



KENTUCKY DEPARTMENT OF
EDUCATION

Every Child Proficient and Prepared for SUCCESS



COMPREHENSIVE IMPROVEMENT PLANNING

FREQUENTLY ASKED QUESTIONS

AND

TECHNICAL SUPPORT INFORMATION



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CONTENT AND CREATION

1. Do all schools and districts have to do a CSIP/CDIP?

Yes, 702KAR3:246 requires it.

2. Do all CSIP/CDIP have to be in ASSIST?

Districts and schools are required to complete CSIP/CDIP in ASSIST if they met any of the following criteria:

- If you have Title I funds and are required to do a Title I report
- If you are required to submit a Kentucky Continuous Improvement Plan (Special Education)
- If you are a focus school or district in which a focus school is located
- If you are a priority school or in the district in which a priority school is located
- The answer is “yes” to all of the above

3. We have been doing school and district improvement plans for years. Why do we have to do this in ASSIST if we are high performing?

Continuous improvement is all about achieving at higher levels no matter where you are. Moving into innovation in such a way that you know your students are ready for the global challenges is as important as being sure that those schools and districts that are chronically lowest performing or missing gaps are addressing their issues. College and Career Readiness is not just about getting into Yale or Harvard or MIT, it is about being successful once our kids are there. So, what is different here is the focus on the gaps that keeps anybody from getting there and achieving at the highest levels possible. Beyond that it is making sure that our CTE related work is of the highest, most challenging levels to ensure our graduates are competitive.

Unfortunately the NCLB mindset has made us forget that it isn't only about proficiency. We are accountable for every child every day with rigor and engagement. This CSIP/CDIP process is asking schools to look at CCR, graduation, growth, proficiency, and the quality of teaching, set some common goals that you are going to achieve in those areas and then showing all your stakeholders you will do it.

This may feel like it is only about compliance but it is meant to bring the conversation with all of your stakeholders to a new level. For KDE purposes, to get into ASSIST you may well get by with a person filling it out in a room in isolation, but that does occur the point has been missed entirely. The Kentucky public education story is your story. How well we are able to tell it together is what will separate this work from everything else. (Obviously a passion so I place my name on the response...Susan Allred)

4. **How does this model encourage innovation?**

- College and Career Readiness
- CSIP and CDIP that are aligned with the KBE goals, give schools and districts targets
- The activities that the school decides to use and put in a CSIP or CDIP can be as innovative and different and unique as there are ideas, there just has to be accountability that they themselves can define and if they (a) close gaps (b) get 100% CCR and (c) all graduated then we have captured in a plan how to do it/did it to share with others
- In addition, the Districts of Innovation will give districts who apply opportunity to negotiate even this requirement but even for that there must be a plan with intended outcomes
- The issues of accountability for Federal Funding and meeting the goal of CCR for all Kentucky Children must be focused and aligned and we believe this process can do that

5. **Where can I find our targets for growth, gap, graduation and CCR?**

There is a tab in the new school report card labeled “Delivery Targets.” Each school and district will have its targets posted to that tab on your individual report cards.

[School Report Card](#)



6. **How can we calculate a CCR goal for middle schools?**

One of two methods can work:

Take the % of students meeting benchmark, subtract from 100; divide by 2 then by 5 (this would give you the % of students that need to be added each year – similar to how we are determining proficiency goals.

OR

Take the EXPLORE average score and set a target for improving. For example if the average was 17, a goal of 17.2 might be set.

7. **Can the Executive Summary for the diagnostic piece of the CSIP/CDIP be the same as the Executive Summary that schools complete for the SACS accreditation visit?**

Yes, they are one in the same. ASSIST helps eliminate the duplication.

8. **Why would you not include all of your goals in your plan?**

It is completely up to the school/district which goals they choose to include in the plans they create. ASSIST provides the flexibility to build various plans or subsets of plans. For instance, if a school wants to extract only Professional Development strategies and activities from their CSIP into a PD Plan, they have the ability to do that using ASSIST with minimal effort.

