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/](https://www.advanc-ed.org/) or use the direct link from the Comprehensive Improvement Planning page.
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:

- 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

Diagnostics
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:

<table>
<thead>
<tr>
<th>Required 2018-2019 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Goals –</strong></td>
</tr>
<tr>
<td>❑ Proficiency</td>
</tr>
<tr>
<td>❑ Separate Academic Indicators</td>
</tr>
<tr>
<td>❑ Gap</td>
</tr>
<tr>
<td>❑ Transition Readiness</td>
</tr>
<tr>
<td>❑ Growth (elementary and middle only)</td>
</tr>
<tr>
<td>❑ Graduation Rate (high school only)</td>
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<tr>
<td><strong>Timeline –</strong></td>
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<tr>
<td>❑ Goal (horizon) based on three to five years out.</td>
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<td>❑ Objective based on one year performance.</td>
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<td><strong>Optional Goals –</strong></td>
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<tr>
<td>❑ Dependent upon district/school</td>
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<tr>
<td>❑ Caution on creating too many to effectively implement and monitor</td>
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</tbody>
</table>
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?