-assessment of its programs. The LEA’s review of its programs should be an ongoing, year-round, reflective process that involves careful review of programs to identify strengths and target areas for improvement. Thus, the Program Reviews are critical and will have an impact on the goals by helping LEAs analyze the components of their instructional programs for the purpose of improving teaching, learning and student achievement.</p> <p>For example, it is expected that the Program Reviews will inform and facilitate an LEA’s understanding of and ability to develop programs that address critical components of student learning, such as student creativity and the skills necessary to make healthy choices and, thereby, increase student engagement in learning. The Program Reviews also will have a direct impact on writing instruction by intentionally highlighting the importance of writing across all content areas. It is expected that the Program Reviews will have an indirect impact on reading.</p>	<p>Rae McEntyre Robert Duncan</p>
<p>6. Literacy Initiative a. Professional Development b. Literacy Planning c. Targeted Interventions for</p>	<p>To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the</p>	<p>Cindy Parker</p>

<p>Literacy</p>	<p>creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing and listening/speaking. According to Meltzer and Ziemba (2006), a literate student is “one who knows how to use reading, writing, listening and viewing, speaking and presenting, and critical thinking skills to learn content; who can use those skills to communicate what he or she learned, and who can transfer that learning to new situations (22).”</p> <p>To impact proficiency in literacy, KDE will develop and provide professional development, targeted interventions and support in literacy planning to Kentucky school districts as described in the activities and timeline. While the activities below are specific to KDE implementation, there are other activities with collaborative partners that impact this strategy. They are explained in the “Additional Projects Supporting work” section.</p>	
<p>7. Math Initiative a. Professional Development b. Math Planning c. Targeted Interventions for Mathematics</p>	<p>The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students are numerate in their understanding of the quantitative, verbal and symbolic aspects of number.</p> <p>The Math Leadership Network is a three-year initiative to provide systemic professional development as educators implement the KCAS. Building on the success of the first year of deconstructing standards, developing learning targets, producing planning and pacing guides, analyzing gaps, and identifying characteristics of highly effective teaching, the next two years of the Math Leadership Networks will include:</p>	<p>Tim Sears</p>

	<ul style="list-style-type: none"> • designing high-quality formative and summative assessments and utilizing resulting data effectively to improve teaching and learning • planning rigorous and congruent learning experiences for instruction • populating an online repository for instructional resources (CIITS) <p>If we are to give more students the opportunity to become mathematically proficient, other professional development opportunities must be provided to support the work of the Math Leadership Networks.</p> <p>KDE will partner with important stakeholders, including the Kentucky Center for Mathematics (KCM), to provide teachers with intensive professional development in improving students' understanding of the three aspects of number (quantitative, verbal and symbolic). Focusing on the aspects of number in the context of the KCAS, teachers will receive training in building an in-depth understanding of Operations and Algebraic Thinking.</p> <p>To impact proficiency in mathematics, KDE will develop and provide professional development, targeted interventions and support in mathematics planning to Kentucky districts as described in the activities and timeline. While the activities below are specific to KDE implementation, there are other activities with collaborative partners that impact this strategy.</p>	
8. School Readiness and Early Learning	School readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and	Bill Buchanan

	communication development; social and emotional development; and cognitive and general knowledge.	
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The adoption of the new Common Core Standards was pivotal in transforming education in Kentucky. However, new standards alone will not lead to transforming teaching and learning. Teachers must be equipped with the tools and resources needed to prepare students as next-generation learners. The evidence of value-added instruction ultimately should be demonstrated on the state assessment. Students in grades 3 through 8 are assessed annually in reading and mathematics, and in writing, grades 4, 5, 6, 8, 10 and 11 are assessed.

The Model Curriculum Framework (MCF) is not a separate strategy but forms the framework for teaching and learning across curriculum, assessment and alignment, the Continuous Instructional Improvement Technology System (CIITS), accountability model, KSI/RTI, collection and use of data, literacy and math initiatives, school readiness and early progress. The MCF is supported by state regulation and Section 1 of KRS 158.6451 and ideally should be the tool to assist districts to plan and implement effective strategies to promote student proficiency.

DESCRIPTION OF STRATEGIES

Strategy 1: Curriculum and Assessment Alignment	
Theory of Action	<p><i>IF</i> schools analyze curriculum to identify gaps related to the Kentucky Core Academic Standards (KCAS);</p> <p><i>and if</i> schools make adjustments to ensure curriculum alignment to KCAS;</p> <p><i>and if</i> schools utilize appropriate instructional resources aligned to the developed curriculum;</p> <p><i>and if</i> teachers implement that curriculum using best practices for instruction and assessments;</p> <p><i>then</i> the combined average scores for reading and mathematics will increase by ____ from 2012 to 2017.</p> <p>Networks: Creation of a systematic statewide professional development structure in the form of Leadership Networks designed to build capacity at the teacher/school/district levels to impact teaching and learning with KCAS and emphasis on implementing the KCAS through the Classroom Assessment for Student Learning to enhance and refine assessment strategies at the local level aligned to the KCAS. The networks will serve as the primary vehicle for dissemination of the instructional and assessment resources and tools for improved student learning.</p> <p>The networks will be studying quality of tasks and instructional materials that support the KCAS and the formative assessment process, including alignment of assessment content and rigor.</p> <p>The network teacher leaders will utilize resources from the Literacy Design Collaborative and the Mathematic Design Collaborative to support a balance assessment system in the classroom.</p> <p>Standards-Based Reporting: This strategy includes KDE monitoring of the University of Kentucky’s P-20 Lab pilot to develop a Kentucky standards-based student report card. The rationale for this program is to focus instruction and reporting on the learning progress of each student, K-12. The professional development for the standard-based reporting program includes procedures for implementation, instructions on how to use the computer platform that allows teachers to enter evidence of student learning related to each reporting standard and ongoing professional development support to address issues and facilitate larger-scale implementation. This program intends to include a proposal and budget to move from a small pilot to the statewide implementation stage within three to five years.</p>

	<p>Partnership with SREB: Kentucky Middle Grades Schools of Innovation is a partnership between the Southern Regional Education Board (SREB) and KDE. Within this partnership, the goals are:</p> <ul style="list-style-type: none"> • implementation of Literacy Design Collaborative (LDC) tasks across content areas in Year 1 • improved guidance and advising beginning in Year 1 • implementation of Math Formative Assessment Lessons (MFALs) in Year 2 • improved grading systems and assessments aligned to standards in year 3
<p>Milestones and Timeline</p>	<p>Timeline: September 2011 – December 2011 KDE consultants and regional content specialists</p> <ul style="list-style-type: none"> ➤ Consumer Guide for instructional material analysis ➤ CCSS has provided a publisher’s criteria guide for ELA. ➤ task analysis and alignment tools for teachers and leadership in the networks (1,400 teacher leaders along with Instructional Leadership Support Network participants) <p>September 2011 – May 2012 Networks 100% of network participants trained in formative assessment lessons and aligning tasks to standards.</p> <ul style="list-style-type: none"> ➤ implementation of formative assessment lessons and LDC ➤ PERKS to CHETL – program and classroom observations ➤ PARCC materials and Smarter Balanced materials used to guide instruction and curriculum development. ➤ surveys to networks participants ➤ logs from regional content specialists ➤ CIITS – alignment with instructional and assessment materials <p>May 2012</p> <ul style="list-style-type: none"> ➤ site visits with regional content specialists reports for fidelity of implementation ➤ rubrics for level of implementation to district teams – 100% of school teams (evidence surveys) ➤ Evidence from pilots on standards-based reporting collected from UK to determine next steps for large-scale implementation. <p>August 2012</p> <ul style="list-style-type: none"> ➤ distance learning platform for large-scale implementation of standards-based reporting using exemplar schools from the pilot. <p>July 2012 – June 2013 (Support for implementation will continue throughout this cycle.)</p>

	<ul style="list-style-type: none"> ➤ site visits with regional content specialists reports for fidelity of implementation ➤ surveys to networks participants ➤ logs from regional content specialists ➤ CIITS – alignment with instructional and assessment materials
<p>Leading Indicators</p>	<ol style="list-style-type: none"> 1. KDE implements monthly analysis of regional content specialists logs for professional development and effectiveness Advisory Core Team Project Manager Karen Kidwell <ul style="list-style-type: none"> ➤ KDE Consultants ➤ Regional Content Specialists <ul style="list-style-type: none"> • District Teams • School Teams 2. Once each semester, surveys provided to districts teams: percent of teachers trained to address curriculum gaps, utilize instructional materials and assessments aligned to KCAS. Advisory Core Team Project Manager Karen Kidwell <ul style="list-style-type: none"> ➤ KDE Consultants ➤ Regional Content Specialists <ul style="list-style-type: none"> • District Teams • School Teams 3. At the end of each year, rubric used for district/school teams and school-based decision making councils regarding implementing the standards. Advisory Core Team Project Manager Karen Kidwell <ul style="list-style-type: none"> ➤ KDE Consultants ➤ Regional Content Specialists <ul style="list-style-type: none"> • District Teams • School Teams • Principal and School-Based Decision Making Councils 4. At the end of the year, survey a sampling of School Improvement Grant (SIG) schools and districts regarding Program Reviews for mathematics and English/language arts and action plans for literacy and numeracy based on those Program Reviews and classroom observations and other information. Advisory Core Team Project Manager Karen Kidwell <ul style="list-style-type: none"> ➤ KDE Consultants ➤ Regional Content Specialists <ul style="list-style-type: none"> • District Teams • School Teams • Principal and School-Based Decision Making Councils 5. Meet with Gerry Swan regarding the P-20 Pilot through the system or

	<p>possibly Infinite Campus. Research student progress in courses using standards-based reporting compared to K-PREP scores (fall 2012). Infinite Campus liaison to Office of Next-Generation Learners David Cook P-20 Lab Team Office of Assessment and Accountability</p>
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Delivery Chain

Complexity

- Primary line of delivery is dependent upon communication and action.
- Success of this strategy depends on the networks, especially regional content specialists and effectiveness coach – training, facilitation, collection and reporting of appropriate data.
- Individual relationships from network facilitators to the district level to the classroom teacher affect communication and fidelity of implementation.

Funding Flows

- Primary Chain has sufficient funding at this time.
- There is an anticipation of KDE providing further funding to SREB (middle school initiative) and UK (standards-based reporting).