9. You mentioned created a Professional Development Plan, so will there be multiple plans other than the CSIP? If so, what types of plans should we have?

All schools are required to have a CSIP in ASSIST, and Priority Schools also need to create a 30-day plan in ASSIST using a subset of activities in their CSIP. These are the only requirements. However, ASSIST is designed as a tool to help schools do the work they do every day. That means, if someone is asked to develop or provide another type of plan (e.g. technology plan or professional development plan), they can.

10. How do we know which diagnostics we are required and optional to do when we see them in the dropdown menus?

The diagnostics listed in the table on the Portfolio Tab will show which components are required and which are optional. Also, requirements for plans are set by the schools designation.

Kentucky Department of Education - Designations and Protocol Assignments

Comprehensive School Improvement Plan

Designation	Executive Summary	KDE Needs Assessment	Improvement Plan Stakeholder Involvement	The Missing Piece	Goals and Plans	KDE Assurances	Actions and Reviews	30 Day Review	60 Day Review	90 Day Review	Program Reviews
Priority School	X	X	X	X	X	X	X	X	X	X	X
Focus School	X	X	Optional	Optional	X	X	X	Optional	Optional	Optional	X
Non-designation	X	X	Optional	Optional	X	X	X	Optional	Optional	Optional	X

X = denotes required

Optional = denotes not required but is encouraged

Comprehensive District Improvement Plan

Designation	Executive Summary	KDE Needs Assessment	Improvement Plan Stakeholder Involvement	The Missing Piece	Goals and Plans	KDE Assurances	Actions and Reviews	30 Day Review	60 Day Review	90 Day Review	Program Reviews
Priority District	X	X	X	X	X	X	X	X	X	X	X
Focus District	X	X	Optional	Optional	X	X	X	Optional	Optional	Optional	X
Non-designation	X	X	Optional	Optional	X	X	X	Optional	Optional	Optional	X

X = denotes required

Optional = denotes not required but is encouraged

Additional Diagnostics and Requirements

Designation	Superintendent Evaluation	School Safety	Comprehensive District Improvement Plan Funding	Technology Plan	SB97 Compulsory Attendance Age	Title I Schoolwide Diagnostic (2x per school year)	Title I Targeted Assistance (2x per school year)			
All KY Schools (A1)						X	If applicable			
All KY District	X	X	X		X					
All KY Schools		Optional								

11. Are goals supposed to be ongoing or annual?

Goals are typically high level, long-term or multi-year targets. Measurable objectives are annual or short term targets/benchmarks that help the school achieve goals over time.

12. How many goals should a school create?

This is at the school's discretion. All schools are required to have goals in their CSIP/CDIP aligned to the state goals for GAP, Graduation, K-PREP Proficiency, College Career Readiness and Next Generation Professionals, using the targets defined in the school's accountability results. Additional goals can be developed at the discretion of the school based on an analysis of student and organizational performance data. The number of goals that a school/district may have is endless.

13. Do I understand correctly that the state will be creating school goals based on K-PREP results and then we can add our own local goals?

Statewide goals and targets have been established for Gap, Graduation Rate, K-PREP Proficiency, and College and Career Readiness. Document containing these goals and objectives, along with the recommended strategies and activities, can be located at [Comprehensive Improvement Planning for Schools and Districts](#) . Schools and districts will "customize" these goals and objectives by embedding the specific targets assigned to their institution in the accountability results.

14. Is there information in ASSIST about KCMP for special education?

A letter from Johnny Collett, Kentucky Director of Special Education and a KCMP manual can be found at [KCMP and Special Education](#) .

15. Please clarify. Are the Title 1, Special Ed, RTTT3, and 703 KAR5:225 report a part of the CSIP or are they separate and entered by the directors of the specific programs?

