



Kentucky Department of Education

CSIP with TSI Addendum

Monitoring Instrument 2024-2025

School:

School and district improvement efforts are a collaborative process involving multiple stakeholders. The following definitions are outlined in [703 KAR 5:225](#):

"Comprehensive District Improvement Plan" or "CDIP" means a plan developed by the local school district with the input of parents, faculty, staff and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities and a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students.

"Comprehensive School Improvement Plan" or "CSIP" means a plan developed by the school council, or successor and charter schools with the input of parents, faculty and staff, based on a review of relevant data that includes targets, strategies, activities and a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students.

Pursuant to [703 KAR 5:225](#), the Kentucky Department of Education is tasked with reviewing CSIPs and CDIPs. During the review process, KDE staff provide feedback to assist schools and districts with improvement planning to ensure plans are developed and implemented effectively. While improvement plans are developed through the completion of several diagnostics, this review will only include the Needs Assessment for Schools and Comprehensive School Improvement Plan diagnostics. This process of monitoring enables schools and districts to ensure compliance with state and federal regulations and focus on ways to develop more effective programs through collaboration and self-evaluation.

The rubric that follows will indicate a rating of *Needs Improvement*, *Meets Expectations for Submission* or *Indicates High-Quality Planning* highlighted in yellow for each component of the CSIP. For each area highlighted under **Needs Improvement**, districts/schools must revise their responses on the appropriate diagnostic until expectations are met. Complete the revisions on the **Needs Assessment Diagnostic or CSIP template and resubmit to the Continuous Improvement Platform (CIP)**. Please send email confirmation to the assigned KDE Program Consultant once the revision has been uploaded to the platform.

## Needs Assessment Rubric

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
<b>Protocol</b>	A data review process is not described. Participating stakeholder groups are not identified. Meeting timeline and/or documentation is not described.	A data review process is described, including review, analysis and application of results. A timeline for meetings is described and includes stakeholder groups engaged and description of documentation.	The process includes active and meaningful stakeholder engagement and an approach that is both needs-driven and context-specific, including a review of the previous plan and its implementation.
<b>Review of Previous Plan</b>	A summary of the implementation of last year's improvement plan, including goals, objectives, strategies and activities, is not provided. An explanation of how the review will inform this year's plan is not included.	A summary of the implementation of last year's improvement plan is provided and includes reflection on the goals, objectives, strategies and activities. Successes are identified and an explanation of how the review will inform this year's plan is described.	The summary provides analysis of implementation with specific steps for utilizing the findings in this year's planning process. These steps are addressed in the CSIP diagnostic and template.
<b>Trends</b>	It is not clear that data from the previous two years has been analyzed. Areas for improvement are not identified.	The response clearly indicates analysis of data from the two previous years and identifies significant areas for improvement.	Trends are supported by strong data from the past two academic years. Data is derived from multiple data sources or voices. All data points are cross-

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
			referenced or triangulated to create a fuller picture of the issue.
<b>Current State</b>	Precise numbers and percentages are not included. Data sources are not cited. Multiple sources of data are not provided.	Varied sources of data are cited, including precise numbers and percentages.	The data includes a balance of input data, output data and demographic or community context data.
<b>Priorities/Concerns</b>	Areas of weakness are not identified. Precise numbers and percentages are not provided.	Two or three areas of weakness are identified using precise numbers and percentages.	A manageable number of priorities have been identified and are thoroughly addressed in the CSIP diagnostic and template.
<b>Strengths/Leverages</b>	No strengths or leverages have been identified. Precise numbers and percentages are not provided.	Strengths and leverages have been identified using precise numbers and percentages.	Awareness of how strengths and leverages identified may be utilized to improve areas of concern has been articulated.
<b>Key Elements</b>	The current template has not been uploaded in the CIP or processes, practices or conditions have not been identified as a focus.	Processes, practices or conditions are identified as a focus for resources and effort.	Processes, practices or conditions are identified and clearly linked to a Key Core Work Process or other improvement system.

