Continuous Improvement Activities for Kentucky Department of Education Key Core Work Processes		
Design and Deliver Instruction		
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.*	**PROCESS**	**Establish a process (work) to:** • Ensure congruency is present between standards, learning targets, and assessment measures. • Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. • Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. • Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems. • Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards. • Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. • Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. • Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments. • Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.

PRACTICE	**Establish a practice (worker) to:** • Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After). • Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (Assessments for Learning). • Ensure that students have an opportunity to "unpack" standards. • Construct student-friendly learning targets. • Ensure that students understand the success criteria within each learning target. ("Our learning target for today is _____, and we will know we are successful when we _____.") • Plan strategically in the selection of high yield instructional strategy usage within lessons. • Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Plan for and implement active student engagement strategies. • Use formative and summative evidence to inform what comes next for individual students and groups of students. • Develop assignments and activities reflect the learning targets students have had the opportunity to learn. • Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.
CONDITION	**Establish a condition (workplace) to:** • Ensure that student voice opportunities are incorporated within the culture of the school and classroom, and that such data is reviewed for analysis of strategy and program improvements. • Increase collaboration in deconstructing standards and developing congruent learning targets. • Ensure that all users of assessment data use information to benefit student learning. • Ensure that effective communication to guide instructional planning, student grouping, etc.