At this time, nothing is specified for each of these, but ideally if schools and districts write aligned goals, then pulling parts of your plan to make the additional plans will be easy. We will guide you through that at the time it arrives. Special Education has been added to the site as has RTTT3.

16. How will this compare to the current 3 strands of School Improvement Plans in which our goals are Academic Performance, Learning Environment and Efficiency?

Still aligns. The state goals would all fit under academic performance, and then you can add learning environment and efficiency goals.

17. The 4 components are more aligned to HS; does an elementary school have a freshman graduation rate component in their CSIP?

We believe that we have worked with ASSIST to identify the goals you need to address. So, those will be the only ones that come up for you...proficiency at the elementary level.

18. Will Priority Schools complete a Comprehensive School Improvement Plan or a 30-60-90 Day Plan?

Priority schools must complete both the CSIP and the 30-60-90 Day Plan. The CSIP is a yearlong big picture. We are asking for 30 day plans to be entered beginning with the date of the CSIP submission. Your ERL will help with this. As an ongoing monitoring process for 30-60-90 day Priority Schools will receive a “task” notification from ASSIST to update their plans in 30-60-90 day intervals from the date of submission.

19. How can I write an effective plan without appropriate budget information? The tentative budget results aren’t distributed until March. 702 KAR3:246 budget regulations provides: Section 2. (1) The local school district shall provide notice to school councils of a tentative allocation by March 1 and notice of an updated allocation by May 1 of each year for the funds and positions identified in Sections 4, 5, 6, and 8 of this administrative regulation for the next budget year in accordance with this administrative regulation.

We are beginning a process for CSIP and CDIP to be a continuous improvement model, not a compliant check-off. So, it will be adjusted as data informs the plan. The more sophisticated a school and district becomes and the more transparent it/they are with the process, the CSIP/CDIP will always be a work in progress based on data and information available at any time. Funding would be channeled toward student need based on performance data. As additional monies are available, they can be applied to gaps in the continuously monitored data. And this does include goals surrounding efficiency, student behavior and capital improvement.

20. Do we still need to set biennial targets?

Yes, but that is done for you in the delivery targets. If you want to set higher targets, you certainly may.

21. Are you saying that we have to have a goal for every subgroup, every subject in ASSIST?

No. There is an expectation that each school and district has done the drill down of your data and identified the gaps that you need everybody to know you are working on and what you are doing with it. We do not see that as a huge number of goals. It may well be that you have some activities, with benchmarks for all of those levels and courses and those can be owned by smaller groups...goal teams, PLCs, etc...but the goals need to be straightforward, clear and easy to communicate not only to those who have to ensure they get met but your stakeholders who may wish to provide support (Co-ops, universities, education support groups, booster groups, etc...). One of the great features of ASSIST is that you may create a large number of goals but only use a few in your plan for focus; when you achieve those, you pick up others. This is intended to be a continuous improvement process with checkpoints.

22. Where are the drop-down menus for my goals?

The targets set by the state for your school and/or district are in the delivery tab of your School Report Card (see question 4 above). That is the data that you will use to build your goals in the ASSIST platform. A suggestion would be to write a SMART goal using that delivery target and then go into ASSIST to enter it. The tasks that ASSIST assigns you will also guide you through the process. You may refer to the website for more information on writing goals: [Comprehensive Improvement Planning for Schools and Districts](#) “How to Write Goals and Create Them in ASSIST”

23. We do not have kindergarten in our grade span and do not feel we should need to respond to that in the ASSURANCES. What should we do?

Just answer “no” and in the comments box say “does not apply”.

MONITORING AND UPDATING THE PLAN

1. Are Progress Notes required by KDE? If so, how often?

Focus and Priority schools and districts will be required to submit quarterly reports to show the progress they are making toward plan implementation. These reports will include the submission of the CSIP/CDIP with progress notes in ASSIST.