**Needs Assessment**

**Areas of Strength:**

**Areas of Improvement:**

**Things to Consider:**

## Alignment to Needs Rubric

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
<b>Priorities/Concerns from Needs Assessment</b>	No areas of weakness aligned to question #5 of the Needs Assessment are identified.	Two or three areas of weakness aligned to question #5 of the Needs Assessment are identified.	The two or three areas of weakness aligned to question #5 of Needs Assessment are thoroughly addressed in the strategies and activities outlined in the CSIP.
<b>Processes, Practices, or Conditions to be Addressed from Key Elements Template</b>	No processes, practices, or conditions aligned to the School Key Elements Template are identified.	Two or three processes, practices, or conditions identified as a focus on the School Key Elements Template are referenced.	The two or three processes, practices, or conditions identified are thoroughly addressed in the strategies and activities sections within the CSIP.
<b>Indicator Scores</b>	The overall numerical scores of status and change are not listed for each indicator as required by school level.	The overall numerical scores of status and change are listed for each indicator as required by school level.	

### Alignment to Needs

**Areas of Strength:**

**Areas of Improvement:**

**Things to Consider:**

## CSIP Template Rubric

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
<b>Math and Reading Goal</b>	The goal statement does not indicate a three- to five-year goal based on relevant data.	The goal statement clearly articulates a three- to five-year goal based on relevant data.	Goals are SMART. Goals clearly address critical school challenges identified in the needs assessment.
<b>Math and Reading Objective</b>	Objective statements do not indicate a target for the current school year based on relevant data.	Objective statements clearly indicate a target for the current school year based on relevant data.	Objective statements are measurable and describe an ambitious but attainable target.
<b>Math and Reading Strategy</b>	It is not clear that the chosen strategy is based on an established improvement approach.	Each strategy is specific and clearly aligned to an established improvement approach.	Descriptions of the strategies are explicit, noting how the strategy will lead to changes that will clearly enable the school to achieve the stated goal. Strategies are clearly aligned to identified needs and are mostly evidence-based strategies.
<b>Math and Reading Activities</b>	Listed activities are not actionable steps.	Each activity describes an actionable step.	Descriptions of the action steps provide details regarding the actions to be taken including as appropriate: what the action is and its purpose, when and how often the action will occur, and the audience or recipient of the action. All action steps are intentionally aligned with and provide a logical scaffolding to realize all outcomes.

<b>Math and Reading Measure of Success</b>	Criteria is not based on observable measures.	Success criteria is based on quantitative and/or qualitative measures that can be observed.	Measures include student achievement data as well as implementation data.
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<b>Diagnostic Component</b>	<b>Needs Improvement</b>	<b>Meets Expectations for Submission</b>	<b>Indicates High-Quality Planning</b>
<b>Math and Reading Progress Monitoring</b>	No process is described. Timelines and persons responsible are not included.	A clear process is described, including timelines and persons responsible.	Estimated dates of completion are appropriate and all dates are not end-of-year dates. The distribution of action steps to responsible parties is varied and not concentrated around a few people and/or groups.
<b>Math and Reading Funding</b>	Funding sources are not clearly identified.	Specific funding sources are identified for each objective or there is an indication of no need for funding.	Estimated amounts for each funding source are included. Specific materials, services or personnel to be funded are listed.

