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| **Capacity Area** | **Criteria** | **How is this currently working?** | **What revisions are needed for Spring 2014?** |
| **District/School Leadership Capacity & Supports** | A district leadership team meets and plans together regularly to support the work of the Integration strategy. |  |  |
| The district implements a process for monitoring continuous improvement (e.g., effective use of data to support the integrated strategy and program improvement; TELL KY; CDIP/CSIP). |  |  |
| A project manager serves as a liaison with the Kentucky Department of Education and other Integration districts and provides oversight for implementation of the grant objectives and outcomes for student learning. |  |  |
| Professional learning is prioritized to focus on the Kentucky Core Academic Standards (KCAS), including LDC/MDC frameworks, and educator effectiveness. |  |  |
| District funds are aligned to support integration work and to move it to scale within the district. |  |  |
| Conflicting professional development and curriculum and instruction tools that lack rigor and alignment to College & Career Readiness (CCR) goals have been eliminated. |  |  |
| Other district/school initiatives are aligned and provide a coherent strategy for improved student learning outcomes and educator growth and effectiveness. |  |  |
| District/school policies present a coherent suite that supports implementation of the integrated strategy (e.g., alignment to CCSS; PD is flexible to meet the needs of educators) as a part of a college and career ready agenda. |  |  |
| **Capacity Area** | **Criteria** | **How is this currently working?** | **What revisions need to be made for Spring 2014?** |
| **Teacher Supports for CCSS Implementation and Literacy & Mathematics Tools** | District and school curricula at all levels are aligned to the KCAS; curriculum maps, syllabi, units and/or lesson plans reflect this alignment. |  |  |
| Educators use student work and data to inform instructional practice, professional growth needs, and the use and refinement of tools. |  |  |
| Educators participate in LDC and MDC professional learning and implement the frameworks in the classrooms as a part of a college and career ready agenda. |  |  |
| Educators from the Networks, Integration work and other related initiatives have time to meet together to plan, reflect, observe and coach each other on the KCAS implementation, including the literacy and math tools. |  |  |
| **Capacity Area** | **Criteria** | **How is this currently working?** | **What revisions need to be made for Spring 2014?** |
| **Educator Effectiveness System Supports** | Educator effectiveness tools are implemented and monitored, and educators receive training, support and feedback on the use of the tools (e.g., self-reflection, goal-setting). |  |  |
| Student growth data, both state and local, is used to inform educator effectiveness. |  |  |
| Educators are provided opportunities to provide input to inform the process and system. |  |  |
| Local student growth data is rigorous and consistent across schools and implemented with fidelity. |  |  |
| Professional Growth Plans reflect teachers’ instructional goals related to improved student learning and are based on data. |  |  |
| Teachers are offered professional learning opportunities based on their growth plans and feedback from observations and other measures of the effectiveness system. |  |  |