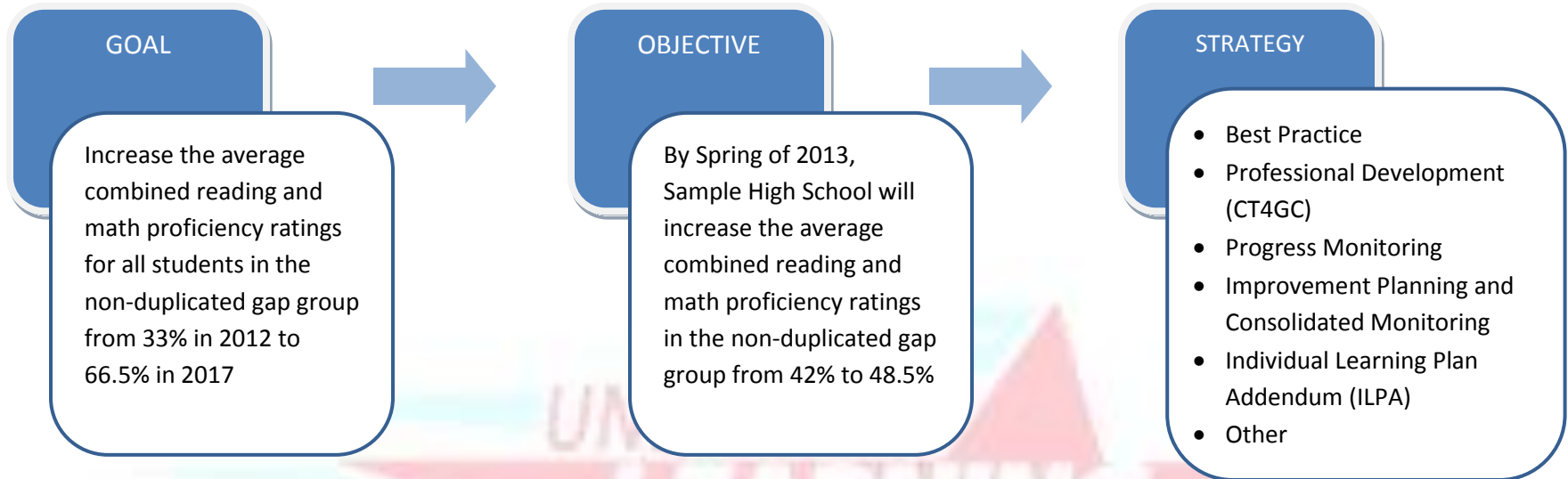


## Using ASSIST to Address KBE GAP Goals in CSIP



| Activity   | Activity Type      | Begin Date | End Date  | Resource Assigned  | Source of Funding | Staff Responsibilities  |
|--|--------------------|------------|-----------|--|-------------------|---|
| <b>These activities submitted by the Office of Career Technical Education (CTE) staff</b>  |                    |            |           |  |                   |   |
| <b>Utilize TEDS data to identify subpopulations and review student performance data from multiple school years</b><br><b>(Strategy: Progress Monitoring)</b> | Policy and Process | 8/1/2013   | 6/30/2014 | \$0  | N/A               | CTE Teachers, Coordinators, and Administrators will work with OCTE Staff in gathering this data |
| <b>Develop KOSSA and WorkKeys type questions as formative assessment items</b><br><b>(Strategy: Best Practice)</b>   | Academic Support   | 8/1/2013   | 11/1/2013 | \$1,000-\$4,000  | Perkins           | CTE Teachers in collaboration with academic core teachers                                       |
| <b>Provide students access to CTE programs that align with the career pathways identified in the ILPs</b><br><b>(Strategy: Best Practice)</b>                | Policy and Process | 8/1/2013   | 6/30/2014 | \$0 New program startup costs for local industry sectors | Perkins           | Principals; Counselors; School Board; SBDM Council; and Business Advisory Committees            |