**Math and Reading**

**Indicators Areas of Strength:**

**Indicators Areas of Improvement:**

**Things to Consider:**

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
<b>Science, Social Studies and Writing Goal</b>	The goal statement does not indicate a three- to five-year goal based on relevant data.	The goal statement clearly articulates a three- to five-year goal based on relevant data.	Goals are SMART. Goals clearly address critical school challenges identified in the needs assessment.
<b>Science, Social Studies and Writing Objective</b>	Objective statements do not indicate a target for the current school year based on relevant data.	Objective statements clearly indicate a target for the current school year based on relevant data.	Objective statements are measurable and describe an ambitious but attainable target.
<b>Science, Social Studies and Writing Strategy</b>	It is not clear that the chosen strategy is based on an established improvement approach.	Each strategy is specific and clearly aligned to an established improvement approach.	Descriptions of the strategies are explicit, noting how the strategy will lead to changes that will clearly enable the school to achieve the stated goal. Strategies are clearly aligned to identified needs and are mostly evidence-based strategies.
<b>Science, Social Studies and Writing Activities</b>	Listed activities are not actionable steps.	Each activity describes an actionable step.	Descriptions of the action steps provide details regarding the actions to be taken including as appropriate: what the action is and its purpose, when and how often the action will occur, and the audience or recipient of the action. All action steps are intentionally aligned with and provide a logical scaffolding to realize all outcomes.

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
<b>Science, Social Studies and Writing Measure of Success</b>	Criteria is not based on observable measures.	Success criteria is based on quantitative and/or qualitative measures that can be observed.	Measures include student achievement data as well as implementation data.
<b>Science, Social Studies and Writing Progress Monitoring</b>	No process is described. Timelines and persons responsible are not included.	A clear process is described, including timelines and persons responsible.	Estimated dates of completion are appropriate and all dates are not end-of-year dates. The distribution of action steps to responsible parties is varied and not concentrated around a few people and/or groups.
<b>Science, Social Studies, and Writing Funding</b>	Funding sources are not clearly identified.	Specific funding sources are identified for each objective or there is an indication of no need for funding.	Estimated amounts for each funding source are included. Specific materials, services or personnel to be funded are listed.

**Science, Social Studies, and Writing**

**Indicators Areas of Strength:**

**Indicators Areas of Improvement:**

**Things to Consider:**



Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
<b>Achievement Gap Objective</b>	Objective statements do not indicate targets for the current school year based on data from state assessments.	Objective statements clearly indicate targets for the current school year based on data from state assessments.	Objective statements are measurable and describe an ambitious but attainable target.
<b>Achievement Gap Strategy</b>	It is not clear that the chosen strategy is based on an established improvement approach.	Each strategy is specific and clearly aligned to an established improvement approach.	Descriptions of the strategies are explicit, noting how the strategy will lead to changes that will clearly enable the school to achieve the stated goal. Strategies are clearly aligned to identified needs and are mostly evidence-based strategies.
<b>Achievement Gap Activities</b>	Listed activities are not actionable steps.	Each activity describes an actionable step.	Descriptions of the action steps provide details regarding the actions to be taken including as appropriate: what the action is and its purpose, when and how often the action will occur, and the audience or recipient of the action. All action steps are intentionally aligned with and provide a logical scaffolding to realize all outcomes.

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
<b>Achievement Gap Measure of Success</b>	Criteria is not based on observable measures.	Success criteria is based on quantitative and/or qualitative measures that can be observed.	Measures include student achievement data as well as implementation data.
<b>Achievement Gap Progress Monitoring</b>	No process is described. Timelines and persons responsible are not included.	A clear process is described, including timelines and persons responsible.	Estimated dates of completion are appropriate and all dates are not end-of-year dates. The distribution of action steps to responsible parties is varied and not concentrated around a few people and/or groups.
<b>Achievement Gap Funding</b>	Funding sources are not clearly identified.	Specific funding sources are identified for each objective or there is an indication of no need for funding.	Estimated amounts for each funding source are included. Specific materials, services or personnel to be funded are listed.