2. What if we are already building 30-60-90 day plans, isn't it redundant?

Think of this CSIP/CDIP as your public, transparent communications tool. Really good 30-60-90 day plans are quite detailed and help you monitor your work. The CSIP/CDIP is a yearlong projection of (a) your goals aligned with the state (b) your compliance pieces for Title I and KCMP and (c) a big picture of the activities, what they cost and how you will know they are effective. This plan is the big picture for the entire year. It helps keep your 30-60-90 from getting off track. It doesn't need to be different processes...same process, big picture and the communication tool that will go on your website. Don't be afraid of the technology...make it work for you.

TECHNICAL SUPPORT FOR CSIP/CDIP

1. Why is it that when I inquired of the person assigned to me about my CSIP, they told me they would have to call me back? Shouldn't they know?

- a)** The staff in the Office of Next Generation Schools and Districts (Title I, Homeless, Migrant, SBDM, N&D, alternatives, digital) are the people being assigned to provide support by being a resource to connect you to the person/people you need for support. We are trying to give the same answers to everyone. We are all learning how to become that kind of support. So, if the answer to your question hasn't been asked before (in our FAQ) or can't be answered from one of the resources on the webpage, we are asking our team to build a common data bases of questions and answers to improve the quality of support.
- b)** For FOCUS schools the person assigned to you is going to learn about and your gaps in order to be the resource in the agency to guide resources and support as well as external folks who may want to help. Continuous improvement is a new concept for everyone and we are all learning based on where we are.

TIMELINES, DATES AND ACTIVITIES

1. How do I know when my plan is due and any other activities I am required to complete in ASSIST?

A timeline is published on the [Comprehensive Improvement Planning for Schools and Districts](#) website. This document will provide you with the major activities and due dates.

Comprehensive School/District Improvement Planning - Timeline

AND

Kentucky Department of Education - Designations and Protocol Assignments

Comprehensive School Improvement Plan

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Priority School	X	X	X	X	X	X	X	X	X	X	X
Focus School	X	X	Optional	Optional	X	X	X	Optional	Optional	Optional	X
Non-designation	X	X	Optional	Optional	X	X	X	Optional	Optional	Optional	X
Due Dates	December 20, 2013	December 20, 2013	December 20, 2013	December 20, 2013	December 20, 2013	December 20, 2013	December 20, 2013	January 20, 2014	March 20, 2014	June 20, 2014	June 1, 2014

X = denotes required
Optional = denotes not required but is encouraged

Comprehensive District Improvement Plan

Designation	Executive Summary	KDE Needs Assessment	Improvement Plan Stakeholder Involvement	The Missing Piece	Goals and Plans	KDE Assurances	Actions and Reviews	30 Day Review	60 Day Review	90 Day Review	Program Review
Priority District	X	X	X	X	X	X	X	X	X	X	X
Focus District	X	X	Optional	Optional	X	X	X	Optional	Optional	Optional	X
Non-designation	X	X	Optional	Optional	X	X	X	Optional	Optional	Optional	X
Due Dates	December 20, 2013	December 20, 2013	December 20, 2013	December 20, 2013	December 20, 2013	December 20, 2013	December 20, 2013	January 20, 2014	March 20, 2014	June 20, 2014	June 1, 2014

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Additional Diagnostics and Requirements

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All KY Schools (A1)						X	If applicable			
All KY District	X	X	X		X					
All KY Schools		Optional								
Due Dates	November 1, 2013	November 1, 2013	September 30, 2014	TBD (currently in text)	June 30, 2014	December 20, 2013	December 20, 2013 and June 2014			

2. Do we have 90 calendar days or 90 school days to submit our CSIP/CDIP after the public release of data?

90 calendar days after the public release of data.

