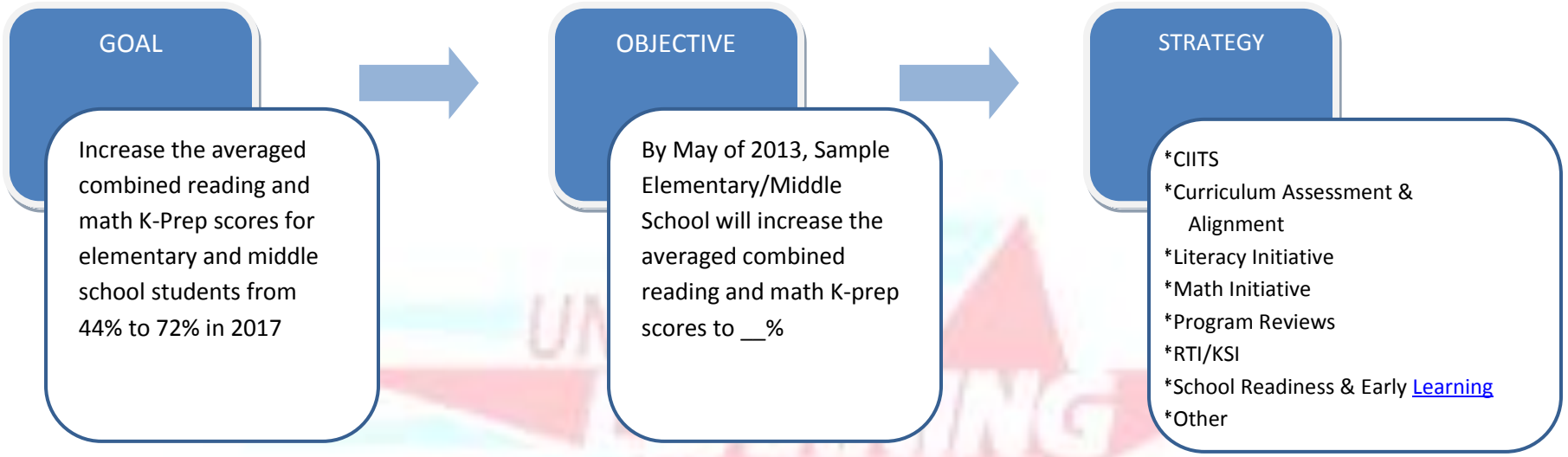
Using ASSIST to Address KBE K-PREP proficiency Goals in CSIP/CDIP



Activity (The following activities are submitted by Career Technical Educators CTE Staff)	**Activity Type**	**Begin Date**	**End Date**	**Resource Assigned**	**Source of Funding**	**Staff Responsibilities**
Provide technical reading material for middle school students based on career interest identified in the ILP (Strategy: Literacy Initiative)	Academic Support	8/1/2012	6/30/2013	$1,000	School funds	Middle School Librarian; CTE Teachers
Develop assignments for middle school students where written technical instructions are followed to complete a technical process (Strategy: Literacy Initiative)	Academic Support	8/1/2012	6/30/2013	$0	N/A	Middle School and High School CTE Teachers

Host CTE summer camps for middle school students prior to 8th grade (Strategy: School Readiness & Early Learning)	Academic Support	5/15/2013	8/1/2013	$40,000	Perkins	CTE Principals and Teachers
Review results of the practical living/career studies program review and make improvements followed by monitoring (Strategy: Curriculum Assessment and Alignment)	Professional Learning)	8/1/2012	9/1/2012	$0	N/A	PLC Chair will complete the process and monitor the results for improvement
Align middle school CTE courses to Math and ELA Common Core Standards to address the embedded academics in the CTE curriculum (Strategy: Curriculum Assessment and Alignment)	Professional Learning	8/1/2012	9/1/2012	$0	Perkins for any PD needed	CTE Staff to align the curriculum and Principals to monitor results
The following activities are recommended by Office of Next Generation Learners						
Determine school wide level of access and engagement with CIITS (Strategy: CIITS) • **Ensure that all work email addresses for teachers and leaders are entered in IC and all required custom roles are setup in IC consistently for the**	Policy and Process	Beginning of school year: Establish On-going analysis with targeted check points built in throughout the school	End of School year: On-going analysis with review and update occurring	TBD at each school district level	Race to the Top and Technology Funds (Curriculum, instruction and professional learning support would be determined by the school	School District-Led by the CAO in coordination with district leadership team School-Led by the Principal in coordination with the school leadership team