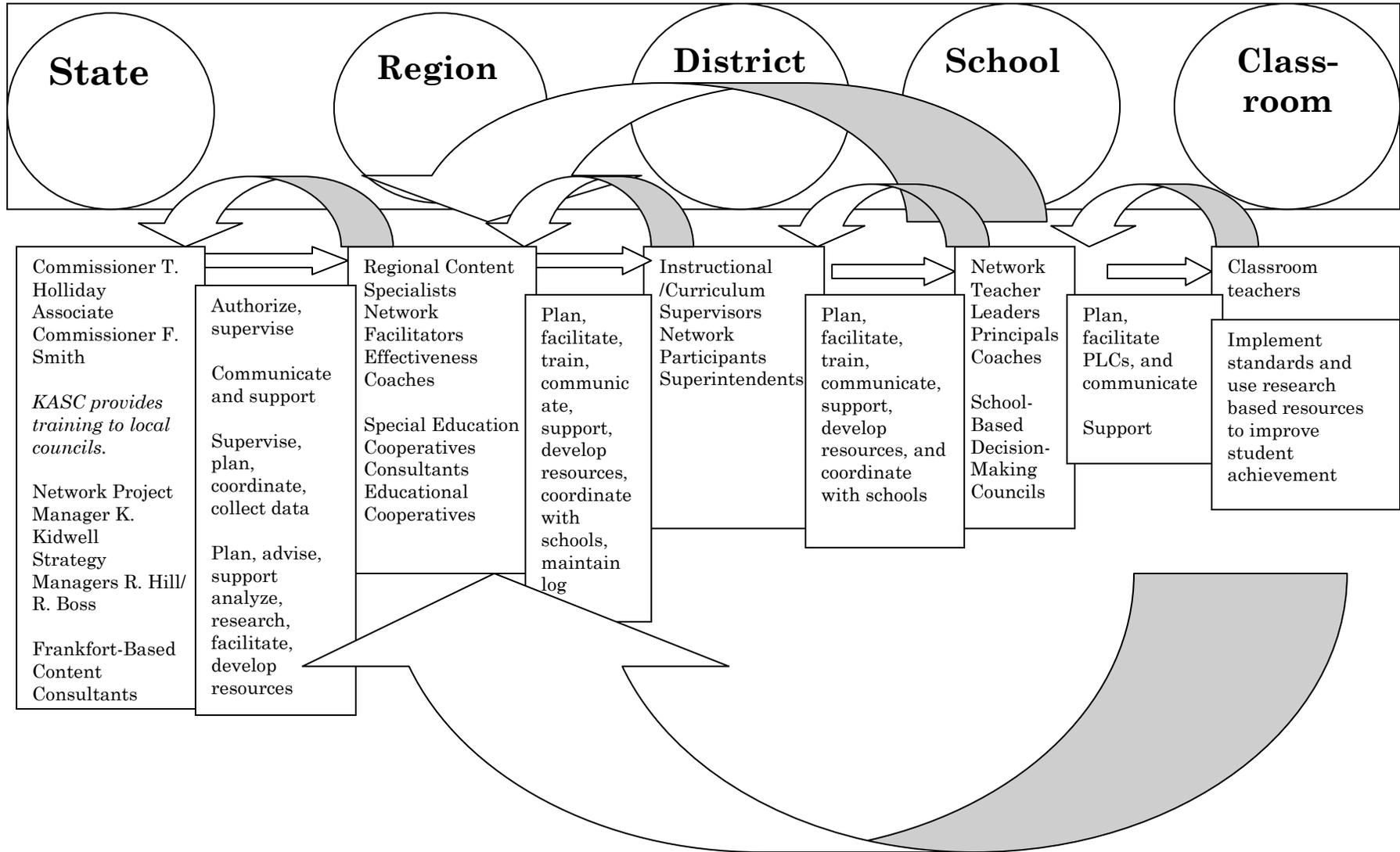
Choke Points

- Regional content specialists’ relationship with schools and districts pivotal to success.
- Communication and implementation break down from the district level to the school and classroom teacher.

Risks:	Potential Solutions
State – need strong communication plan in place to all audiences impacted by the implementation of new standards including students and parents.	Felicia Smith and Becky Blessing are working on organizing a guiding coalition to lead statewide communication of awareness and engagement of the KCAS.
District breakdown - district systemic planning may not be strong enough to impact all classroom teachers directly.	Regional content specialists (RCS) will continue to work in districts and schools to provide guidance and tools for planning. RCS will record each district contact using the monthly logs.
District breakdown – support for implementation of formative assessment strategies to monitor student learning.	Regional content specialists will continue to work in districts and schools to provide guidance and support; evidenced in the monthly logs.

<p>School breakdown – adequate time for professional growth and learning for teachers to refine instructional practices in a collegial setting that is not for evaluative purposes to ensure gaps in teacher content knowledge are addressed as a part of the teaching and learning process.</p>	<p>Review sampling of PD plans for evidence of implementing the KCAS. Regional content specialists monitor PD opportunities provided to districts that support implementing the KCAS and increasing student achievement.</p>
<p>School breakdown – appropriate curricula is determined and aligned based on new standards, stop teaching old things and focus on what is required in the new standards – grade level expectations. Analysis tools for instructional material developed by Dr. Bill Bush, University of Louisville, is meant to be used with new materials, not existing materials.</p>	<p>Within the networks, teacher leaders will continue to focus on the KCAS and utilizing aligned materials.</p> <p>KDE consultants modify the analysis tools so that teachers can use them to review materials.</p>
<p>Students and parents unaware of their involvement in taking responsibility for their learning.</p>	<p>Regional content specialists communicate with teachers and share resources to provide to parents and students (via PTA and Prichard).</p>
<p>Regional breakdown - stakeholder groups sending differing messages about implementation of the standards, specifically many seeing the Leadership Networks as “taking away” from the support they traditionally provide to districts/schools.</p>	<p>System provides training and support for teacher leader networks, ILSN and “K” groups.</p>

Curriculum and Assessment Alignment Delivery Chain



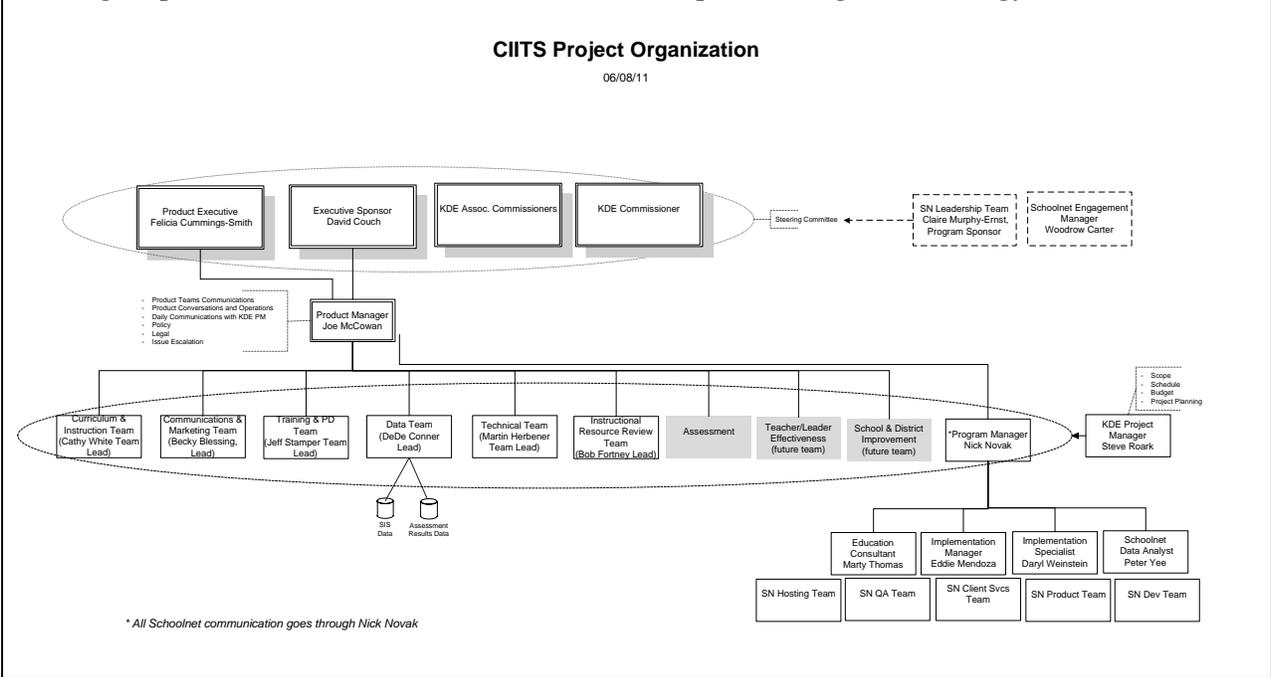
Strategy 2: Continuous Instructional Improvement Technology System (CIITS)

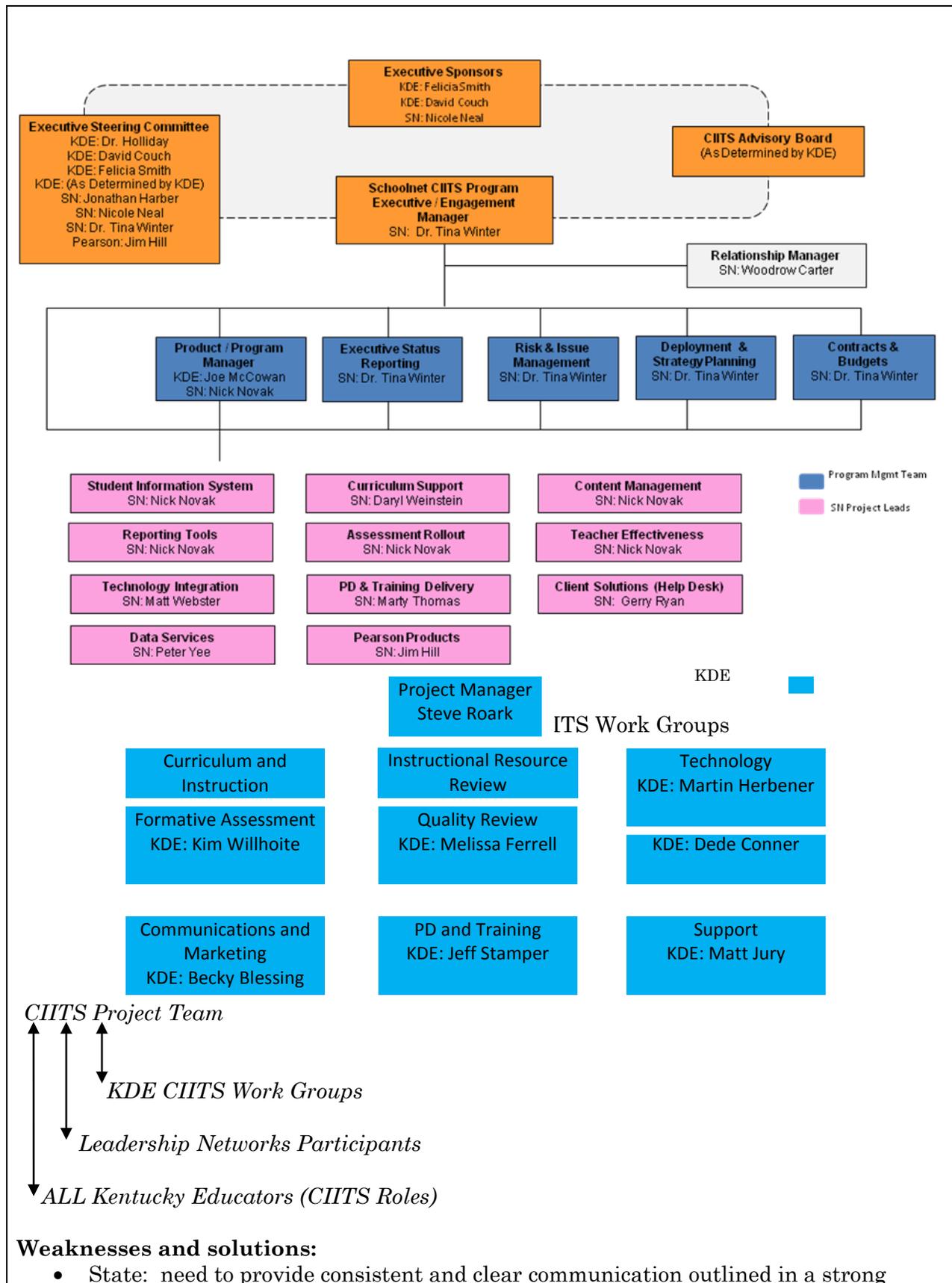
<p>Theory of Action</p>	<p><i>IF</i> school districts have access to the Continuous Instructional Improvement Technology System (CIITS), participate in professional growth opportunities and use CIITS to help support highly effective teaching and learning, <i>THEN</i> more teachers and leaders will be able to help more students be proficient in reading and mathematics at the elementary and middle school levels.</p> <p>The Continuous Instructional Improvement Technology System (CIITS) will provide educators access to academic standards, instructional materials, teacher/student-level data and assessment items. Once fully complete, this newly designed system will provide public school educators in early childhood through 12th grade the tools and functionality to connect instructional information to professional development, teacher and leader effectiveness work and school and district improvement planning. CIITS also will provide access to information to additional role groups who are given log-in rights such as school district teachers, leaders and individuals associated with state-level education support. Specifically, CIITS will provide unique built-in features enabling each educator to organize online materials to support the learning needs of their assigned students and statewide colleagues (e.g., save to My Materials, make recommendations about materials, create student groups, add/edit content to support curriculum planning, participate in online communities, present data in a variety of ways to assist in data analysis and reporting).</p> <p>CIITS is being designed as a 21st-century vehicle for providing information in new ways to educators. The key to realizing the maximum benefit of this investment exists in how all educators use the system to plan highly effective teaching with a critical focus on student learning in new and different ways with a critical focus on increased student learning as they are able to regularly monitor and measure student progress. Therefore, KDE is focusing on coordinating additional strategies across the agency that will establish a coherent model of support once fully complete. CIITS is the key strategy designed to ensure consistent coordination of all related education support components. This strategy also will include a comprehensive statewide training model and further delivery of professional development workshops and training opportunities statewide.</p>
<p>Milestones and Timeline</p>	<p>CIITS High-Level Design and Implementation Plan:</p> <ul style="list-style-type: none"> • Version X-Initial Planning and Proof of Concept (Apr. 2011) • Version 1.0 - load standards and instructional materials (Aug.