3. All the dates confuse me...where did they come from?

a) We began the information stream in July with the Superintendent’s webcast, a month later with the instructional supervisor list serve and in October to DACs. At the time we began we thought the KPREP scores were going to be released in September. So, the January 15 date was set to give everybody time to update their April 2011 school improvement plans into ASSIST. Tests scores were delayed. So, the due date moved to February 1.

b) The October 1 date comes from 158.649 (SB168) (4) Beginning with the 2012-2013 school year, the reporting requirement in this subsection shall be October 1 of each year. The section says originally by November of each year schools get data and schools are supposed to address gaps and councils set biennial goals that they give to their board for approval. Well, on October 1 you didn’t have your data...so we moved that activity to December 1. Essentially your School Report Card set those targets for you (Regulation 225 accountability/waiver) and you have them already. So, the targets are set. Does your board know?

c) So...what happens in the future? Ideally you will continue with the April 1 deadline in SB168 for review and update of your improvement plan. You will get new data in August/September and update for October 1 and then the cycle repeats.

d) The idea behind the dates this year is to get the information ASSIST in order to begin to streamline plans required by the state...Title I, KCMP, RTTT...eventually all plans Title II, III, etc.

4. How are schools going to get the involvement they need on that timeline?

The assumption is they have already written the plan for this year (last April) and this would be upgrading it based on the release of the data and begins the continuous improvement process. It encourages SBDM and districts to have on-going, regular dialogue about data points and improvement plans...living documents based on what we learn from the data.

5. All the dates confuse me...where did they come from?

a) The October 1 data comes from 158.649 (SB168) (4). Beginning with the 2012-2013 school year, the reporting requirement in this subsection shall be October 1 of each year. The section says originally by November of each year schools get data and schools are supposed to address gaps and councils set biennial goals that they give their Board for approval.

b) You will continue with the April 1 deadline in SB168 for review and update your improvement plan. You will get new data in August/September moving forward and update for October 1 and then the cycle repeats.

6. Does my school board have to approve my plan before it is submitted in ASSIST? And what happens if my board has not approved our plan before the deadline that KDE requires?

No. Once the plan has been submitted in ASSIST the plan can be updated if changes are requested by boards or councils upon review or approval. The revised plan can then be posted to the school/district website for public view as an updated version of the plan. KDE does not inform or require that specific approval happen by school boards in meetings to review and submit plan. Meeting schedules and approval are at the discretion of the district and their boards/councils.

MISCELLANEOUS

1. What if there are schools listed in our district that are not A1 schools (for example, alternative schools) are these schools required to complete a CSIP in ASSIST?

Currently non-A1 schools are not required to complete or submit a CSIP in ASSIST. If you notice that one of these schools has an assigned task in ASSIST, you can contact AdvancED customer service (customerservice@advanc-ed.org) or KDE CSIP DSIP Information (csipdsip@education.ky.gov) to have the task removed. Now, this does not mean that a non-A1 school cannot complete a CSIP. If non-A1 schools would like to complete a CSIP they may do so. All that is needed to make this happen is to contact KDE CSIP DSIP Information at csipdsip@education.ky.gov to have the appropriate tasks assigned to that non-A1 school to complete the required components in ASSIST. Some districts like to know what their non-A1 schools are doing with regards to improvement and ASSIST will allow them to document and track progress.

2. **Is it still true that there are separate plans for A5 and A6 schools, even though those schools are not held accountable for same standards as all A1 schools?**

We are not requiring A5 and A6 schools to enter plans in ASSIST at this time.

3. **Do we have to complete both the District and School improvement plans through ASSIST event though we just have one school in the district?**

It depends on how you work. If you have a seamless alignment of your school and district functions, one plan should do it, but if you have goals for your central office in addition to the school, then you would want to do a second plan.

ALSO, for 2013-14 and moving forward you will be required to complete Assurances in ASSIST. The Assurances **are different** for schools and districts. Therefore, the district Assurances will need to be addressed in the CDIP and the school Assurances will need to be addressed in the CSIP.

4. **When will we hear more about FOCUS schools?**

FOCUS designation is public with the release of the data, schools will be assigned a consultant from the department to help review the requirements. Requirements for CSIP submissions can be found above in Question 10 of this FAQ. FOCUS superintendents will be contacted by the department for support.