district. (CIITS) • **Disseminate CIITS training opportunities that currently exist and monitor participation to increase usage (CIITS)** • **Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. (CIITS)** • **Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement (CIITS)** • **Leaders use CIITS for analyzing student level data for teacher and school wide instructional improvements (CIITS)**	Academic Support Academic Support Academic Support	year.	during summer break in preparation for the upcoming school year		district)	
Leaders monitor use of CIITS and work with SBDM to plan goals for continuous involvement to enhance student learning outcomes and	Policy and Process	Beginning of school year: Establish On-going analysis with	End of School year: On-going analysis	TBD at each school district level	Race to the Top and Technology Funds (Curriculum, instruction and	School District-Led by the CAO in coordination with district leadership team

meet state/district RTTT measures(Strategy: CIITS)		targeted check points built in throughout the school year.	with review and update occurring during summer break in preparation for the upcoming school year		professional learning support would be determined by the school district)	School-Led by the Principal in coordination with the school leadership team
Identify and establish curriculum design team (SBDM or grade level team members) (Strategy: Curriculum Assessment & Alignment) • **Analyze curriculum to identify gaps** • **Make necessary adjustments to curriculum** • **Utilize instructional resources aligned to KCAS** • **Disseminate updated/revised curriculum to teachers to gather feedback and input**	Policy and Process Academic Support Policy/Process Professional Learning Professional Learning Professional	Ongoing for all statements unless otherwise noted		$0 for all statements unless otherwise noted	NA for all statements unless otherwise noted	TBD by school and/or SBDM Council

• **Team reviews feedback submitted, revise if needed** • **Disseminate to all teachers** • **Ensure that teachers implement the curriculum using best practices for instruction and assessment** • **Monitor implementation throughout the year**	Learning Academic Support Professional Learning Academic Support					
Establish a School Intervention Team (could be comprised of a team that already exists in the school building) that looks at academic (and behavioral) data for the school. (Strategy: rti/ksi) • **Set academic and behavioral benchmarks and cut scores for the school.** • **Consider large areas (Tier 1) of student needs (i.e. 40% of 8th graders did not meet Math benchmarks on EPAS) and meet with grade level, content**	Policy and Process Academic/ Behavioral Support Academic Support	September	ongoing Ongoing Ongoing	$0 unless otherwise noted	NA unless otherwise noted	TBD by school TBD by school/district TBD by school/district

level departments or PLCs to develop plans to address gaps in instructional planning or learner needs based on standards. • **Review school intervention resources that are available.** • **Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options.**	Academic Support Policy/Process		Ongoing Ongoing		School funds MAF or RTA funds, if applicable	TBD by school TBD by school
Develop a Student Intervention Team who will meet to discuss students who do not meet school benchmarks and cut scores and develop an individual student plan for addressing the needs of those students (Strategy: ILP). This is not a strategy in the Proficiency Plan. • **Student Intervention Team monitors student progress in interventions and makes decisions about moves in and among**	Academic Support	Complete	these	Columns as	suggested	above

tiers • **SIT reviews and analyzes intervention approaches and protocols to determine overall effectiveness.** • **Make necessary adjustments to RtI/KSI processes based on data, if needed.**						
Identify early childhood providers (e.g., preschool, Head Start, child care, First Steps, HANDS, etc.), families and community members to ensure all children experience effective transitions to school entry (Strategy: School Readiness) • **Gather any transition data from EC providers to get to know the incoming K learners.** • **Disseminate school readiness definition to EC community and parents of incoming K students** • **Develop a plan for disseminating results of the K screener to**	Policy and Process Academic Support Academic Support Policy and Process	Spring '12 Spring '12 Spring '12 Fall	Ongoing Ongoing Ongoing Ongoing	Varies	• IDEA (sp.ed) • CECC (if written for transition • Preschool funding Brigance screener paid by KDE $0 $0	DOSE Preschool coordinator K- and preschool teachers Principal K-teachers Principal Preschool coordinators District member of CECC, Principal, Preschool Coordinator,

parents/EC community members • **Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE)** • **Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.** • **Create learning plan or profile for next steps of instruction for K students** • **Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.**	Policy and Process Professional Learning Academic Support Professional Learning	Window (15 days prior to and 30 instructional days following first day of school Fall '13 Fall '13	Varies depending on school start date Ongoing Ongoing	$ depends on strategy for admin. $0 $0 K-teacher and preschool teacher sub reimburse-ment	Local funds NA NA Varies depending on district salary schedule	Instructional Supervisor K-screener point of contact (district and building level) Preschool and K-3 teachers, principal, DAC/BAC Preschool-3rd grade teachers, principal, district level representative K- and preschool teachers
Access and disseminate resources to support literacy planning in schools (Strategy: literacy initiative) • **Use the Program Review process and other**	Academic Support Policy and Process	Ongoing for all statements	Ongoing for all state-ments	$0 unless otherwise noted	NA unless otherwise noted	Pre K- through 12 grade teachers, school administrators and district staff, unless otherwise