- 2011)
 - Version 2.0 - load additional standards, instructional materials, implement user log-ins and load SIS data (Nov. 2011), launch formative assessment and school/district reporting module (Dec. 2011)
 - Version 3.0 - load additional instructional materials (Mar. 2011)
 - Version 4.0 - expand instructional materials and load summative assessment results data (June 2011)
 - Version 5.0 - launch Educator Development Suite (EDS) (Aug. 2012)
 - *ASSIST integration for school and district improvement planning

- Leading Indicator**
- Each CIITS user role will be assigned specific permissions in order to access the appropriate operations in the system as well as unique log-in information. CIITS roles, permissions and log-in information will be tracked accordingly to determine who is using the system.
 - A statewide system support model is designed, and this includes various levels of support at the state, district and school levels. The state level is supported by KDE and Schoolnet in conjunction with connecting to the district and school levels. A support report will provide detailed information about the requests received at the state level.
 - A comprehensive training plan will be developed, and the number of participants participating in each training opportunity will be tracked.

Delivery Chain-Graphics (e.g., circle, line, project org charts, KDE/SN)
 What groups and/or individuals are involved in implementing this strategy?





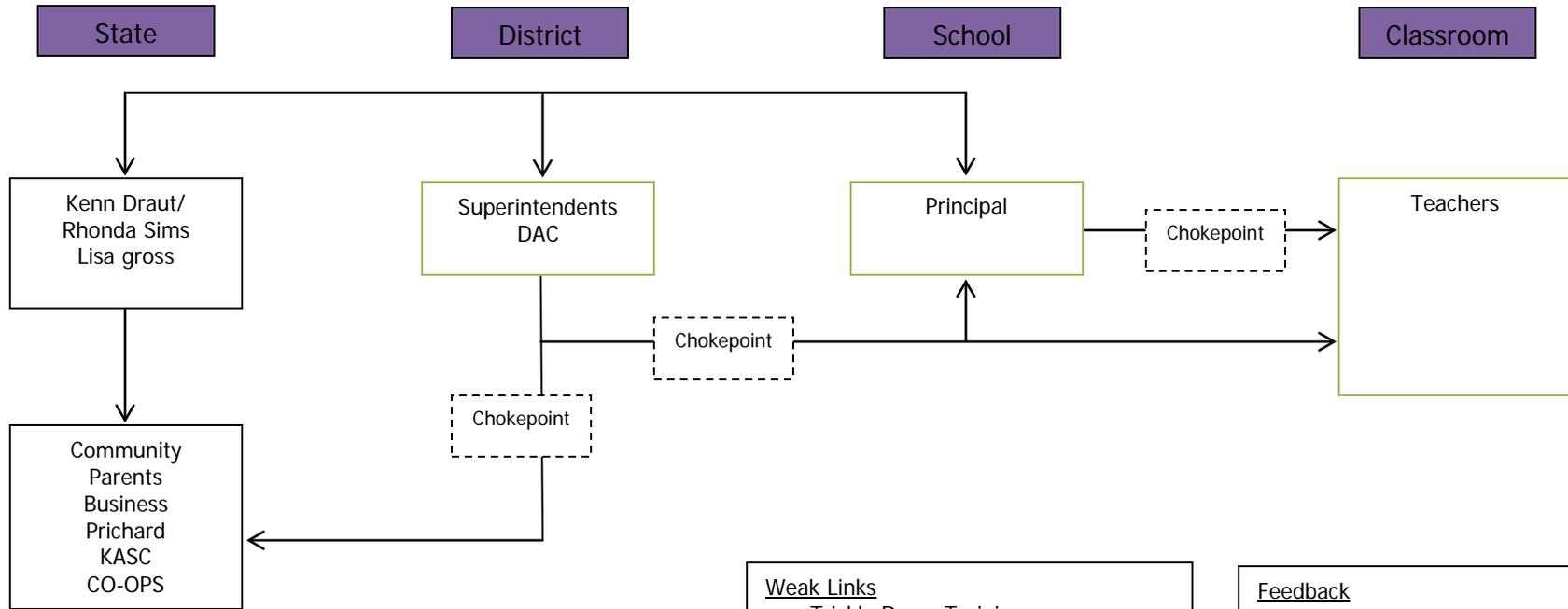
communications and marketing plan to all stakeholders impacted by CIITS implementation. This should include communication to the public about the purpose of CIITS targeted access.

- State: need to ensure data quality to consistently provide access to accurate data as defined by agency data governance for authoritative source information.
- State: some system issues exist to ensure data privacy and security demands are being met and CIITS can provide settings and permissions to meet protection requirements (e.g., AUP, NDA, FERPA).
- Region, district, school: weak systemic planning in providing information about additional support/training and the use of CIITS targeted to impact all classroom teachers directly. a clearly defined statewide support plan is developed for all who have questions or need assistance if needed.
- State, region, district and school: a variety of training and professional growth and learning opportunities must be available to support the teaching and learning process for all educators. A comprehensive training and PD plan is developed and coordinated with state-, regional-, district- and school-level support (along with vendor support).
- School: users must continue to access CIITS, learn about how to use the new system to improve teaching and learning and provide feedback on how this system meets their needs. Feedback will be maintained by leadership groups, project teams and vendor support, and this feedback will be analyzed in order to make system changes and modifications. A change control process, along with a strong system operator control process, will be in place to adequately organize all adjustments accordingly.

Strategy 3: Unbridled Learning Accountability Model	
Theory of Action	<p><i>IF</i> Kentucky’s schools and districts are held accountable for increasing proficiency, graduation rates and college/career readiness (CCR) rates, as they have not been in the past, <i>and IF</i> this accountability uses a balanced approach organized around the KBE’s four strategic priorities and incorporating all aspects of school and district work, <i>THEN</i> schools and districts will focus on student data from the state-required assessments administered in grades K-12 to drive local strategies for engaging students in learning experiences that will lead to increases in proficiency, graduation rates and meeting CCR benchmarks.</p>
Milestones and Timeline	<p>Activities</p> <ul style="list-style-type: none"> • Develop a prototype for the new accountability model. • Meet with stakeholder and advisory groups to gain input. • Post RFP and select assessments for the new accountability model. • Present information to the commissioner and KBE. • Finalize Next-Generation Learners component for accountability model. • Set cut scores for proficiency with stakeholder input. <p>Timeline</p> <p>Fall/Spring 2010-11</p> <ul style="list-style-type: none"> • Design and gather feedback on Next-Generation Learner component. <p>Winter 2011</p> <ul style="list-style-type: none"> • Release and score RFP for end-of-course assessments and related assessments for grades 3-8. <p>Spring 2011</p> <ul style="list-style-type: none"> • Present regulations to KBE. <p>Summer 2011</p> <ul style="list-style-type: none"> • Finalize regulations with KBE and disseminate broadly to stakeholders. <p>Spring 2012</p> <ul style="list-style-type: none"> • first administration of new assessment and accountability model <p>Summer 2012</p> <ul style="list-style-type: none"> • Set cut points for proficiency for accountability model. <p>Fall 2012</p> <ul style="list-style-type: none"> • Communicate cut points with KBE and stakeholder groups.

Leading Indicators	Indicators for CCR <ul style="list-style-type: none"> • Kentucky Performance Rating for Educational Progress (K-PREP) tests in reading, mathematics and writing
Resources and Support	<p>Funding available – we can handle the routine communications, but if we are to broaden, would need additional money.</p> <p>Funding needed:</p> <ul style="list-style-type: none"> • \$20,000 <p>Personnel available:</p> <ul style="list-style-type: none"> • Rhonda Sims and staff <p>Personnel needed:</p> <ul style="list-style-type: none"> • None
Delivery Chain	

Unbridled Learning Accountability Model Delivery Chain



- Weak Links
- Trickle Down Training
 - Misunderstanding Due to Complexity
 - Summative – Once a Year Data
- Vulnerability
- Complexity of Model
 - IC
- Solutions
- New Paths for Communication
- Leading Indicator
- Open House Data