**Achievement Gap**

**Indicators Areas of Strength:**

**Indicators Areas of Improvement:**

**Things to Consider:**

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
<b>English Learner Progress Goal</b>	Goal statement does not indicate a three- to five-year goal based on relevant data or indicate that there are no EL students.	Goal statement clearly articulates a three- to five-year goal based on relevant data or an indication of no EL students is provided.	Goals are SMART. Goals clearly address critical school challenges identified in the needs assessment.
<b>English Learner Progress Objective</b>	Objective statements do not indicate a target for the current school year based on relevant data.	Objective statements clearly indicate a target for the current school year based on relevant data.	Objective statements are measurable and describe an ambitious but attainable target for the current school year.
<b>English Learner Progress Strategy</b>	It is not clear that the chosen strategy is based on an established improvement approach.	Each strategy is specific and clearly aligned to an established improvement approach.	Descriptions of the strategies are explicit and clearly connected to an established improvement approach. It is clear how the strategy will lead to changes that will enable the school to achieve the stated goal. Strategies are clearly aligned to identified needs and are mostly evidence-based strategies.
<b>English Learner Progress Activities</b>	Listed activities are not actionable steps.	Each activity describes an actionable step.	Descriptions of the action steps provide details regarding the actions to be taken including as appropriate: what the action is and its purpose, when and how often the action will occur, and the audience or recipient of the action. All action steps are intentionally aligned with and provide a logical scaffolding to realize all outcomes.

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
<b>English Learner Progress Measure of Success</b>	Criteria is not based on observable measures.	Success criteria is based on quantitative and/or qualitative measures that can be observed.	Measures include student achievement data as well as implementation data.
<b>Progress Monitoring for English Learner Progress</b>	No process is described. Timelines and persons responsible are not included.	A clear process is described, including timelines and persons responsible.	Estimated dates of completion are appropriate and all dates are not end-of-year dates. The distribution of action steps to responsible parties is varied and not concentrated around a few people and/or groups.
<b>English Learner Progress Funding</b>	Funding sources are not clearly identified.	Specific funding sources are identified for each objective or there is an indication of no need for funding.	Estimated amounts for each funding source are included. Specific materials, services or personnel to be funded are listed.

**English Learner Progress**

**Indicators Areas of Strength:**

**Indicators Areas of Improvement:**

**Things to Consider:**

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
<b>School Climate and Safety Goal</b>	The goal statement does not indicate a three- to five-year goal based on relevant data.	The goal statement clearly articulates a three- to five-year goal based on relevant data.	Goals are SMART. Goals clearly address critical school challenges identified in the needs assessment.
<b>School Climate and Safety Objective</b>	Objective statements do not indicate a target for the current school year based on relevant data.	Objective statements clearly indicate a target for the current school year based on relevant data.	Objective statements are measurable and describe an ambitious but attainable target for the current school year.
<b>School Climate and Safety Strategy</b>	It is not clear that the chosen strategy is based on an established improvement approach.	Each strategy is specific and clearly aligned to an established improvement approach.	Descriptions of the strategies are explicit and clearly connected to an established improvement approach. It is clear how the strategy will lead to changes that will enable the school to achieve the stated goal. Strategies are clearly aligned to identified needs and are mostly evidence-based strategies.
<b>School Climate and Safety Activities</b>	Listed activities are not actionable steps.	Each activity describes an actionable step.	Descriptions of the action steps provide details regarding the actions to be taken, including as appropriate: what the action is and its purpose, when and how often the action will occur, the audience or recipient of the action, the alignment of the audience to the

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
			stated goal and strategy, and how it will be completed. All action steps are intentionally aligned with and provide a logical scaffolding to realize all outcomes.
<b>School Climate and Safety Measure of Success</b>	Criteria is not based on observable measures.	Success criteria is based on quantitative and/or qualitative measures that can be observed.	Measures include student achievement data as well as implementation data.
<b>School Climate and Safety Progress Monitoring</b>	No process is described. Timelines and persons responsible are not included.	A clear process is described, including timelines and persons responsible.	Estimated dates of completion are appropriate and all dates are not end-of-year dates. The distribution of action steps to responsible parties is varied and not concentrated around a few people and/or groups.
<b>School Climate and Safety Funding</b>	Funding sources are not clearly identified.	Specific funding sources are identified for each objective or there is an indication of no need for funding.	Estimated amounts for each funding source are included. Specific materials, services or personnel to be funded are listed.

