

Strategic Level Evaluation of Kentucky Department of Education Key Core Work Processes

Design, Align, Deliver Support Processes

(What will we do if they know it already, don't know it, or need other support?)

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
<p><i>School leaders must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning. The alignment of CSIPs should include the use of resources to support best practice strategies. Resources are aligned to needs in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</i></p>	<ul style="list-style-type: none"> • What processes are currently in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? • How do school/district leadership positively reinforce desired behaviors and encourage teachers to do the same? • What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? • What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning? • What data points inform modification to curriculum and instructional practices? • How does school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school? • How do school/district leadership ensure that resources are aligned with the needs identified in the CSIP/CDIP and will effectively address those needs? • What system is in place to involve multiple stakeholders (e.g., teachers, staff members, parents, students, community partners) in CSIP/CDIP planning and measuring of progress toward attaining the goals? • How do stakeholders determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students? • Who are the school/district partners, both internal and external (e.g., outside agencies, community support, etc.)? 	

Greatest Impact
Most **5 4 3 2 1** Least