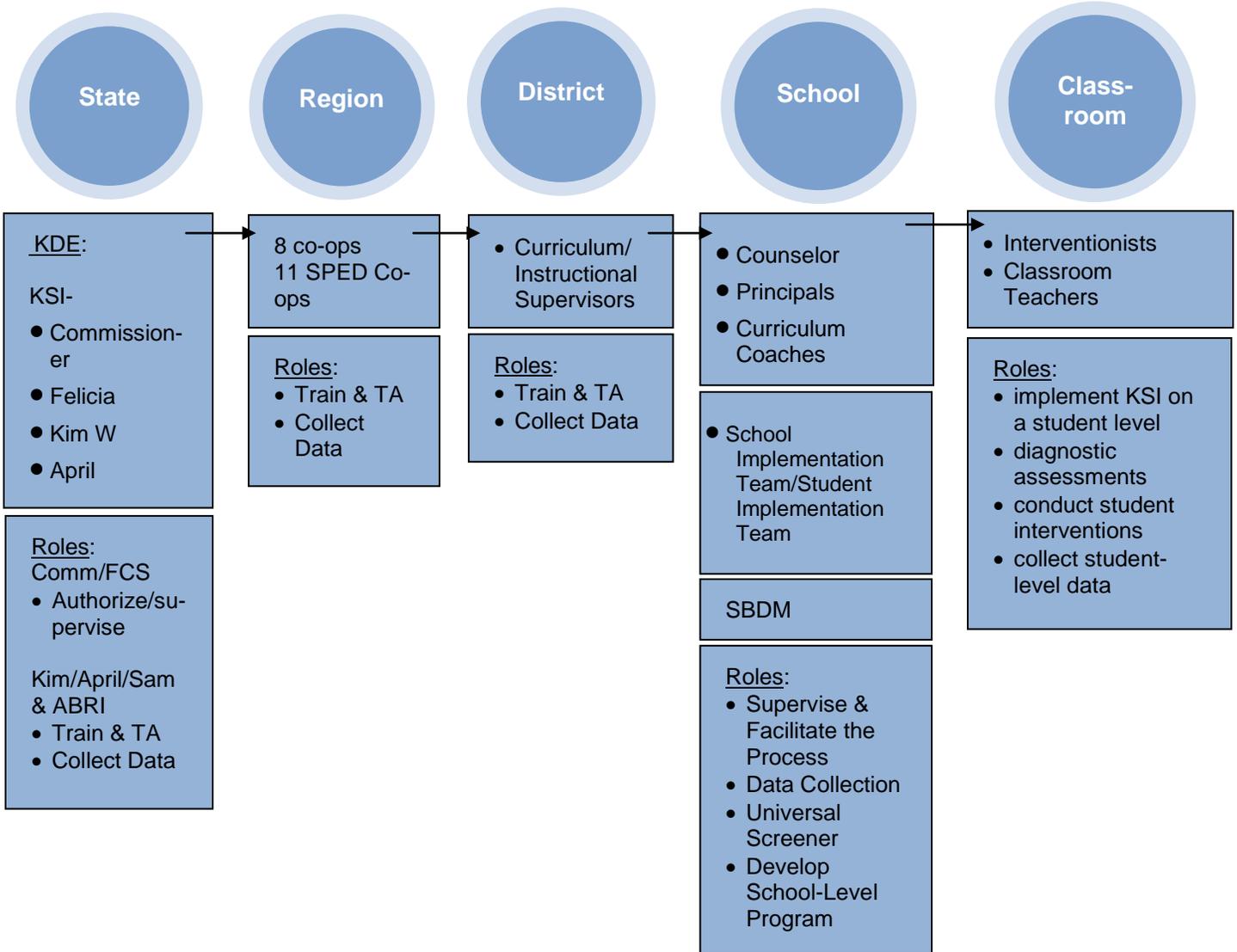
- Feedback
- Advisory Groups
 - DACs
 - Email Chair
 - Presentation Input
 - Coop Meetings
 - Surveys

Delivery Weaknesses	Potential Solutions
Choke Point <ul style="list-style-type: none"><li data-bbox="240 449 574 487">• trickle-down training	<ul style="list-style-type: none"><li data-bbox="885 415 1284 453">• Utilize electronic training.

Strategy 4: Kentucky System of Intervention/Response to Intervention	
Theory of Action	<p><i>IF</i> schools have access to assessment data necessary to make intervention decisions for students not achieving academic goals; <i>and IF</i> schools analyze assessment data; <i>and IF</i> schools use the data to align evidence-based interventions to student needs as identified by the data; <i>and IF</i> schools implement academic interventions with fidelity, THEN students will be successful in achieving academic goals and reaching proficiency.</p>
Milestones and Timeline	<p><u>SY 2010-11</u></p> <ul style="list-style-type: none"> • Developed Guidance SY 10-11 (KSI). • Provided ongoing technical assistance/training (KSI). • Identified model KSI sites to include in Promising Practices Toolkit. <p><u>SY 2011-12</u></p> <ul style="list-style-type: none"> • Disseminate Kentucky System of Intervention (KSI) Guidance. • Developed training materials aligned to KSI Guidance, including face-to-face materials, as well as webinar (recorded) materials. • Provided ongoing technical assistance/training (KSI). • Identified model KSI sites to include in Promising Practices Toolkit. • Present KSI training at statewide conferences as opportunity and access allows. <p><i>Academic and Behavioral Response to Intervention (ABRI) Project, UofL</i></p> <p>In order to facilitate districts' effective collection and use of data, KDE will expand its partnership with ABRI to identify 8-10 pilot schools.</p> <ul style="list-style-type: none"> • Eight to 10 pilot schools identified. • KDE will work with ABRI to implement KSI process in pilot schools. • ABRI will provide onsite guidance and technical assistance, and collect data. • ABRI will provide data to KDE, including an initial analysis of the data. <p><u>SY 2012-13</u></p> <ul style="list-style-type: none"> • Continue partnership with ABRI. • KDE will train the educational cooperatives regarding the overall process of KSI in order to replicate KSI training statewide. • Present KSI training at statewide conferences as opportunity and access allows.

	<p><u>SY 2013-14</u></p> <ul style="list-style-type: none"> • Continue partnership with ABRI. • Continue refinement of KSI training for educational cooperatives and replication of KSI training statewide. • Present KSI training at statewide conferences as opportunity and access allows. <p><u>SY 2014-15</u></p> <ul style="list-style-type: none"> • Continue partnership with ABRI. • Continue refinement of KSI training for educational cooperatives and replication of KSI training statewide.
Leading Indicators	<ul style="list-style-type: none"> • If we “scale up” our partnership with ABRI, the group can provide a “school screener” that allows provision of a baseline score for a school, allowing gradual measurement of progress as that school moves further into its KSI implementation. • ABRI already tracks academic and behavioral data for LEAs and publishes these reports monthly to show student progress as KSI is implemented.
Resources and Support	<p><i>Funding Available:</i></p> <ul style="list-style-type: none"> • \$0 <p><i>Funding Needed:</i></p> <ul style="list-style-type: none"> • travel-training for conferences and for identification of model sites -- \$7,000 • print material and presentation supplies -- \$1,000 <p>(Has this funding been requested? No. When is it needed? Immediately. What happens if we don’t receive it? Limits ability to identify/verify model sites; limits scope of training.)</p> <p><i>Personnel Available:</i></p> <ul style="list-style-type: none"> • Kim Willhoite • April Pieper • Samantha Thomas <p><i>External Resources:</i></p> <ul style="list-style-type: none"> • ABRI • Eight Educational Cooperatives • 11 Special Education Cooperatives

KSI/RTI Delivery Chain



Complexity:

- Relationship with Cooperatives (Do we have the ability to direct their work? To require them to train?)
- Relationship with ABRI (Can we enlarge that work? Direct or re-direct the work? Can the work change if we need it to?)
- How do we measure/monitor KSI work across the state (outside of ABRI's assistance)?
- KSI is not a legislative mandate, although interventions are legislated in specific situations (e.g., beginning of 5th grade, after EPAS assessments). Could it be legislated? (Extended School Services [ESS] is legislated -- each school must offer some sort of ESS program. ESS is very outdated, and very little program guidance beyond legislative compliance is given. In the best interest of student achievement, could KSI take the place of ESS services or at least be the guidance for ESS services?)

Funding Flows:

Current Budget

- No funding specified at KDE for KSI.

Budget Needed

- travel for training for conferences and for identification of model sites -- \$7,000
- print material and presentation supplies -- \$1,000
- money for ABRI to scale up work -- ????

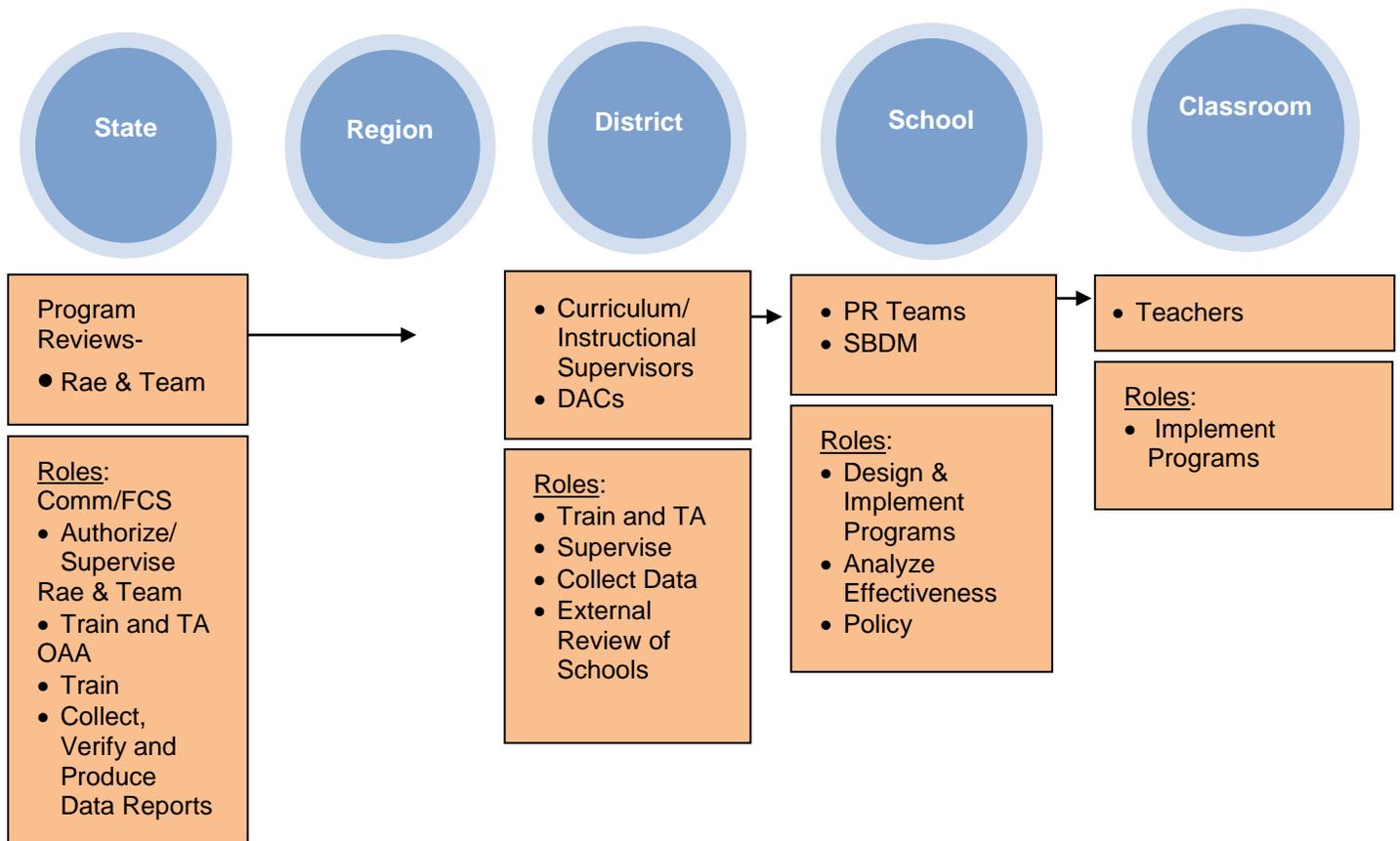
Risks:

- Is there now too much information going through the co-ops to provide training? Though this potential may exist, it is based on co-op perception and difficult to determine yet from the SEA perspective.
- ABRI's capacity and ability to expand -- would need to identify another source of valid and reliable data.
- Need a clear, consistent message around KSI.
- Currently so many major KDE initiatives in play that this one may easily get "placed on a back burner." After training co-ops this spring and summer, this may alleviate part of this concern. This is not entirely new. Most districts understand they need to be doing "RtI;" we are helping to refine the process and problem-solve.
- KDE staff turnover -- lack of capacity building within the department and staff taking their expertise with them when they leave (i.e., MOAs). More deliberate and intentional expectations are needed that staff share knowledge and expertise.
- This training needs to occur in teacher preparation programs, before teachers enter the classroom for the first time. Do we have a venue for this? It is hoped that our growing partnership with the Council on Postsecondary Education and institutions of higher education will facilitate pre-service programs producing teachers ready to teach a wide range of students on day one. Additionally, we will continue to explore more opportunities to raise awareness of the importance of this initiative.