5. **How does ASSIST interact with MUNIS and other KDE systems?**

ASSIST does not interact with MUNIS or any other KDE system in any way. As schools and districts build plans in ASSIST and identify funding sources for specific activities, it will be important to ensure that budgets in MUNIS match the improvement plans. Every plan generated in ASSIST has a breakdown by funding source at the end which should help with the translation of information from the plan to MUNIS.

Other KDE systems such as CIITS, EDS, and School Report Card are where the data you use to build your plans is located. The use of these systems will help information your plan in the goals and plans that you create for continuous improvement planning. Data from these systems does not interact with ASSIST and probably never will.

6. **When can we start using stakeholder surveys in ASSIST?**

Surveys are available in ASSIST for all KY schools and districts today. You can begin using them at any time. The surveys are AdvancED surveys and are not specific to Kentucky or created by Kentucky. If you have questions regarding the use of these surveys or their contact you may contact AdvancEd customer support at contactus@advanc-ed.org or KDE CSIP DSIP Information csipdsip@education.ky.gov for more information. These surveys provide useful feedback in the continuous improvement planning process.

7. **What is the status of SISI for planning and for scholastic audits?**

SIS is still a guide for schools. That has not changed. What has changed is that the funding to provide scholastic audits no longer exists at the levels of the past.

8. **How do we remove or request a change in ASSIST for schools that may now be closed, new or we want to have a name change in the system?**

To remove a school that has been closed, to add a new school or to request a name change in the system for a school requires that the appropriate KDE protocol be followed to ensure that the information that the ASSIST system receives monthly is current. The protocol and form to request this can be found at [School Change Requests](#) on the KDE website. We do not recommend removing schools from ASSIST unless they have closed because they may still be required to complete a task in the future through ASSIST.

9. **Can any school do an improvement plan in ASSIST even if they are not required to do so?**

Yes, any school can complete an improvement plan in ASSIST. They will need to contact the KDE technical support person to create a user account for system access. The only difference is that they will not be required to “submit” their plan like A1 schools. If there are specific areas/tasks that they would like to have the school complete those tasks can be assigned to the school just like A1 schools currently do. For more information on this complete process you may contact KDE CSIP DSIP Information (csipdsip@education.ky.gov) for more information about the process and options.

TRAINING, TECHNOLOGY AND SUPPORT

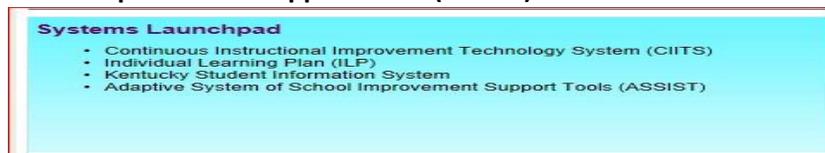
1. **How do we access ASSIST?**

ASSIST can be accessed through

- Open House (found on the KDE Home Page)
 - Click on the Open House icon



- Scroll to the bottom of the Open House Page to **System Launchpad** and click on **Adaptive Systems of School Improvement Support Tools (ASSIST)**



OR

- [AdvancED ASSIST/KDE \(www.advanc-ed.org/kde\)](http://www.advanc-ed.org/kde)
- A link to ASSIST can also be found when logged into CIITS

2. How do I know if I have an account in ASSIST?

All Kentucky Superintendents and school Principals have accounts in ASSIST by default. If you are uncertain about having an account in ASSIST you may contact KDE CSIP DSIP Information csipdsip@education.ky.gov or AdvancEd customer support at contactus@advanc-ed.org to check on user account status and permissions.

If you are new your school or district you can create an account in ASSIST by clicking on the “Create an Account” link on the ASSIST/KDE home page

[ASSIST/KDE](#)

OR

Contact KDE CSIP DSIP Information csipdsip@education.ky.gov to have a new account created and the appropriate user permissions assigned for system use. More information about support can be found on the last page of this FAQ.

