



Kentucky Department of

Our Children,

Our Commonwealth

Education

2018-2019 Continuous Improvement & eProve Regional Trainings

Presented by the Kentucky Department of Education
Office of Continuous Improvement and Support
and AdvancED



Continuous Improvement Planning Regulation

- ❑ [703 KAR 5:225](#) establishes the continuous improvement planning process for schools and districts
 - ❑ Outlines key components of the plan
 - ❑ Defines CSIP and CDIP
 - ❑ Establishes the reporting timeline
 - ❑ Emphasizes posting requirements of the CSIP/CDIP to the school's website or district's website



Timeline of Phases:

Phase Timeline and Order in eProve™

Phase One: August 1 – October 1

- ❑ Continuous Improvement Diagnostic for Schools
- ❑ Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1

- ❑ Needs Assessment Diagnostic
- ❑ **School and District Assurances – NEW!**
- ❑ School and District Safety Report

Phase Three: November 1 - January 1

- ❑ Comprehensive Improvement Plan for Schools and Districts Diagnostic
- ❑ Closing the Gap Diagnostic
- ❑ Executive Summary for Schools and Districts
- ❑ Superintendent Gap Assurances
- ❑ Title I Annual Review Diagnostic

Phase Four: January 1 - December 31

- ❑ Progress Monitoring



Naming of Documents

- ❑ **Step 1:** Prior to beginning new diagnostics, rename and lock the previous year's diagnostics.
 - ❑ *i.e. 2017-2018 Title I Annual Review*
- ❑ **Step 2:** Begin new diagnostics. Rename the new diagnostics to include the current school year.
 - ❑ *i.e. 2018-2019 Title I Annual Review*
- ❑ For additional tips on renaming and locking diagnostics, please consult the [eProve User Manual](#).



myJourney

- ❑ To get to the myJourney page, use the following address <https://www.advanc-ed.org/> or use the direct link from the [Comprehensive Improvement Planning page](#).



COMPREHENSIVE IMPROVEMENT PLANNING

Comprehensive Improvement Planning for Schools and Districts

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School and district improvement efforts focus on student needs through a collaborative process involving all shareholders. This collaborative process allows shareholders an opportunity to establish and address priority needs, evaluate district funding, and determine a process for closing achievement gaps between identified subgroups of students. Additionally schools and districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs. Comprehensive District Improvement Plans (CDIPs) and Comprehensive School Improvement Plans (CSIPs) are to be submitted to KDE in [eProve](#) by January 1.

Continuous Improvement Summit Registration Now Open

Please join us for the Kentucky Continuous Improvement Summit on September 17-18, co-hosted by the Kentucky Department of Education (KDE) and AdvancED. Through a partnership focused on ensuring success for all learners, KDE and AdvancED are excited about offering a valuable professional learning experience to meet your needs. During the Kentucky Continuous Improvement Summit, KDE leaders, Kentucky teachers and administrators will provide all of the up-to-date information you need to effectively lead your district, school or classroom during the 2018-2019 school year and beyond. Learn about upcoming accountability changes as well as the latest instructional tools and best practices. Educators from

Related Resources

- [eProve User Login](#)
- [eProve User Manual](#)

Timeline

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- The Needs Assessment for Districts
- School Assurances
- District Assurances

Diagnostic Points-of-Contact:

- ❑ Contact [Natasha Napier](#) regarding the eProve platform and the following diagnostics:
 - ❑ Continuous Improvement Diagnostic
 - ❑ Title I Annual Review
 - ❑ Needs Assessment
 - ❑ The “Plan” (goals, objectives, strategies, activities)
- ❑ School/District Safety Report – [Victoria Fields](#)



Our Current Reality of Improvement Planning:

- What are your successes (what worked)?
- What are your barriers and frustrations?
- What pressing questions do you have about the CSIP/CDIP process?



Phase I: August 1 – October 1

Actions within Phase I:

- Assembly of Data Review Teams
- Completion of KDE Continuous Improvement Diagnostic

Key Questions:

- Who is involved?
- What are our current processes, practices and conditions?