Strategy 5: Collection & Use of Data for School Improvement: Program Reviews	
Theory of Action	<i>IF</i> schools engage in a thorough review of their program(s); <i>and IF</i> schools identify areas of program improvement; <i>and IF</i> schools adjust programs based on improvement plan; <i>and IF</i> evidence indicates improved student learning, <i>THEN</i> schools will have proficient programs.
Milestones and Timeline	<p><u>SY 2010-11</u></p> <ul style="list-style-type: none"> • Identify pilot districts. • Provide technical assistance to LEAs over the course of implementation. <p><u>SY 2011-12</u></p> <ul style="list-style-type: none"> • Monitor LEAs' implementation of Program Review. • Review LEAs (every school/every two years). • Revision of Program Reviews based on results from pilot <p><u>January-June 2012</u></p> <ul style="list-style-type: none"> • Continue training/technical assistance. • Content Validity Study conducted by Dr. Xin Ma • Begin revision of Program Reviews based on feedback from trainings and information from content validity study • Develop an program review audit process • Identify representatives for a Focus Group • Develop common understanding of student growth <p><u>July-December 2012</u></p> <ul style="list-style-type: none"> • Complete revisions of Program Review • Develop and produce a training video for school use <p><u>SY 2012-13, 2013-14, 2014-15</u></p> <ul style="list-style-type: none"> • Review LEAs (every school/every two years). • Continue training/technical assistance. • Identify model sites to include in Promising Practices Toolkit. <p><i>*Program Reviews Timeline of Activities is completed and referenced in the KDE Strategic Plan.</i></p>
Leading Indicators	<ul style="list-style-type: none"> • access to school self-assessment results yearly • audit results from selected districts • results of content validity study conducted by Dr. Xin Ma • analysis of February 2012 technical assistance training
Resources and Support	<p><i>Funding Available:</i></p> <ul style="list-style-type: none"> • Program Reviews have funding.

	<p><i>Personnel Available:</i></p> <ul style="list-style-type: none">• Rae McEntyre• Robert Duncan• Jamie Sparks• Stephanie Bunge• Matt Chaliff• Leslie Slaughter <p><i>External Resources:</i></p> <ul style="list-style-type: none">• KASC• other professional organizations (e.g., KACTE, Arts Coalition,)
Delivery Chain	

Collection and Use of Data for School Improvement: Program Reviews Delivery Chain



- Constant changes to Program Review process are confusing.
- Adherence to legislation vs. funding availability is an issue.
- Districts are waiting on the Program Review process to actually become a part of accountability, which may delay our impact timeline.
- Potential of being a compliance vs. being an outcome issue.

Funding Flows:

- Funding is available.

Choke Points:

- There are too many constant changes to the Program Review message.
- Currently, so many major KDE initiatives are in play that this one may easily get “placed on a back burner” or not be well-developed in a rush to meet compliance legislation.
- Staff turnover is an issue -- lack of capacity building within the department and staff taking their expertise with them when they leave (i.e. ,MOAs).

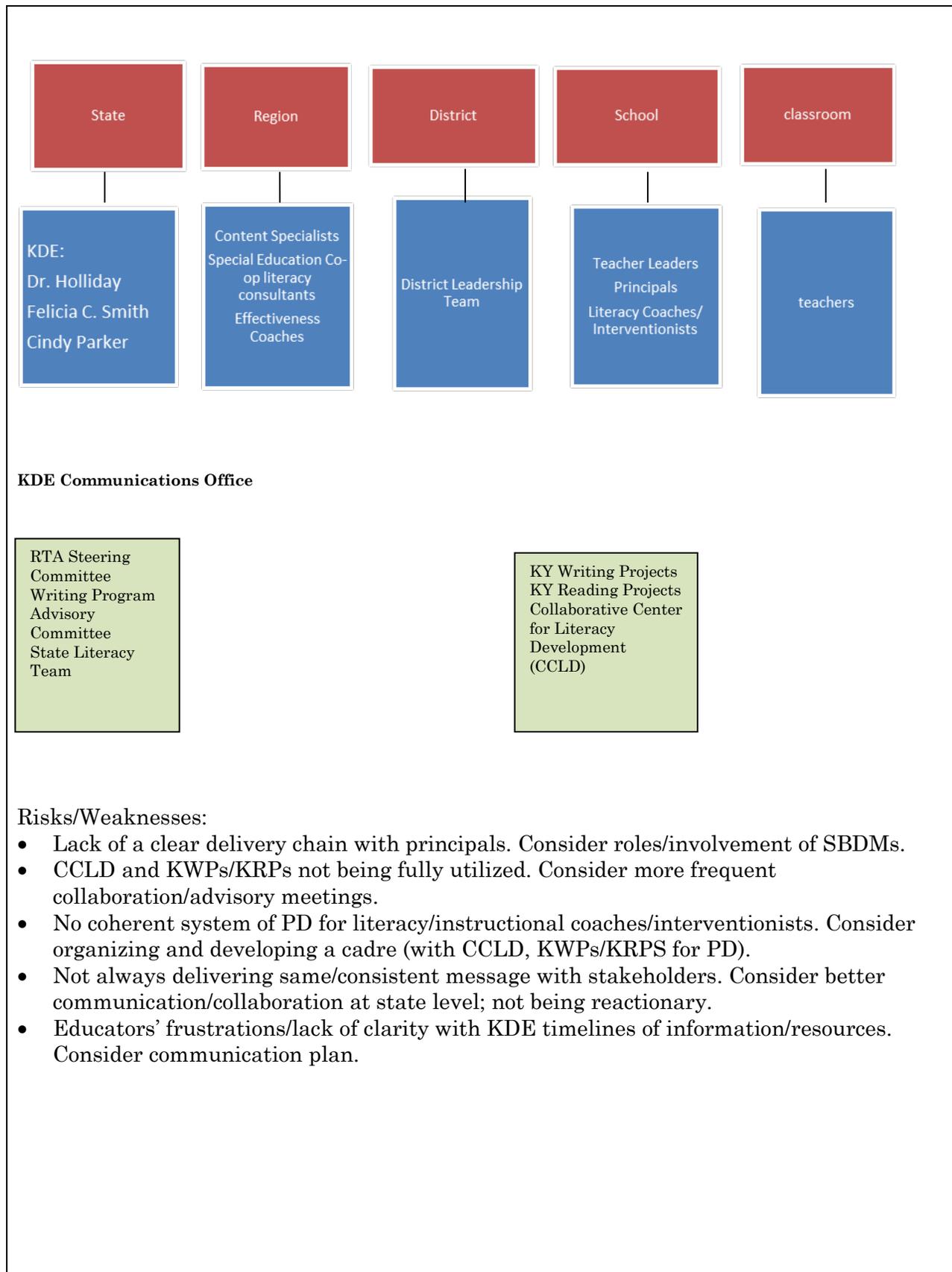
Strategy 6: Literacy Initiative			
Theory of Action	<p><i>IF</i> broader ownership of literacy by staff in districts/schools and early childhood education providers is developed with support in a shared understanding of literacy planning; <i>and IF</i> districts/schools/early childhood education providers align literacy practices in an interdependent system of literacy related ongoing professional development for new and experienced administrators and educators (birth-12); <i>and IF</i> administrators and educators (birth-12) implement a comprehensive and cohesive framework of literacy instruction that includes targeted interventions, THEN the best literacy outcomes for Kentucky’s students beginning at birth through 12th grade will be achieved.</p>		
Strategic Plan Specific Reference	<p>New Standards & Assessment</p> <p>Target goal 2. KCAS in all subject areas are developed, adopted and implemented.</p> <p>Strategy 4 Enhance literacy instruction to improve student achievement.</p>		
Stakeholders	<p>Who are the relevant stakeholders, and how will you engage with them?</p> <ul style="list-style-type: none"> • KDE content staff • KDE cross-functional teams • regional content specialists • special education co-op consultants • districts • IHE partners • Collaborative Center for Literacy Development/Kentucky Reading Projects • Kentucky Writing Projects • Education Professional Standards Board • Literacy teams (including a broad range of stakeholders such as parents, business/community, childcare providers, teachers) • Advisory groups — RTA Steering Committee; Writing Program Advisory; State Literacy Team • public libraries 		
Milestones and Timeline	<p><u>Professional Development</u></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">August 2011 - July 2013</td> <td>Implement the Literacy Design Collaborative (LDC) framework through the Teacher Leadership Networks to address rigorous implementation of the Common Core State</td> </tr> </table>	August 2011 - July 2013	Implement the Literacy Design Collaborative (LDC) framework through the Teacher Leadership Networks to address rigorous implementation of the Common Core State
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		Standards/Kentucky Core Academic Standards in English/LA and content areas, leading to more proficient students who are college- and career-ready.
	September 2011 - June 2012	Provide a monthly webinar series for educators focused on standards implementation (topics such as text complexity, academic vocabulary, questioning).
	Spring 2012	Provide webinars on Effective Literacy Instruction, including writing for K-8 teachers
	2011-2012	Support Professional Learning Communities of Practice (online) for teachers of English language learners (ELLs).
	2011-2013	Provide Effective Writing Instruction support for <u>targeted districts in each region</u> , in collaboration with Kentucky Writing Projects.
	2011-2013	Support Literacy in the Content Areas workgroup to develop model units, lessons and resources, aligned to the standards, for sharing in CIITS.
	2011	Repurpose the Literacy in the Content Areas webinars (Dr. Cynthia Shanahan) used in the transitional course by creating a webpage of resources, the PowerPoints with notes, and the archived webinars.
	July 2011 - August 2012	Work with the Education Professional Standards Board and institutions of higher education in revising teacher preparation programs, targeting literacy instruction and content/discipline specific literacy to improve instruction and learning opportunities for students. Use Teaching, Empowering, Leading and Learning (TELL) survey data and KTIP new teacher survey data to set baseline data and inform instructional improvements that target literacy.
	June 2011 - July	Utilize the Model Curriculum Framework to provide technical assistance/professional

2017	development to districts focusing on instructional improvement by accessing and promoting elements of the Framework, such as the Partnership for 21st Century Skills to address instruction around the 4Cs (creativity, collaboration, critical thinking and communication) and the various literacies of the P-21 framework.
<u>Targeted Interventions</u>	
July 2011 - July 2013	Provide professional learning opportunities on Kentucky Cognitive Literacy Model (KLCM) , the components of which are project-based learning, instructional strategies for learning, motivation and engagement, and communication skills, to address effective literacy instructional practices, targeting School Improvement Grant schools. Approximately 18 districts are participating in 2011-12 training; set goal to add additional 20 districts each year.
2011-2017	Provide professional development support to Read to Achieve teachers on effective interventions for primary students to impact grades 3-8 reading proficiency rates
2011-2017	Support and promote Summer Reading Programs at local Kentucky public libraries in order to provide opportunities for students to maintain reading skills during summer vacation. Kentucky's public libraries partner with the KDE to provide tools to assist in summer reading selections.
2011-2017	Promote Find a Book Kentucky on the KDE homepage and with other partners to assist parents and students with finding summer reading materials.