3. Is our password the same as last year?

Yes. Your password never changes or expires.

If you have forgotten your password when logging into the system you can click on “**Send new password**” on the login page of ASSIST and new/temporary password will be sent to you. A quick reference guide for creating and setting up user accounts can be found on the [Comprehensive Improvement](#) webpage along with other technical guides to support creating improvement plans in ASSIST.

4. How do I make changes to the Superintendent/Principal or primary contact information in ASSIST?

ASSIST gets the Superintendent/Principal information from Infinite Campus on recurring basis. All change to that information should be made in Infinite Campus that will in turn update the information feed to ASSIST. Changes to the primary contact information can be made directly in ASSIST under the **Profile** tab using the **Update Demographic** link.

5. How can I ensure that the right people are notified when a new task/work item is assigned and due in ASSIST?

ASSIST sends task notifications to the Head of Institution (Superintendent/Principal) and to the Primary Contact identified in the **Profile** tab. It is the responsibility of those parties to notify other personnel that have action items for task assignment in ASSIST.

At this time the system only allows for these two contacts. The opportunity for additional contacts to be added has been placed on the “wish list” of future enhancements to the system.

6. How are user permissions determined in ASSIST?

Permissions are in two levels. *Full* access allows the user to access the system, create/add to/update/change/delete/submit information in the system. *Read* only access allows access to “view” the plan and contents only and no ability to create/add to/update/change/delete/submit information in the system.

In most cases the Head of Institution (Superintendent/Principal) have full access to the system. They may also choose to assign full access permissions to other stakeholders and people collaborating to create/add to/update/change/delete information the plan. There are not written guidelines as to who should have what permissions in the system. When asked, we make recommendations only.

7. Are technical guides available to provide instruction on entering information into ASSIST?

Yes. Technical guides can be found on the [Comprehensive Improvement Planning](#) webpage.

8. Can two people be in the system at the same time on different computers and still save data?

Yes. ASSIST allows multiple users to be in a school/district account at the same time, just keep in mind that if both people are working on the exact same question in the exact same diagnostic, the last one to click “save” will override what the other person has completed. This is not a problem if the individuals are working on different components of the system or even different sections of the same diagnostic.

9. Who do we contact about changes that we would like to see made to the systems functionality and ease of use?

Your input and feedback is important to us and our vendor partner AdvancED. To provide feedback, questions, concerns, suggestions we ask that you send them to csipdsip@education.ky.gov.

10. Do I have to re-enter all of my plan information every year when creating my improvement plan?

No. The **Goals and Plans** section of your district/school profile in ASSIST is always “open”. Updates/changes/deletions can be made at any time and will remain in the system until they are deleted. So, when you start working on your improvement plan for the coming school year your information will already be in the system and it is just a matter of updating it based on the new student data for the new school year.

11. Can you show multiple funding sources for a single activity?

Yes. Once you have built your activity in the system you can go back and add additional funding sources to the activity. You can also edit and delete funding sources.

12. How can we receive additional training for our current staff and any new staff that may be assigned work on our improvement plan?

Depending on what type of training you are looking for will determine what is might be available. Web-ex’s that have been recorded for training purposes are can be found on the [Comprehensive Improvement](#)

[Planning](#) webpage along with technical guides. If you would like to have more face-to-face training on the system and guidance on continuous improvement you can send an email to csipdsip@education.ky.gov and someone will contact you to discuss your needs further.

13. Was ASSIST built specifically for Kentucky and school improvement planning?

No. ASSIST is a platform used by AdvancED for accreditation. Kentucky chose to partner with AdvancED by further utilizing the platform to guide school improvement planning in Kentucky and creating Kentucky specific content. Kentucky schools/districts that are SACS accredited have been using this platform to maintain and report on their performance as required by the SACS process already. By using ASSIST for improvement planning it allows districts/school to collaborate and provide a single source for the work and information to be kept and tracked for “continuous” improvement planning.