Phase II: October 1 – November 1 (Assessing Need):

- Completion of the Title I Annual Review (if applicable) – MOVED to Phase III
- ~~Completion of Equitable Access Diagnostic~~
- Completion of the School/District Safety Report
- Completion of School/District Assurances
- Completion of the Needs Assessment

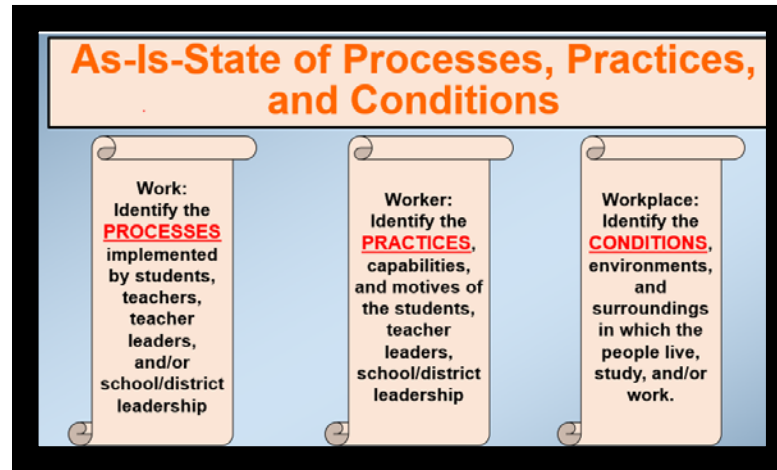
Key Questions:

- What is our current state (as revealed by multiple sources of data)?
- What are our priorities and concerns?
- Which processes, practices, or conditions can be addressed?



Needs Assessment:

- ❑ Protocol
- ❑ Current State
- ❑ Priorities/Concerns – Root Cause Analysis
- ❑ Trends
- ❑ Sources of Problems – Key Core Work Processes (KCWPs)
- ❑ Strengths/Leverages





Needs Assessment Round Table Discussion:

- ❑ At your table, discuss how you currently address your Needs Assessment process.
 - ❑ What areas of your needs assessment process can be improved, built upon or strengthened?
 - ❑ If you have a clearly defined protocol, please share with your table group.

NOTE: If you would like examples of protocols, please contact Natasha Napier.

A Note about Data

- This year's performance data will be released in an Excel spreadsheet in lieu of the traditional School Report Card.
 - The School Report Card is undergoing reconstruction with a new vendor.



Potential Sources of the Problem:

Diagnostics

- ❑ KCWP 1: Design and Deploy Standards
- ❑ KCWP 2: Design and Deliver Instruction
- ❑ KCWP 3: Design and Deliver Assessment Literacy
- ❑ KCWP 4: Review, Analyze and Apply Data
- ❑ KCWP 5: Design, Align and Deliver Support
- ❑ KCWP 6: Establishing Learning Culture and Environment



Phase III: November 1 – January (Plotting the Course):

- Development of Goals/Objectives
- Development of Strategies/Activities
- Development of Closing the Achievement Gap Plan
- Executive Summary
- Completion of Title I Annual Review (if applicable)

Key Questions:

- How can we go from our current state to the desired state?
- How are we addressing critical needs specified in the Needs Assessment?
- Are strategies/activities aligned with needs?



Goals and Objectives:

Required 2018-2019 Goals

Required Goals –

- Proficiency
- Separate Academic Indicators
- Gap
- Transition Readiness
- Growth (elementary and middle only)
- Graduation Rate (high school only)

Timeline –

- Goal (horizon) based on three to five years out.
- Objective based on one year performance.

Optional Goals –

- Dependent upon district/school
 - Caution on creating too many to effectively implement and monitor



Goal Writing:

- ❑ Look at your goals from last year – Do they still apply based on your current data and context?
 - ❑ If so, you can keep the goals because goals are long range pieces - where you want to be down the road (3-5 years from now).
 - ❑ If not, create a new goal in similar format.

- ❑ **Goal 1: Proficiency:** By 2021, the district will increase the combined (reading and math) percentage of proficient/distinguished students to 67.9% (elementary), 69.7 (middle), and 62.2 (high).

- ❑ **Goal 2: Graduation Rate:** Increase the Graduation Rate from 75% to 89% by 2021, as measured by the 4-Year Cohort Graduation Rate.

- ❑ **Goal 3: Gap:** Increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated): elementary schools to 73.7%, middle school to 73.1%, and high school to 73.1% in 2021.

- ❑ **Goal 4: CCR/Transition Readiness:** Increase the percentage of students who are College and Career Ready (CCR) from 76.1 (2017) to 82% by 2021.

- ❑ **Goal 5: Growth:** Increase the average combined reading and math growth in grades 3 – 5 from 42.9% to 58% by 2021.

- ❑ **Goal 6: Separate Academic Indicators:** Establish baseline Science goal (elementary/middle); set goals social studies (elementary/middle) and writing (all levels)



Objective Activity:

Goal 3: **Transition Readiness**: Increase the percentage of students who are academic, career and EL ready from 76.1 (2017) to 82% by 2020.