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|   |                    |          |                               |                       |  |  |
|---|--------------------|----------|-------------------------------|-----------------------|--|--|
| <p><b>Provide applied learning math/language arts lesson through CTE classes (Math in CTE and style strategies)</b><br/> <b>(Strategy: Best Practice)</b></p>   | Academic Support   | 8/1/2013 | 6/30/2014                     | \$0                   | Perkins  | CTE Teachers in collaboration with academic core teachers                                  |
| <p><b>Increase project-based learning activities across all CTE curriculum (e.g., Informatics, Project Lead the Way)</b><br/> <b>(Strategy: Best Practice)</b></p>  | Academic Support   | 8/1/2013 | 6/30/2014 Implement 2013-2014 | Time, planning and PD | Perkins and PD funds   | CTE Principals and Teachers; Other selected staff  |
| <p><b>The following activities submitted by the Office of Next Generation Schools and Districts, Division of Consolidated Plans and Audits, Title I Staff</b></p>   |                    |          |                               |                       |  |  |
| <p><b>District Support for Focus Schools (each bullet is a deployment step that would need to be assigned to the 5 columns at the right.)</b><br/> <b>(Strategy: Best Practice)</b></p> <ul style="list-style-type: none"> <li>• <b>Analyze student achievement by gap groups, relative to state (KPREP,EPAS) and district and school assessment systems</b></li> <li>• <b>Design a review format for making ongoing modifications to instruction relative to the data</b></li> <li>• <b>Develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness</b></li> <li>• <b>Identify non-cognitive data such as attendance, behavior and retention (Improvement Planning and Consolidated Monitoring)</b></li> <li>• <b>Define the use of instructional best practices by all staff</b></li> <li>• <b>Determine the assignment of staff (strengths) to best serve the identified</b></li> </ul> | Policy and Process | 8/1/13   | 5/30/14                       | \$5,000               | <p>\$3000 (Title I - local assessment system)</p> <p>\$2,000 (Title II, A PD);</p> | District Office (School Improvement Coordinator, Title I Director; Chief Academic Officer) |

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|   |                    |        |         |     |                                     |  |
|---|--------------------|--------|---------|-----|-------------------------------------|--|
| <p>students</p> <ul style="list-style-type: none"> <li>Identify ways to integrate programs and funding (Title I, Title II, Title VI)</li> </ul>   |                    |        |         |     |                                     |  |
| <p><b>Customer Service Initiative</b>(each bullet is a deployment step that would need to be assigned to the 5 columns at the right<br/><b>(Strategy: Other)</b></p> <ul style="list-style-type: none"> <li>Encourage all teaching staff to participate in the TELL survey; analyze results at the leadership level and at the staff level</li> <li>Develop, disseminate and collect surveys from families students and the school community (consider using those in ASSIST including MISSING PIECE)</li> <li>Analyze results of surveys to inform implementation of Parent Involvement practices</li> <li>At the school leadership level (e.g., leadership team, advisory council, SBDM), complete and discuss <i>How Family Friendly is Your School? Checklist</i> (see the book <i>Beyond the Bake Sale</i><sup>1</sup>)</li> <li>Have the staff complete a book study professional development on the book, <i>Who Cares? Improving Public Schools through Relationships and Customer Service</i><sup>2</sup></li> <li>Create an ad hoc committee to identify first steps in creating a welcoming environment for students, their families and the community (suggestions in <i>Who Cares?</i>)</li> <li>Prioritize steps and include in the school's</li> </ul> | Parent Involvement | 8/1/13 | 5/30/14 | TBD | Title I, A; Title II A, Title VI, B | Principal, Teacher Leaders, SBDM or advisory council, Teachers and other Staff |

## Using ASSIST to Address KBE GAP Goals in CSIP

|   |                    |        |         |             |         |   |
|---|--------------------|--------|---------|-------------|---------|---|
| <p>improvement plan (CSIP)</p> <ul style="list-style-type: none"> <li>• Monitor and evaluate annually, making adjustments and additions based on stakeholder feedback.<br/><b>(Strategy: Best Practice)</b></li> </ul>  |                    |        |         |             |         |   |
| <p><b>Parent Involvement for Title I funds through SBDM or advisory (each bullet is a deployment step that would need to be assigned to the 5 columns at the right)</b><br/><b>(Strategy: Other)</b></p> <ul style="list-style-type: none"> <li>• With the assistance of SBDM parents and additional parents serving on a subcommittee, develop a process for identifying students most at risk of failing using: <ul style="list-style-type: none"> <li>○ PTGT (progress toward graduation tool)</li> <li>○ Universal screener for reading and math</li> <li>○ Identify and develop a process for collecting non-cognitive data such as attendance, discipline referrals, retention rate, etc. ( Infinite Campus, CIITS)</li> </ul> </li> <li>• Develop a rubric to determine who is most at risk (assign points for cognitive and non-cognitive data) OR use the report in PTGT tool</li> <li>• Research parental involvement strategies such as training parents on fluency and numeration</li> <li>• Determine what Parent involvement strategy will be used</li> </ul> | Parent Involvement | 8/1/13 | 6/30/14 | Time, Space | Title I | Assigned person for developing the plans to post, implement and monitor for effectiveness |