**School Climate and Safety**

**Indicators Areas of Strength:**

**Indicators Areas of Improvement:**

**Things to Consider:**

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
<b>Postsecondary Readiness Goal</b>	The goal statement does not indicate a three- to five-year goal based on relevant data.	The goal statement clearly articulates a three- to five-year goal based on relevant data.	Goals are SMART. Goals clearly address critical school challenges identified in the needs assessment.
<b>Postsecondary Readiness Objective</b>	Objective statements do not indicate a target for the current school year based on relevant data.	Objective statements clearly indicate a target for the current school year based on relevant data.	Objective statements are measurable and describe an ambitious but attainable target.
<b>Postsecondary Readiness Strategy</b>	It is not clear that the chosen strategy is based on an established improvement approach.	Each strategy is specific and clearly aligned to an established improvement approach.	Descriptions of the strategies are explicit, noting how the strategy will lead to changes that will clearly enable the school to achieve the stated goal. Strategies are clearly aligned to identified needs and are mostly evidence-based strategies.
<b>Postsecondary Readiness Activities</b>	Listed activities are not actionable steps.	Each activity describes an actionable step.	Descriptions of the action steps provide details regarding the actions to be taken, including as appropriate: what the action is and its purpose, when and how often the action will occur, the audience or recipient of the action, the alignment of the audience to the stated goal and strategy, and how it will be completed. All action steps are intentionally aligned

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
			with and provide a logical scaffolding to realize all outcomes.
<b>Postsecondary Readiness Measure of Success</b>	Criteria is not based on observable measures.	Success criteria is based on quantitative and/or qualitative measures that can be observed.	Measures include student achievement data as well as implementation data.
<b>Postsecondary Readiness Progress Monitoring</b>	No process is described. Timelines and persons responsible are not included.	A clear process is described, including timelines and persons responsible.	Estimated dates of completion are appropriate and all dates are not end-of-year dates. The distribution of action steps to responsible parties is varied and not concentrated around a few people and/or groups.
<b>Postsecondary Readiness Funding</b>	Funding sources are not clearly identified.	Specific funding sources are identified for each objective or there is an indication of no need for funding.	Estimated amounts for each funding source are included. Specific materials, services or personnel to be funded are listed.

**Postsecondary Readiness**

**Indicators Areas of Strength:**

**Indicators Areas of Improvement:**

**Things to Consider:**



Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
<b>Graduation Rate Goal</b>	The goal statement does not indicate a three- to five-year goal based on relevant data.	The goal statement clearly articulates a three- to five-year goal based on relevant data.	Goals are SMART. Goals clearly address critical school challenges identified in the needs assessment.
<b>Graduation Rate Objective</b>	Objective statements do not indicate a target for the current school year based on relevant data.	Objective statements clearly indicate a target for the current school year based on relevant data.	Objective statements are measurable and describe an ambitious but attainable target.
<b>Graduation Rate Strategy</b>	It is not clear that the chosen strategy is based on an established improvement approach.	Each strategy is specific and clearly aligned to an established improvement approach.	Descriptions of the strategies are explicit, noting how the strategy will lead to changes that will clearly enable the school to achieve the stated goal. Strategies are clearly aligned to identified needs and are mostly evidence-based strategies.
<b>Graduation Rate Activities</b>	Listed activities are not actionable steps.	Each activity describes an actionable step.	Descriptions of the action steps provide details regarding the actions to be taken, including as appropriate: what the action is and its purpose, when and how often the action will occur, the audience or recipient of the action, the alignment of the audience to the stated goal and strategy, and how it will be completed. All action steps are intentionally aligned