evidence to determine if the school literacy/writing plans should be revised or updated • **School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans** • **Identify gaps in literacy performance to determine professional development needed for instructional improvements** • **Consult available resources to support literacy planning, professional learning and interventions *(see KDE literacy page for KY's Literacy Plan, Literacy Central, Literacy PERKS)* in research-based professional development for literacy**	Academic Support Professional Learning Professional Learning					noted

supports/interventions across the curriculum • **Leaders monitor implementation of literacy pd** • **Teachers meet to analyze student evidence and learning to determine instructional improvements** • **Teams make necessary grade level or school wide adjustments to practice, if needed**	Academic Support Academic Support Academic Support					
Identify curriculum team (SBDM or grade level members) to analyze school wide and student level math data (Strategy: math initiative) • **Plan using the PERKS Math process and other established processes to analyze gaps in instructional plans and inform improvements** • **Support, align funding, and monitor implementation of KCAS through development**	Policy/Process Academic Support Remove statement-repeated below	Ongoing for all statements unless otherwise noted		$0 for all statements unless otherwise noted	NA for all statements unless otherwise noted	TBD by school and/or SBDM Council (for all statements)

and implementation of math policies and math plans in CSIP. • **Support, align funding, and monitor implementation of KCAS through development and implementation of math policies and math plans in CSIP.** • **Focus on key ~~mathematical concepts such as Number Operations and Algebraic Thinking and related Learning Progressions.~~ Implementation of KCAS for Math and Standards for Mathematical Practices** • **Support and monitor ~~instructional practices~~ implementation of math content and practice standards ~~and math curriculum on these focus areas~~ to determine effectiveness** • **Participate in aligned, research-based professional**	Policy and Process Professional Learning Academic Support Professional Learning				Math Achievement Funds, if applicable	

development focused on math content and practices standards and interventions.*(Resources: The KCM (Kentucky Center for Mathematics) and Math Teacher Leader Networks)* • **Access and implement the available resources such as the Math Formative Assessment Lessons in CIITS and other online resources in iTunesU (materials designed by KY teachers)** • **Teacher teams meet to determine instructional improvements based on student level evidence/data** • **Teachers and leaders make instructional planning adjustments, if needed, based on student evidence** • **Monitor curriculum adjustments and improvements**	Academic Support Professional Learning Academic Support Academic Support	TBD by schools-recommend "standing" item for PLC				PLC
Provide information to teachers about the purpose and process of the review. Emphasize the	Policy/Process	TBD by school/district	TBD by school/ district	$0 for all statements	NA for all statements	District Instructional

important role of the teacher in implementing high quality instructional programs. (Strategy: Program Review)				unless otherwise noted	unless otherwise noted	Supervisor, school coach, PR point of contact (school and/or district)
Inform staff of the expectations and procedures as defined by the district of the district external review process. (Strategy: Program Review)	Policy/Process	TBD by district	TBD by district			District Instructional Supervisor and/or District PR point of contact, of different
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment. (Strategy: Program Review)	Professional Learning	TBD by school/district	Recommend periodic review as needed (e.g., monthly, quarterly)			Teachers, administrators, and district staff
Determine the internal process for conducting a program review to ensure teachers from across the disciplines contribute.(Strategy: Program Review)	Policy/Process	TBD by school/district	TBD by school/ District (Recommend as soon as possible)			Teachers, school administrators, district PR point of contact and/or instructional supervisor, if different
Engage parents and community partners to determine if there are other contributions or evidence to support specific program review area(s). (Strategy: Program Review)	Academic Support	TBD by school	Ongoing			School/District, 21st Century Partnership grantees, if applicable or afterschool partners

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Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. (Strategy: Program Review)	Professional Learning	TBD by school/district	Ongoing (e.g., monthly, quarterly)			School/district/ parents/ reps. of community partnerships
Submit PR ratings and information into ASSIST for district and state review (Strategy: Program Review)	Policy/Process	Sept. 1, 2013	June 1, 2014			School
Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement(Strategy: Program Review)	Academic Support	Periodic meetings of team with review of next steps informs timeline	Ongoing			School/district

This document is to show you the structure of ASSIST: Goal (defined for you); Objective (aligned to goal and specific to you) and Strategy (the strategies that are in the KDE Delivery Plans, choose one or two as guides for activities you will choose to do)

College/Career Readiness for All