- How many objectives would you create and why? 1, 2, 3, or more?
- What is the biggest difference between a goal and objective?



Strategies Reminder:

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment



Activities:

- ❑ Need to be focused on the specific need and root cause of the problem
- ❑ Need to be broad enough in scope
 - ❑ Should not be “one and done” activities that do not support the work throughout the year
- ❑ Can be incremental action items within 30/60/90 day planning process

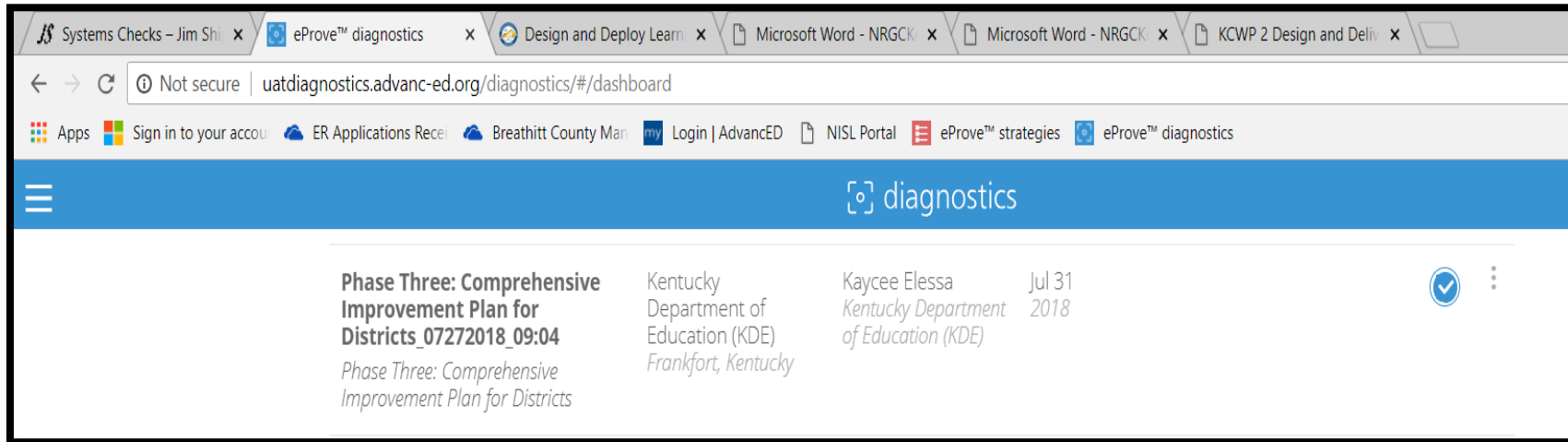


Activities

- ❑ KCWP1: Design and Deploy Standards Classroom Activities
- ❑ KCWP2: Design and Deliver Instruction Classroom Activities
- ❑ KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- ❑ KCWP4: Review, Analyze and Apply Data Classroom Activities
- ❑ KCWP5: Design, Align and Deliver Support Classroom Activities
- ❑ KCWP6: Establishing Learning Culture and Environment Classroom Activities



Improvement Plan:



- ❑ CSIP/CDIP **MUST** be posted on school/district webpage to include the following: continuous improvement diagnostic, needs assessment, improvement plan, and closing the achievement gap diagnostic.
- ❑ Keep in mind that the attachments within the diagnostics are **not** viewable by the public; therefore, any attachment must be posted separately.



Closing the Achievement Gap:

- ❑ Identify achievement gap group(s) – Include totals and percentages.
- ❑ Achievement gap analysis – Use trend data from 16-17 and 17-18 to find improvement areas and areas that have regressed.
- ❑ Describe your PD and ESS plan in regards to closing the achievement gaps.
- ❑ Describe the processes, practices and conditions that have prevented gap closure.
- ❑ How have stakeholders been involved in the improvement planning process?
- ❑ Strategies and activities from CSIP/CDIP that address gap closure



Executive Summary:

- ❑ Description of School/District
- ❑ School/District Purpose
- ❑ Notable Achievements and Areas of Improvement
- ❑ Additional Information





Phase IV: January 1 – End-of-the-year (Progress Monitoring)

- Allows schools to choose a flexible and customized approach to monitor and implement the plan
- 30-60-90 Day or Quarterly Monitoring is best practice

Key Questions

- How do we know if our strategies and activities are meeting the needs of learners?
- Will we adjust or stay the course?