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
			with and provide a logical scaffolding to realize all outcomes.
<b>Graduation Rate Measure of Success</b>	Criteria is not based on observable measures.	Success criteria is based on quantitative and/or qualitative measures that can be observed.	Measures include student achievement data as well as implementation data.
<b>Graduation Rate Progress Monitoring</b>	No process is described. Timelines and persons responsible are not included.	A clear process is described, including timelines and persons responsible.	Estimated dates of completion are appropriate and all dates are not end-of-year dates. The distribution of action steps to responsible parties is varied and not concentrated around a few people and/or groups.
<b>Graduation Rate Funding</b>	Funding sources are not clearly identified.	Specific funding sources are identified for each objective or there is an indication of no need for funding.	Estimated amounts for each funding source are included. Specific materials, services or personnel to be funded are listed.

**Graduation Rate**

**Indicators Areas of Strength:**

**Indicators Areas of Improvement:**

**Things to Consider:**

## Targeted Support and Improvement (TSI), Including Additional Targeted Support and Improvement (ATSI) Improvement Plan Addendum

This portion of the rubric addresses the required elements for schools identified for targeted support and improvement (TSI), including additional targeted support and improvement (ATSI). The rubric that follows will indicate a rating of Not Present, Developing or Meets Criteria highlighted in yellow for each additional requirement of the improvement plan. Also, the rubric includes a summary of elements to address.

For any **Not Present or Developing** rating, schools must revise their responses on the appropriate diagnostic until found to meet criteria.

Complete the revisions on the **CSIP goal building template and resubmit to the Continuous Improvement Platform (CIP)**. Please send email confirmation to the assigned KDE Program Consultant once the revision has been uploaded to the platform.

TSI Requirement	Not Present	Developing	Meets Criteria
<b>Turnaround Leadership</b>	The plan includes no specific process for ensuring that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups.	The plan includes a process for ensuring that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups but lacks specificity or depth.	The plan includes a specific process for ensuring that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups.
<b>Critical Resource Inequities</b>	The plan includes no specific process for reviewing the allocation and use of resources (people, time, and money).	The plan includes a process for reviewing the allocation and use of resources (people, time, and money) but does not address any resource inequities that were identified that may contribute to underperformance, or does not explain how identified resource inequities will be addressed	The plan includes a process for reviewing the allocation and use of resources (people, time, and money), addresses any resource inequities that were identified that may contribute to underperformance, and explains how identified resource inequities will be addressed
<b>Additional Actions</b>	The plan includes no specific process used to review the learning culture related to the targeted subgroup(s).	The plan includes a process used to review the learning culture related to the targeted subgroup(s) but does not address any additional actions that were determined to address the causes of underperformance.	The plan includes a specific process used to review the learning culture related to the targeted subgroup(s) and describes additional actions that were determined to address the causes of underperformance.

TSI Requirement	Not Present	Developing	Meets Criteria
<p><b>Targeted Subgroups and Evidence-based Interventions</b></p>	<p>The areas of need revealed by the analysis of data do not address the targeted subgroup <b>OR</b> evidence-based practice(s) that specifically targets the subgroup(s) achievement that contributed to the TSI/ATSI identification is/are not identified.</p>	<p>The areas of need revealed by the analysis of data are addressed through CSIP activities for the targeted subgroup(s). Evidence-based practice(s) that specifically target the subgroup(s) achievement that contributed to the TSI/ATSI identification is/are identified, but specifics regarding monitoring the evidence-based practice to ensure it is implemented with fidelity is missing or lacking depth <b>OR</b> appropriate documentation has not been uploaded to the CIP.</p>	<p>The areas of need revealed by the analysis of data are addressed through CSIP activities for the targeted subgroup(s). Evidence-based practice(s) the school will incorporate that specifically target the subgroup(s) achievement that contributed to the TSI/ATSI identification is/are identified, specifics regarding monitoring the evidence-based practice to ensure it is implemented with fidelity are included, and appropriate documentation has been uploaded to the CIP.</p>

**Elements to Address:**