

Continuous Improvement Activities for Kentucky Department of Education Key Core Work Processes

**Design, Align, Deliver Support Processes**

**OPERATIONAL DEFINITION**

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

**PROCESS**

Establish a process (work) to:

- Ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts.
- Ensure that funding allocations are allowable per state and federal funding matrices, non-supplanting of funds guidance, local policy and SBDM policy where applicable.
- Encourage participation by all stakeholders in open forums focused on continuous improvement planning, including evaluating the current state, triangulating data sources, identifying of the desired state, creating action steps for goal attainment, establishing a periodic monitoring timeline (30-60-90 day planning), and defining timelines for communication updates.
- Create school-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback.
- Ensure a 30-60-90 day plan and monitoring tool are developed and implemented for determination of program and initiative effectiveness, incorporating data measures such as faculty/staff surveys, leadership observations and evaluations, Quality Tool data, and other formal and informal data sources.
- 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 that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.
- Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis), creation SMART goals for improvement, and development of a method of quality assurance monitoring.
- Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.
- Utilize data wise questions to evaluate “as is” state at a minimum of every 30 days. (Data wise questions include: What does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are the next steps for school/district improvement?)
- Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.

	<b>PRACTICE</b>	<p><b><u>Establish a practice (worker) to:</u></b></p> <ul style="list-style-type: none"> <li>• Utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or learning walk details to ensure high levels of teacher effectiveness and student achievement.</li> <li>• Provide behavior-specific praise and reinforcement.</li> <li>• Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.</li> <li>• Identify curricular modification needs using pre-assessment strategies and use data results to “frontload” concepts where high levels of below proficient prerequisite skills are identified.</li> <li>• Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.</li> <li>• Create and monitor a “Watch (Cusp) List” for students performing below proficiency.</li> <li>• Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems.</li> <li>• Ensure proper data collection efforts are implemented in Running Record documentation (i.e. ELA – fluency, comprehension, articulation; Math- numeracy).</li> <li>• Assure consideration and addressment of non-academic barriers to learning.</li> </ul>
	<b>CONDITION</b>	<p><b><u>Establish a condition (workplace) to:</u></b></p> <ul style="list-style-type: none"> <li>• Ensure academic and behavioral expectations are actively modeled and are an existing part of the school culture.</li> <li>• Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.</li> <li>• Develop school culture supports, both academic and behavioral, to promote and support learning for all.</li> <li>• Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.</li> <li>• Ensure that all users of assessment data use information to benefit student learning.</li> <li>• Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.</li> </ul>