## Using ASSIST to Address KBE GAP Goals in CSIP

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>Develop a comprehensive plan to effectively accelerate or increase parent involvement; track it and include in CDIP and CSIPs<br/><b>(Strategy: Best Practice)</b></li> </ul> |  |  |  |  |  |  |
|--|--|--|--|--|--|--|

**The following activity is suggested by the Office of Next Generation Schools and Districts, Division of Student Success, Digital Learning Staff**

|   |            |        |         |  |                                    |  |
|---|------------|--------|---------|--|------------------------------------|--|
| <p><b>Integrate digital content into the curriculum</b></p> <ul style="list-style-type: none"> <li>Ensure that technology needs are met               <ul style="list-style-type: none"> <li>Internet connectivity</li> <li>Adequate access to online resources and productivity tools</li> <li>Instructional tools (e.g., projector or interactive whiteboard)</li> <li>Digital devices (e.g., PCs, tablets, handheld devices, etc.)</li> </ul> </li> <li>Digital learning practices should be data driven, student-centered, and be implemented with best practices in digital pedagogy.</li> <li>Train teachers in using and integrating digital resources that align with standards in the selected content area(s)</li> <li>Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly<br/><b>(Strategy: Digital Learning)</b></li> </ul> | Technology | 8/1/13 | 6/30/14 | Time; costs dependent on what needs assessment reveals | District tech funds; grant funding | District technology leadership or team designated to develop process |
|---|------------|--------|---------|--|------------------------------------|--|

**The Following Resource is provided through the Office of Next Generation Learners, Division of Learning Services Staff**

|  |                  |        |          |      |                      |   |
|--|------------------|--------|----------|------|----------------------|---|
| <p><b>Many strategies for addressing gaps with special needs students can be found in the <i>Assist Special Education Guidance Document</i>. It includes investigative</b></p> | Academic Support | 8/1/13 | 6/30//14 | time | Instructional budget | SBDM, special needs staff; DPP; school leadership |
|--|------------------|--------|----------|------|----------------------|---|

## Using ASSIST to Address KBE GAP Goals in CSIP

|  |                         |  |  |  |  |  |
|--|-------------------------|--|--|--|--|--|
| <p><b>questions to support schools in analyzing their data and determining root causes as well as suggested activities related to the identified root causes.</b></p> <p><a href="http://education.ky.gov/school/csip/Pages/default.aspx">http://education.ky.gov/school/csip/Pages/default.aspx</a></p>   |                         |  |  |  |  |  |
| <p><b>The following activity is suggested by the Office of Next Generation Schools and Districts, Division of Student Success, Safe Schools Staff</b></p>  |                         |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• <b>Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk student groups.</b></li> <li>• <b>Cross reference PtGT results with other forms of data (academic and non-academic) to determine which students are at immediate risk for failure and require intensive intervention and supports.</b></li> <li>• <b>Identify current supports and structures being used for this student group. Additional resources and interventions can be found in the Evidence-Based Strategies Toolkit <a href="http://education.ky.gov/school/Pages/PtGT.aspx">http://education.ky.gov/school/Pages/PtGT.aspx</a></b></li> <li>• <b>Determine who will be responsible for implementation of these activities and how and when student progress will be evaluated.</b></li> </ul> | <p>Academic Support</p> |  |  |  |  |  |

<sup>1</sup> Henderson, A, Mapp, K, Johnson, V. and Davies, D (2007), **Beyond the Bake Sale**, New York: The New Press.

<sup>2</sup> Middleton, K. and Petit, E. (2007). Who Cares? **Improving Public Schools Through Relationships and Customer Service**. Tuscon, AZ: Wheatmark