



Protocol: Examination of Key Core Work Processes (KCWP)

The Rationale behind utilizing the Key Core Work Process (KCWP) needs assessment is to identify the as-is-state within the processes of the core work that is key to successfully closing gaps and improving student achievement. The practice of only reviewing/analyzing quantitative data (e.g. School Report Card, Universal Screeners, Common Assessment, Classroom Data, Brigrance, and Non-Academic Data) is NOT enough for effective school improvement. There must be a **balanced** approach, with data results and the evaluation of KCWPs.

Work Processes are the work of the district and school that impacts student learning the most. These are the KCWPs that are already in place but vary from school to school in quality and level of fidelity. These KCWPs and the strategies that support them need to be analyzed for effectiveness. The data gathered through this deep analysis represents the level of success of the KCWPs and the strategies/interventions that support them. Thus, transparency is critical to recognizing and claiming the as-is-state within the KCWPs.

The purpose of utilizing the KCWP needs assessment is for District/School Leadership Teams to analyze, evaluate, and provide evidence of implementation within the KCWPs, in order to identify leverages and areas of concerns. This process directs next steps in developing a successful school improvement plan for closing achievement gaps and improving student performance.

Prior to utilizing the Key Core Work Processes:

1. Establish Core District/School Leadership Team to determine the status in the KCWPs
2. All members of the District/School Leadership Team must understand the KCWPs and how they were selected to guide the Novice Reduction Work, as well as the connection between the KCWPs, Kentucky Framework for Teaching, and the Characteristics of Highly Effective Teaching and Learning (CHETL) [Novice Reduction for Gap Closure White Paper](#)

Examination of Key Core Work Processes:

1. Locate the needs assessment tool titled “**Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level**” to evaluate **six** of the **eight** work processes
 - Design and Deploy Standards
 - Design and Deliver Instruction
 - Systems of Continuous Improvement
 - Assessment Literacy
 - Review, Analyze, & Apply Data
 - Design, Align, & Deliver Support Processes
 - Establishing Learning Culture & Environment

This document is found on the [Continuous Improvement for Gap Closure webpage](#).

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level		
Design and Deploy Standards (What should students know and be able to do?)		
Alignment with Kentucky Board of Education Delivery Target: <i>College and Career Readiness Pathways</i>		
KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
<p><i>The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.</i></p>	<ul style="list-style-type: none"> • What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)? • What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)? • What processes do teachers use to create clear and precise learning targets for students? • What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)? • How are your district’s CTE Pathway courses monitored and evaluated for effectiveness? • What is the established protocol for reviewing and revising the curriculum beyond pacing (e.g., how often, who, what is completed)? • Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards? 	
<p>__ LEVERAGE __ CONCERN</p>	<p>Greatest Impact on NR Most <u>5</u> 4 3 2 1 Least</p>	

2. Explanation of Document

- The **first** column (on the left side) is labeled “Key Elements of the Process.” This column gives a more in-depth clarification and establishes the purpose of the KCWP.
- The **second** column, labeled “Guiding Questions for Quality Practices,” poses questions for the district/school leadership team, and are intended to guide thinking and assist in determining the district/school’s current state within the implementation of the KCWPs

- The **third** column allows space for recording of evidence and determination of who is in charge of overseeing the implementation of these processes
3. Before recording any evidence in column three, the district/school team should engage in discussion, allowing the questions in column two to guide their thinking and reflection on the effectiveness of the district/school's systematic work within each of the six KCWPs
 4. Collaborate to analyze, evaluate, and provide evidence (true evidence) within the **six** KCWPs to determine the current conditions of the work within each (Transparency is vital!)
 5. Examine the results of the evidence provided to determine one or two KCWPs that are leverages with momentum for growth potential
 6. Examine the results of the evidence provided to determine one or two KCWPs that are areas of growth that need improvement

Next Steps:

The KCWPs identified as areas of concern should become priorities in the work of planning for Continuous Improvement

Link to [Systems of Continuous Improvement Webpage](#)

Planning for continuous improvement is a process. This planning process should be centered on the KCWPs identified, which should then provide direction and alignment in creating the CSIP/CDIP for your organization. These identified KCWPs should become priorities in the work of ensuring student growth and achievement that is sustainable and representative of a continuous improvement cycle. Successful continuous improvement planning consists of implementing quality tools for ensuring monitoring and evaluation (E.g. 30-60-90 Day Planning, CDIP/CSIP Strategies, PLC Work, S.W.O.T., Diagnostics, Plus/Delta). The plan/work should continuously be improved upon in order to ensure success and sustainability.