	<p><u>Literacy Planning</u></p> <table border="1" data-bbox="444 331 1430 863"> <tr> <td data-bbox="444 331 716 863">June 2011 - July 2014</td> <td data-bbox="716 331 1430 863"> <p>Develop and disseminate resources to support literacy planning in schools:</p> <ul style="list-style-type: none"> • Promote <i>Literacy Central</i>—an interactive resource for literacy planning and instruction, to ensure schools are identifying and addressing literacy learning needs of students and staff. • Identify and provide support for up to 10 Literacy Promising Practice sites to serve as models for implementation of comprehensive literacy plans. If awarded a Striving Readers Comprehensive Literacy grant, approximately 25 districts will be identified for scale-up. </td> </tr> </table>	June 2011 - July 2014	<p>Develop and disseminate resources to support literacy planning in schools:</p> <ul style="list-style-type: none"> • Promote <i>Literacy Central</i>—an interactive resource for literacy planning and instruction, to ensure schools are identifying and addressing literacy learning needs of students and staff. • Identify and provide support for up to 10 Literacy Promising Practice sites to serve as models for implementation of comprehensive literacy plans. If awarded a Striving Readers Comprehensive Literacy grant, approximately 25 districts will be identified for scale-up.
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<p>Leading Indicators</p>	<p>List indicators that will be tracked to determine if the strategy will deliver on the goal. Include frequency of measure.</p> <p>Feedback loops and frequency of that feedback</p> <p>Literacy Central Website -- Track activity in Literacy Central. Which resources are viewed most frequently? Get data midyear and end of year.</p> <p>Promising Practice Sites -- Ask sites to keep a log of inquiries/visits and responses. Reviewed quarterly to determine the effectiveness of the site in providing service to other schools. Develop and submit plans for posting in Literacy Central as resource for other schools.</p> <p>LDC framework -- May 2012, May 2013. Use common assignments and summative data on effectiveness, including end-of-course assessments.</p> <p>KLCM -- track reading and writing data on state assessments from participating schools. Track schools/class assessments such as MAP and ThinkLink.</p> <p>RTA -- teacher survey information is currently available. Revise survey to match PD needs/follow-up.</p> <p>EPSB -- Is there a way to gather information prior to KTIP experience or</p>		

	<p>first job as to use of new standards in higher education instruction?</p> <p>KMCF -- Log inquiries from the field to KMCF contact at KDE (ongoing).</p> <ul style="list-style-type: none"> • Survey posted to KMCF webpage for feedback on implementation -- September, January, March/April. • Survey leadership network participants on use of KMCF in February 2012. • Review Network Content Specialists “logs” of anecdotal evidence of KMCF implementation in schools (monthly sample). • Meet with KMCF pilot districts in March 2012 to receive feedback on use of KMCF. <p>Summer Reading — how will we measure impact of this?</p>
<p>Resources and Support</p>	<p>This would include personnel, funding, external resources. What is available, and what is needed?</p> <p>Needed — funding for Promising Practice Sites; funds to support KCLM professional development, funds for targeted writing strategy.</p> <p>Available — Gates funding for LDC professional development on standards and literacy instruction; RTA grant funds for RTA activities; SRCL literacy planning grant for PD activities; funds to CCLD/KRPs and KWPs for professional development (add amounts).</p> <p>Promising Practice Sites (up to eight sites @ \$100,000 per site per year = up to \$800,000) KCLM PD (\$6,000 per year) Targeted Writing Strategy (\$5000 per module x five modules = \$25,000)</p> <p>Content Area Workgroup -- \$11,500</p>
<p>Delivery Chain</p> <p>What groups and/or individuals are involved in implementing this strategy? {Insert delivery chain picture}.</p> <p>Identify relevant weaknesses and solutions. {Insert delivery chain analysis worksheet}</p>	



Risks/Weaknesses:

- Lack of a clear delivery chain with principals. Consider roles/involvement of SBDMs.
- CCLD and KWPs/KRPs not being fully utilized. Consider more frequent collaboration/advisory meetings.
- No coherent system of PD for literacy/instructional coaches/interventionists. Consider organizing and developing a cadre (with CCLD, KWPs/KRPS for PD).
- Not always delivering same/consistent message with stakeholders. Consider better communication/collaboration at state level; not being reactionary.
- Educators' frustrations/lack of clarity with KDE timelines of information/resources. Consider communication plan.

Background section: Over the past year, KDE has worked with a State Literacy Team to develop Kentucky's literacy plan. Over the next year, this team, made up of literacy stakeholders, will collaborate with KDE in aligning and focusing literacy efforts across the state, leading to increased student proficiency in reading and writing. Additionally, to help students reach proficiency, KDE will utilize the Leadership Networks to identify schools with literacy or instructional coaches to develop a network for professional development, information and resource sharing, in order to reach more classrooms with effective literacy instructional practices.

Strategy 7: Math Initiative

Theory of Action

IF Kentucky districts and schools engage in self-assessment of their mathematics programs through analysis of data and create a plan based on this evaluation;
and IF the plan includes an emphasis on number and algebraic thinking in individual classrooms and ongoing professional development for K-8 administrators and educators;
and IF K-8 teachers engage in highly effective teaching practices in implementing targeted interventions related to number and operations and algebraic thinking ,
THEN more students in grades K-8 will move toward proficiency in mathematics.

Description:

The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students are numerate in their understanding of the quantitative, verbal and symbolic aspects of number.

The Math Leadership Network is a three-year initiative to provide systemic professional development as educators implement the KCAS. Building on the success of the first year of deconstructing standards, developing learning targets, producing planning and pacing guides, analyzing gaps, and identifying characteristics of highly effective teaching, the next two years of the Math Leadership Networks will include:

- designing high-quality formative and summative assessments and utilizing resulting data effectively to improve teaching and learning
- planning rigorous and congruent learning experiences for instruction
- populating an online repository for instructional resources (CIITS)

If we are to give more students the opportunity to become mathematically proficient, other professional development opportunities must be provided to support the work of the Math Leadership Networks.

KDE will partner with important stakeholders, including the Kentucky Center for Mathematics (KCM), to provide teachers with intensive professional development in improving students' understanding of the three aspects of number (quantitative, verbal and symbolic). Focusing on the aspects of number in the context of the KCAS, teachers will receive training in building an in-depth understanding of Operations and Algebraic Thinking.

To impact proficiency in mathematics, KDE will develop and provide professional development, targeted interventions and support in mathematics planning to Kentucky districts as described in the activities

	and timeline. While the activities below are specific to KDE implementation, there are other activities with collaborative partners that impact this strategy.	
Milestones and Timeline	<u>Professional Development</u>	
	June 2010 - August 2010	❖ KDE Math Content Specialists and Network Facilitators receive training and plan for 2010-11 network meetings.
	June 2010 - July 2011 Activities in bold will begin in July 2010 and continue at different levels during the second and third years of the Math Network.	❖ Leadership Networks begin meeting monthly, including teacher/school/district level leaders. <ul style="list-style-type: none"> ➤ Common Core Standards analysis ➤ analysis and deconstruction of Common Standards into teacher learning targets ➤ gap analysis activities ➤ planning and pacing guide activities ➤ guidance and models to support SIG schools ➤ Characteristics of Highly Effective Teaching ➤ training in CASL (Classroom Assessment for Student Learning) ➤ developing leadership capacity to network teachers to work with teachers in their districts ➤ designing/implementing high-quality formative and summative assessments

	<p>August 2010 - July 2013</p> <p>Activities in bold will have sustained positive effect on student proficiency.</p> <p>Other activities will support reaching proficiency goals.</p>	<ul style="list-style-type: none"> ❖ In the first year of the networks, 700 mathematics teachers analyzed KCAS and will use targets during instruction throughout the first year of implementation and provide feedback to KDE on targets. Some teacher leaders have the opportunity to work with other teachers in their schools to implement the use of targets. ❖ 411 standards – teachers need more information related to standards (math content) and/or how to assess standards (<i>based on feedback from content network participants</i>). ❖ 911 standards – emergency with the standard/instructional/assessment/support (<i>based on feedback from content network participants</i>). During the first year of the Math Content Network meetings, Math Content Specialists and Facilitators begin to identify specific math content needs of participants. Resources and activities are identified to meet the content needs of participants during 2011-12 and 2012-13. ❖ District teams continue to share with regional content specialists “what is working” and “what is not working.” ❖ Resource repository that includes PD experiences with guidance (CIITS), podcasts and WebExes. ❖ Professional development coordinated with Kentucky Center for Mathematics.
	<p>September 2011 – June 2013</p>	<ul style="list-style-type: none"> ❖ Populate Continuous Instruction Improvement Technology System (CIITS) with instructional lessons, units, assessments and resources.
	<p>September 2011 - December 2011</p>	<ul style="list-style-type: none"> ❖ Math Teacher Leaders identify a teacher point of contact in each K-8 school. The teacher point of contact will help in disseminating information to colleagues related to the work of the networks. Frankfort-based consultants and Regional Content Specialists can use the points of contact to provide information quickly and efficiently.

	September 2011 – July 2012	❖ 100% of network participants have received training and are implementing translating KCAS for mathematics into clear learning targets, developing understanding of assessment literacy (CASL) and characteristics of Highly Effective Teaching in the math classroom. All K-12 educators have had experiences with KCAS and learning experiences in August 2010 - July 2011, as described above.
	2012 - 2015	❖ Primary Program Review -- Numerate Students in K-8 through Aspects of Number in context of Operations and Algebraic Thinking for grades K-3. Schools targeted to include KDE initiative and provide evidence in their primary Program Reviews. KCM resources can provide specific guidance to schools and districts.
	September 2011 - 2013	❖ Content Network Training will use Math Formative Assessment Lessons (FALs) and the formative assessment process. Network participants will be required to develop formative assessment lessons and tasks related to Operations and Algebraic Thinking (Gates Grant). All Kentucky educators will have been trained in developing, identifying, selecting and implementing FALs in K-12.
	September 2011 - July 2012	❖ Plan and design professional development for Aspects of Number through Operations and Algebraic Thinking for elementary and Ratio and Proportion, Expressions and Equations, and Number Systems for middle school with KDE Frankfort-based staff, regional content specialists and Kentucky Center for Mathematics.
	January 2012 - May 2015	❖ RFA for new Math and Science Partnership grants to focus on KDE Math Initiative.
	December 2012 - 2015	❖ Special Education Math Consultants – Develop modules for addition and subtraction, multiplication and division, and fractions. Begin face-to-face training with special education teachers one day a month for six hours. Training will cover all modules and take place during the 2011-12 school year. Trainings will continue beyond 2012.

	January 2012 - July 2015	KDE/KCM – Training for Math Initiative begins.
	Spring 2012 - 2015	❖ School Comprehensive Improvement Plans include specific goals for Numerate Students in K-8 through Aspects of Number in context of Operations and Algebraic Thinking for grades K-5 and Ratio and Proportion, Expressions and Equations, and Number Systems for grades 6-8.
	July 2015	❖ Math Network Teacher Leaders will have completed three years of professional development and provided support and resources for teachers in their districts and schools.

