



# MID-YEAR UPDATES & 25/26 PLANNING

# CONTINUOUS IMPROVEMENT



Kentucky Department of  
**EDUCATION**

## 30-60-90 PLANS



360 Review included interviews, classroom observations, survey feedback, assessment data, and submitted evidence aligned to the Cognia Standards

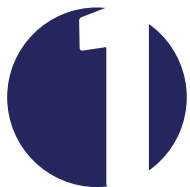
Utilizing priority areas for improvement, 30-60-90 plans allow all schools & depts. to set goals in 30 day increments & clarify what's most important.

Every 30 days, we will review progress with principal teams and determine areas for additional support and prioritization for the next 30 day cycle.



# CONTINUOUS IMPROVEMENT

## PRIORITY IMPROVEMENT AREAS ACROSS ALL SCHOOLS



CONTINUED WORK AND FOCUS ON UNIT DEVELOPMENT, INCLUDING STANDARDS DECONSTRUCTION, PACING, THE USE OF HQIR'S, AND COMMON ASSESSMENTS.



DEVELOPMENT OF HIGH LEVEL PROFESSIONAL LEARNING COMMUNITIES TO SUPPORT UNIT DEVELOPMENT WORK AND CLASSROOM INSTRUCTION.



PROCESS TO MONITOR INSTRUCTION, PROVIDE FEEDBACK, AND UTILIZE DATA TO MAKE INSTRUCTIONAL DECISIONS.

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### System 1: Unit Development

(Curriculum, Standards, Pacing Guides, Common Assessments)

#### DECONSTRUCT

Create learning targets for each standard in that grade level.

#### PRIORITIZE

Utilize Doug Reeves Criteria to determine Priority Learning Targets (PLT). IF a PLT needs Underpinning (U) Learning Targets, list those as well.

#### ORGANIZE

Create/revise the Learning Compass to list all targets to be taught in each unit. Denote which Learning Targets are PLT and U.

#### FILL-IN

Determine gaps in the HQIR where PLT's are not taught. Make a district decision on how to best address that PLT and reflect it in the Learning Compass.

#### ASSESS

Create/revise common unit assessments with each question tied and congruent to a learning target from the unit. \*



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# SCHOOL-LEVEL



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DISTRICT LEVEL WALK THRUS



FEEDBACK & COACHING LAB



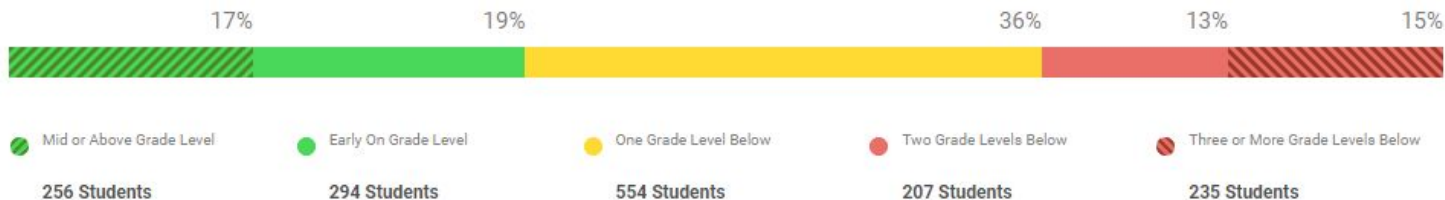
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# READING

**FALL**

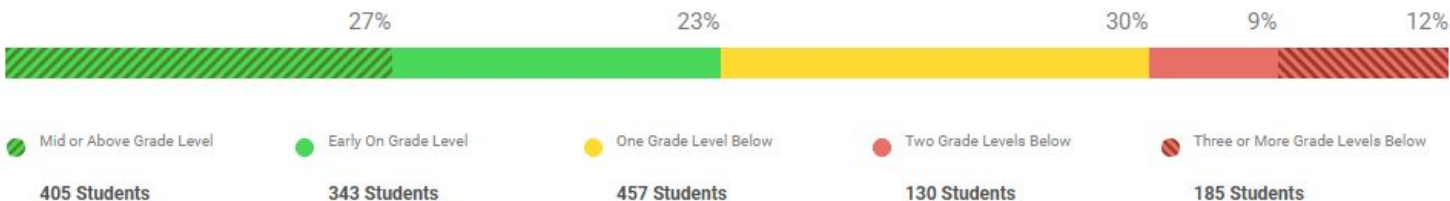
## Overall Placement

Students Assessed/Total: 1,546/1,609



## Overall Placement

Students Assessed/Total: 1,520/1,672



**WINTER**



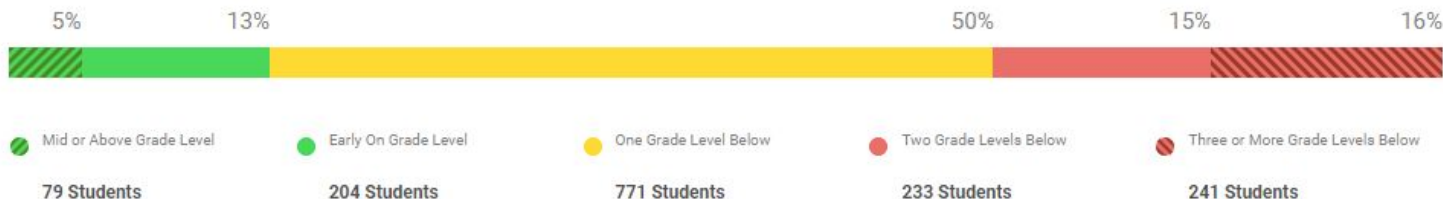
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# MATH

FALL

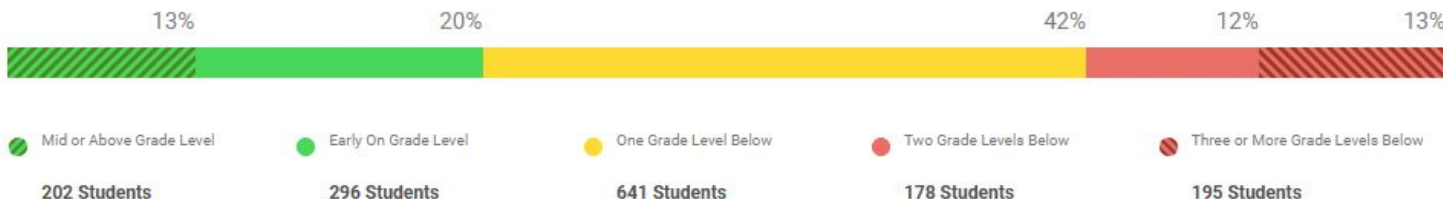
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WINTER