14. I keep hearing about Delivery Plans. What are they? Where can I find them? What will they tell me?

The Delivery Plans were created in the four areas of College and Career Readiness, Closing the Achievement Gap, Proficiency and Next Generation Professionals. These outline the strategic priority of the share visions of the Kentucky Department of Education and Kentucky Board of Education. Each plan identified strategies that are needed to meet the state goals. These plans support the work through data analysis for decision making, building capacity and management of the work.

Addressing each of the delivery areas in improvement plans is required. Reviewing these plans can be helpful in learning what the strategies are for each and understand how the data is analyzed. You are encouraged to review these plans for in-depth information and an understanding of strategic priority of the state.

[Kentucky Department of Education - Delivery Plans](#) or www.education.ky.gov/CommofEd/CDU

TECHNICAL SUPPORT AND SERVICE

1. Where can I find supporting documentation and information for school and district improvement?

We have created various documents to support school and district improvement planning. Guidance documents, presentations, webinars, and technical guides have all been saved and are continuously updated and posted to the site - [Comprehensive Improvement Planning for Schools and Districts](http://www.education.ky.gov/school/csip) or www.education.ky.gov/school/csip

2. Is there someone that can contact when I have a question, comment or concern regarding our improvement plans?

Yes. You can send an email to csipdsip@education.ky.gov. This email is monitored at all times. We will respond to your correspondence as soon as possible to provide guidance and answers to your questions and address your comments and concerns.

3. Who can I contact if I am having issues accessing and using ASSIST?

You can contact the KDE CSIP DSIP Information office at csipdsip@education.ky.gov.

You may also contact AdvancED technical support if you are having technical issues with ASSIST at contactus@advanc-ed.org or 1-888-413-3669, press #4 for technical support.

Additionally, your Title I coordinator at the Kentucky Department of Education can provide you with support regarding access and content.

4. Where can I find my school data? Who do I contact if I have questions?

The school data can be found in your [School Report Card](#) on the KDE home page. This is where you will get the data you will use to inform your CSIP/CDIP.

LINKS AND INFORMATIONAL SOURCES

Comprehensive School Improvement	Comprehensive Improvement Planning for Schools and Districts
AdvancED (ASSIST)	Kentucky Department of Education AdvancED
School Report Card	School Report Card
Open House	Kentucky Department of Education Open House
CIITS	CIITS
Next Generation Professionals	Professional Growth and Effectiveness System (PGES)

College and Career Readiness	College/Career Readiness for All
GAP	Strategies for Closing Gaps
Program Reviews	Program Reviews
Kentucky Department of Education Delivery Plans	Delivery
ASSIST KBE – K-Prep Scores (bubble sheet)	K-Prep
ASSIST KBE – Freshman Graduation Rate (bubble sheet)	Graduation Rate
ASSIST KBE – CCR Students (bubble sheet)	College and Career Readiness
ASSIST KBE – Achievement Gap (bubble sheet)	Achievement Gap
ASSIST KBE – Next Generation Professionals (bubble sheets)	Next Generation Professionals - Principal Next Generation Professionals - Teacher
School Change Requests	School Change Requests

CONTACTS

Next Generation Schools and Districts	502-564-5103
Division of Consolidated Planning and Audits	502-564-3791
AdvancED (ASSIST)	1-888-413-3669 Option 4 (Tech Support) 1-888-413-3669 ext. 5780 (KY Office) contactus@advanc-ed.org
Comprehensive Improvement Plan Support	502-564-5103 csipdsip@education.ky.gov
KDE – ASSIST Technical Support	KDE CSIP DSIP Information

csipdsip@education.ky.gov

Program Review

Todd Davis

502-564-2706 ext. 4537

Todd.davis@education.ky.gov

School Change Requests
(add/remove/name change)

Lori Davis

502-564-5279

Lori.davis@education.ky.gov