Targeted Interventions		
	September 2011 - December 2011	Identify priority districts and schools based on data to target immediate and intensive support for KDE Math Initiative.
	2012 - 2015	<p>Seek additional funding to scale up KCM Math Intervention Teachers for Kentucky schools based on proven research and data that shows improvement in student's mathematics achievement.</p> <p>Seek additional funding and small group of pilot schools to implement KCM Math Recovery/Noticing Numeracy at the middle school level.</p> <p>Scale up Math Recovery-like professional development opportunities and support for highly effective diagnostic assessment and instruction at the elementary and middle school levels with limited or no funding resources.</p>
<u>Math Initiative Planning</u>		
	September 2011 - 2015	Develop and disseminate resources to support educators in developing Numerate Students in K-8 through Aspects of Number in context of Operations and Algebraic Thinking for grades K-5 and Ratio and Proportion, Expressions and Equations, and Number Systems for grades 6-8 using CIITS and other appropriate technology.
	2012 - 2015	Identify and provide support for Regional Cadres of teachers of up to 20 teachers each at elementary and middle school levels in eight regions across the state. Scale up goal to add 20 more teachers at each level each year. Could be led by teacher leader participants to provide support for each other and other educators in their schools between meetings. Will continue beyond the end date of the networks.
Leading Indicators	<p>List indicators that will be tracked to determine if the strategy will deliver on the goal. Include frequency of measure.</p> <p>Regional Content Specialists Logs: professional development and training % of districts and schools teams – monthly</p> <p>Advisory Core Team for Networks Project Manager (Networks) Karen Kidwell ➤ KDE Consultants</p>	

- Regional Content Specialists
 - District Teams
 - School Teams

Surveys to district teams: % of teachers trained to teach depth of knowledge of content required by KCAS, to implement instructional strategies and to measure students using a balanced assessment system with the goal of improving student achievement in mathematics, grades K-8 aligned to KCAS – **each semester**.

Advisory Core Team for Networks
Project Manager (Networks) Karen Kidwell

- KDE Consultants
- Regional Content Specialists
 - District Teams
 - School Teams

Collect assessment data and fidelity of implementation from schools with teachers involved in professional development for Aspects of Number through Operations and Algebraic Thinking for elementary and Ratio and Proportion, Expressions and Equations, Number Systems for middle school, **yearly**.

Derive data from Kentucky Center for Mathematics regarding extent and number of teachers receiving professional development in numeracy and pedagogy. Review test scores from schools with MAF grants, **yearly**. Math Intervention teachers provide reports **at least twice a year**.

Review assessment data from schools where teachers are involved in training of KCAS modules at the elementary level from Special Education Math Consultants, **yearly**. Show connections to KDE Math Initiative.

Review K-PREP data, **yearly**. Correlate with targeted focus in Aspects of Number through Operations and Algebraic Thinking.

Review EXPLORE assessment data, **yearly**.

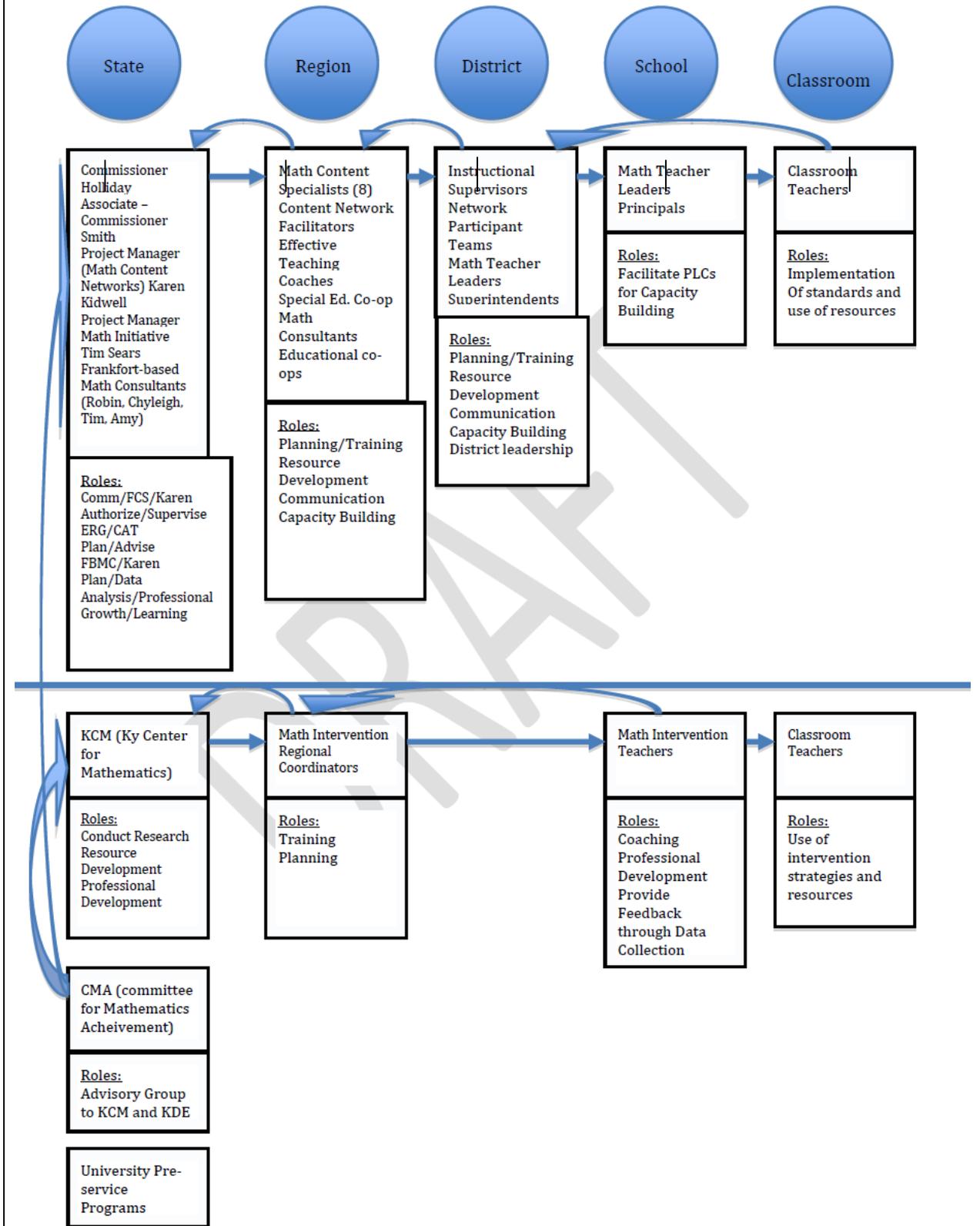
Collect **monthly** updates for teacher use of CIITS.

Teacher Point of Contact — collect information yearly from Math Teacher Leaders and show correlation between activity of POC and improvement in student math achievement, school-wide implementation of KCAS.

- Review a sampling of Primary Program Reviews, yearly. Make site visits to a sampling of schools for additional evidence, yearly.

<p>Resources and Support</p>	<p>Math Leadership Network — funding is available for 2011-12 and 2012-13. Math Leadership Network will not have funding beyond 2013.</p> <p>KCM (How Much \$) TBD – funding has not increased for MAF grants. No new grants since 2008. For Math Intervention Teachers, more funding needed to scale up for more math intervention teachers. Data from KCM confirms improved student achievement in mathematics in schools with MITs. (Identify possible sources of funding.)</p> <p>Funding needed (How much \$) TBD for KDE-KCM Math Initiative (Numerate Students in K-8 through Aspects of Number in context of Operations and Algebraic Thinking for grades K-5 and Ratio and Proportion, Expressions and Equations, and Number Systems for grades 6-8. (Identify possible sources of funding.)</p> <p>Special Education Co-op Math Specialists funding is year-to-year. Specialists have been funded for 2011-12.</p> <p>SIG (School Improvement Grants) -- three years</p> <p>MSP (Math Science Partnership) grants</p> <p>Activities with Collaborative Partners that impact the Math Initiative Strategy</p> <p>KCTM (Kentucky Council of Teachers of Mathematics) -- responsive to members' expressed needs using research-backed PD methods, pedagogical methods and math content.</p> <p>Educational Cooperatives — some of the educational cooperatives have math consultants and provide training for school districts.</p> <p>Postsecondary (Colleges and Universities) --“Noticing Numeracy Now” university cohort working with pre-service students in using student interviews and “noticing student thinking” to develop student mathematical proficiency.</p>
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Math Initiative Delivery Chain



Math Initiative Potential Risks and Weaknesses Analysis – Potential Solutions?

Complexity

- Many groups affecting the primary line of delivery.
- Success of math initiative heavily dependent on Math Networks.

Work with secondary partners such as KCM, Special Education Cooperative Math Specialists and KCTM.

- Secondary groups are critical to the success of the math initiative.

Set up communication process to coordinate and collaborate with secondary partners as well as receiving feedback.

- Individual relationships from Network Facilitators to the district level to the classroom teacher affect communication and fidelity of implementation.

Improve communication and delivery of network content to Instructional Supervisor Leadership Network (ISLN) and improve contact and communication of teacher leaders with classroom teachers.

Funding Flows

- Primary Chain has sufficient funding at this time.
- Need funding for math initiative independent of Math Networks (set numeracy priorities, develop budget to determine amount of funding needed).
- Secondary Chain has insufficient funds for scaling up math intervention teachers and math coaches.

Identify sources of funding for Math Initiative outside of Math Networks.

Choke Points

- Communication and implementation breakdowns from the district level to the school and classroom teacher.
- Math Network Teacher Leaders not given the opportunity to work with classroom teachers at the district and school levels.
- Elementary teachers having to implement both English/language arts and math core academic standards.
- Math Network goals – specific teacher content knowledge and instructional strategies related to math initiative may not be addressed through networks.

Use technology to provide professional development, disseminate resources and improve communication with all partners.

Provide professional development opportunities outside the Math Networks through KCM and other partners to improve teacher content knowledge and instructional strategies.

Regional Content Specialists now lead ISLN meetings to establish better relationships with district and school leadership and develop understanding of providing opportunities for Content Specialists to work with classroom teachers and for teacher leaders to work with other educators in their districts.

Strategy 8: School Readiness and Early Learning

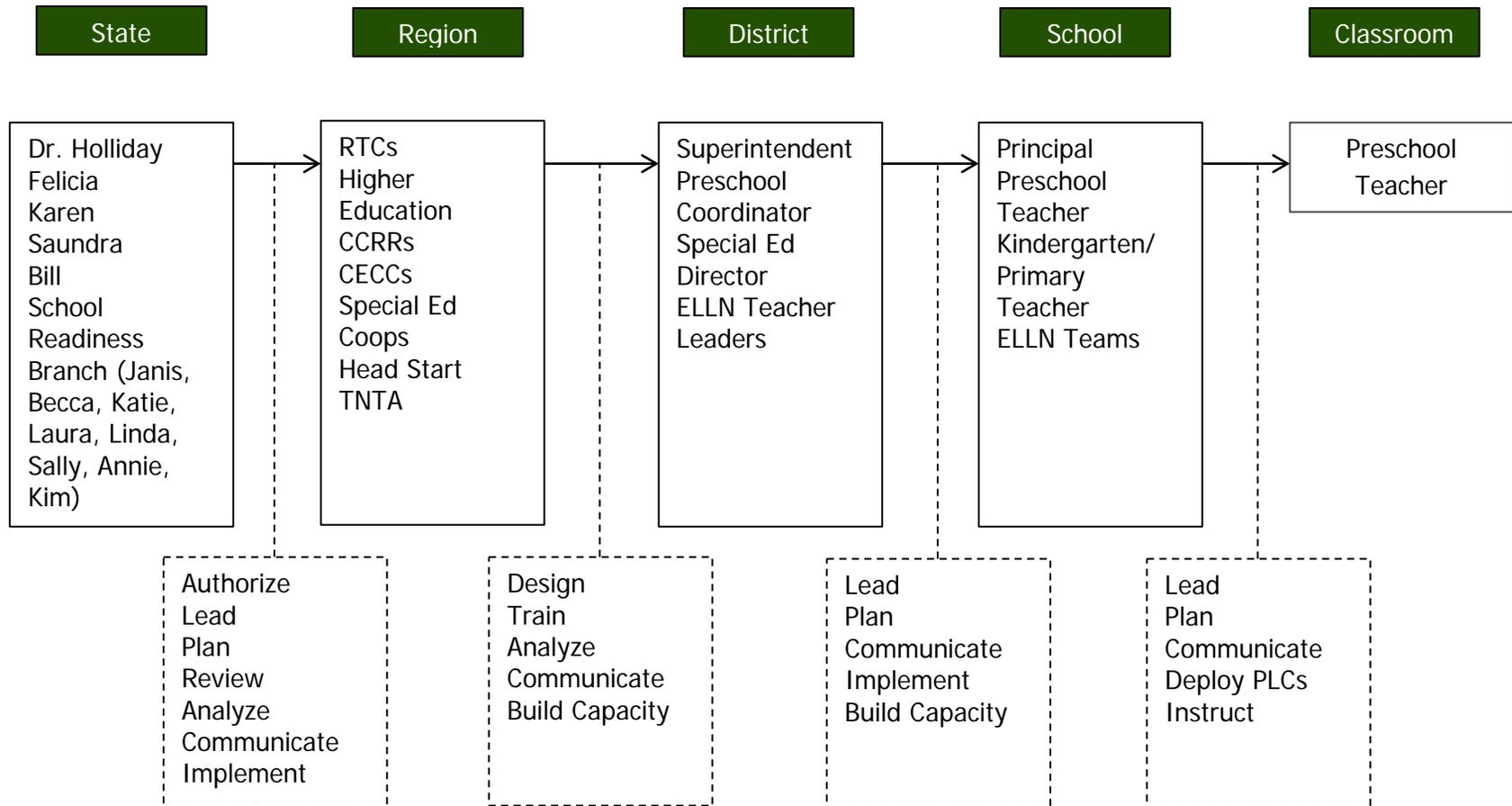
<p>Theory of Action</p>	<p><i>IF</i> schools/districts and early childhood providers collaborate to ensure all children experience effective transitions from birth to school entry; <i>and IF</i> schools/districts appropriately assess all students with a common kindergarten entry assessment at school entry; <i>and IF</i> schools/districts and early childhood providers receive support through Leadership Networks; <i>THEN</i>, more students enter kindergarten ready to learn and achieve proficiency in reading and math by 3rd grade.</p> <p><u>Readiness Screener</u> When children enter school, kindergarten teachers want to know more about each child’s skills and experiences. The more teachers know about the strengths and needs of children when they enter school, the better learning environments, instruction, supports and opportunities will be created and provided. To impact the readiness of all children in meaningful ways, Kentucky’s Early Childhood Standards must be aligned with KCAS, readiness assessments must be selected that address multiple domains and diverse cultural needs, and schools must receive intensive support in developmentally appropriate practices through Early Childhood Leadership Networks.</p> <p><u>Primary Diagnostic (2009’s Senate Bill 1 - KRS 158.6453)</u> Each school that enrolls primary students is required to use diagnostic assessments and prompts to measure readiness in reading and math. The results shall be used for instructional planning and interventions as appropriate.</p> <p><u>K-3 Program Review</u> The purpose of the K-3 Program Review is to compare student cohort academic performance from kindergarten readiness through the end of 3rd grade and include it in the statewide school accountability system.</p> <p>The K-3 Program Review includes four areas: curriculum and assessment; formative and summative assessment; professional development and support; and administrative/leadership support and monitoring.</p>				
<p>Milestones and Timeline</p>	<table border="1"> <thead> <tr> <th data-bbox="440 1692 691 1730">Date</th> <th data-bbox="691 1692 1419 1730">Action</th> </tr> </thead> <tbody> <tr> <td data-bbox="440 1730 691 1860">2010</td> <td data-bbox="691 1730 1419 1860">School readiness definition is developed by Governor’s Early Childhood Task Force. Districts are surveyed about readiness screeners used in schools.</td> </tr> </tbody> </table>	Date	Action	2010	School readiness definition is developed by Governor’s Early Childhood Task Force. Districts are surveyed about readiness screeners used in schools.
Date	Action				
2010	School readiness definition is developed by Governor’s Early Childhood Task Force. Districts are surveyed about readiness screeners used in schools.				

	Fall 2011	KDE provides awareness PD to districts about school readiness screening expectations/process.
	Spring 2012	KDE provides professional development and assistance to school districts regarding specific screeners.
	Fall 2012	Assessments begin in all school districts. All children entering kindergarten are screened for readiness.
	Spring 2013	KDE continues providing PD, collects screening data and prepares a statewide school readiness report.
	Fall 2013	Districts assess readiness of all children, and KDE provides professional development and collects assessment data.
	Spring 2014	KDE provides PD and prepares statewide school readiness report.
	Fall 2014	Districts assess readiness of all children, and KDE provides professional development and collects assessment data.
	Spring 2015	KDE provides PD and prepares statewide school readiness report.
	<p>At what point is the strategy fully implemented and operational?</p> <p>Early Learning Leadership Networks (ELLNs) and K-12 Leadership Networks will be key components in developing district-wide capacity for screening implementation.</p>	

<p>Annual Impact on Indicators (Trajectory) What are the goal numbers for each year?</p>	<p><i>Provide goal numbers for each year and rationale for trajectory.</i></p> <p>All children entering kindergarten will be screened for kindergarten readiness by fall of 2012.</p> <p>50% more students will be ready for kindergarten by 2014 based on 2012 baseline results.</p> <p>90% of 3rd graders will be proficient in math and reading by 2015.</p> <p>Kindergarten Readiness Table</p> <table border="1"> <thead> <tr> <th>School Readiness</th> <th>'10-11</th> <th>'11-12</th> <th>'12-13</th> <th>'13-14</th> <th>'14-15</th> </tr> </thead> <tbody> <tr> <td>Children entering kindergarten will be screened for readiness.</td> <td></td> <td></td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>50% more students will be ready for kindergarten based on 2012 baseline results.</td> <td></td> <td></td> <td>40%</td> <td>60%</td> <td>90%</td> </tr> <tr> <td>90% of 3rd graders will be proficient in math and reading by 2015.</td> <td></td> <td>74%</td> <td>80%</td> <td>85%</td> <td>90%</td> </tr> </tbody> </table>	School Readiness	'10-11	'11-12	'12-13	'13-14	'14-15	Children entering kindergarten will be screened for readiness.			100%	100%	100%	50% more students will be ready for kindergarten based on 2012 baseline results.			40%	60%	90%	90% of 3rd graders will be proficient in math and reading by 2015.		74%	80%	85%	90%
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<p>Leading Indicators</p>	<p>List indicators that will be tracked to determine if the strategy will deliver on the goal. Include frequency of measure.</p> <ul style="list-style-type: none"> • K-3 Program Review -- process and rubric is being developed for K-3 Program Review. Strategy will have impact when the following four elements are completed: <ul style="list-style-type: none"> (1) process and rubric development (2) piloting (cognitive testing, process evaluation, feedback on rubric) (3) professional development (4) implementation and field testing • Primary Diagnostic -- collection and analysis of assessment data will have impact on progress toward goal. 																								
<p>Resources and Support</p>	<p>This would include personnel, funding, external resources. What is available, and what is needed?</p> <p>Funds available – funding is available for work related to preschool.</p> <p>Funds needed – funding needed for K-3 Program Review and primary diagnostic assessment data collection and analysis. Funding also needed</p>																								

	<p>for support of statewide school readiness screening.</p> <p>How much funding is needed and by when? What happens if we do not receive funding?</p>
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School Readiness and Early Learning



RISK MANAGEMENT

Feedback from internal and external stakeholders indicates the following potential risks to successful delivery and efforts to mitigate risks.

	RISK	MITIGATION
Complexity	Lack of clear communication surrounding the roll-out of implementation of strategies	KDE must ensure a “common” message for the proficiency plan and assure it’s widely communicated (parents and communities). Need to “over” communicate.
	Fidelity of implementation of some of the strategies	Professional development must include follow-up and observations, available statewide.
	Small scale pilots – limited impact	KDE must determine the need for small pilot projects and if they are effective in meeting student proficiency goals. Are they the best use of resources (staff, time)?
	KDE staff lack expertise in promoting some strategies such as standards-based reporting.	How will KDE assure capacity to support teachers, schools and districts to effectively understand and implement strategies?
	Strategy may require collaboration across agencies and organizations, but lack agreement on the strategy such as school readiness and mathematics.	Critical to involve stakeholders in decision-making.
	District breakdown	KDE provides support to promote strong district planning that directly impacts all classrooms, teachers and students.
	Relationships with education cooperatives and other agencies	Meaningful engagement of stakeholders is necessary.

	<p>Too many changes and appearances of changes</p>	<p>KDE needs to be clear about direction before communicating to districts and schools.</p> <p>Promote understanding of strategic plan to deliverology.</p>
Funding Flows	<p>Costs to implement new strategies such as targeted interventions and to continue other strategies such as mathematics initiative</p> <p>Training costs</p>	<p>Funds need to be identified.</p> <p>Training costs need to include follow-up (coaching) and technical assistance.</p>
Feedback Loops	<p>Multiple connections internal and external to KDE</p> <p>Connections from KDE to the student</p>	<p>Ensure each strategy includes specific plan for reporting, communicating and evaluation.</p>
Choke Points	<p>Communication breakdown from KDE to district to school to classroom to student</p> <p>Trickle-down training</p> <p>Limited KDE staff to support and monitor progress and provide technical assistance</p>	<p>Plan must be communicated widely for understanding and connections.</p> <p>Increase use of technology.</p> <p>Increase use of technology such as skyping.</p>

ADDITIONAL PROJECTS SUPPORTING THE WORK

While the above strategies are those currently identified as the focus of the KDE's work around proficiency, broader work is going on to support the strategies identified in this plan.

Facilitating curriculum planning and curriculum review:

- The *Kentucky Model Curriculum Framework 2011* serves as a facilitation guide to assist an instructional supervisor, principal and/or teacher leader in providing a rationale for the need to revisit curriculum planning, offering some background information and exercises to generate “future-oriented” thinking and suggesting a process for designing and reviewing the local curriculum.

Supporting the preparation of students at the middle school level to be college- and career-ready:

- The Individual Learning Plans (ILPs) for Kentucky's 6th- through 12th-grade students are changing how students prepare themselves for their future.

Citations

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National Center for Education Statistics (2000). *America's kindergartners*. Washington, DC: U. S. Department of Education.

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