

## **Comprehensive Support and Improvement Plan (CSIP) Requirements for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) Schools**

### **CSIP Definition**

The CSIP is 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. [703 KAR 5:225](#)

### **TSI/ATSI Improvement Plan Requirements**

TSI/ATSI schools must embed their **subgroup(s) plan for improvement** in their CSIPs with the involvement of local school personnel and other stakeholders, including the principal and other school leaders, teachers and parents. Each revised plan must be informed by all available indicators including student performance compared to long-term goals and must include the following additional requirements:

- 1) Components of turnaround leadership development and support;
- 2) Identification of critical resources inequities;
- 3) [Evidence-based interventions](#); and
- 4) Additional actions that address the causes of consistently underperforming subgroups of students.

When considering the additional components, TSI/ATSI stakeholders are carefully examining what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system and capture that improvement plan within the CSIP.

### **Best Practices: Embedding the TSI/ATSI Improvement Plan in the CSIP**

The Kentucky Department of Education (KDE) has included a TSI/ATSI section as part of the CSIP goals template, which includes questions for consideration. The questions can drive discussion and planning, but ultimately where/how these additional improvement plan components are communicated in the CSIP is subject to local authority including School-based Decision Making (SBDM) councils and other stakeholders, as well as the local board of education who reviews and approves the plan. All components must be included in the CSIP and the TSI/ATSI school must be able to communicate those additional components with the community and other relevant stakeholders.

#### **1. Components of Turnaround Leadership Development and Support**

[KRS 160.346](#) defines Turnaround as a comprehensive transformation of a school to achieve accelerated, meaningful and sustainable increases in student achievement through improved school leadership and school district support. The Professional Standards for

Educational Leaders (PSEL) Standards are used to evaluate principals and assistant principals in Kentucky. PSEL Standard 10 specifically addresses school improvement:

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being. Effective leaders:

- a. Seek to make school more effective for each student, teachers and staff, families and the community.
- b. Use methods of continuous improvement to achieve the vision, fulfill the mission and promote the core values of the school.
- c. Prepare the school and the community for improvement by promoting readiness (an imperative for improvement), instilling mutual commitment and accountability, and developing the knowledge, skills and motivation to succeed in improvement.
- d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation and evaluation for continuous school and classroom improvement.
- e. Employ situationally appropriate strategies for empowerment, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the finding of research for the school and its improvement.
- g. Develop technically appropriate systems of data collection, management, analysis and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback and evaluation.
- h. Adopt a system of perspective and promote coherence among improvement efforts and all aspects of school organization, programs and services.
- i. Manage uncertainty, risk, competing initiatives and politics of change with courage and perseverance, providing support and encouragement, and opening communicating the need for, process for and outcomes of improvement efforts.
- j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation and initiating and implementing improvement.

**Question for Consideration:**

How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful and sustainable increases in student achievement for underperforming subgroups to promote each student's success and well-being?

**2. Identification of Critical Resource Inequities**

Resource equity refers to the allocation and use of resources (people, time and money) to create student experiences that enable ALL children to reach empowering, rigorous learning outcomes. Cognia's Performance Standard 15 addresses resource allocation:

Learners' needs drive the equitable allocation and management of human, material, digital and fiscal resources.

- Professional staff members engage in a systemic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital and fiscal resources to ensure resource allocation are consistently based on current data at any point in time.

**Questions for Consideration:**

What process was used to review the allocation and use of resources (people, time and money)? What resource inequities were identified that may contribute to underperformance? How will identified resource inequities be addressed in your plan?

**3. Evidence-based interventions**

At least one evidence-based intervention must be chosen and implemented to address the specific needs of the targeted subgroup. Characteristics of an evidence-based activity, strategy or intervention include:

- Supported by a preponderance of scholarly literature
- Has been studied using a study design that measures the impact of the intervention
- Study results are supported by statistical analysis
- Research compares the achievement of a control group to an intervention group
- May be based on long-term changes in archival data
- Is not overridden by more recent or more rigorous research

**Questions for Consideration:**

What areas of need were revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s)? What evidence-based interventions will be deployed to target the needs of students in your targeted subgroup(s)?

Note: Documentation is required for each evidence-based intervention identified and must be submitted with the CSIP diagnostic.

**4. Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students**

Examination and analysis of the learning culture experienced by students in the targeted subgroup may yield additional processes, practices or conditions evident in the teaching

and learning environment that could present barriers to learning. Cognia Performance Standard 1 addresses the culture of learning:

Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity and inclusion and is free from bias.

- Leaders model the attributes and implement practices that shape and sustain the desired institution culture, setting expectations for all staff members.
- Leaders and professional staff member implement practices, processes and decision making that embody the values of respect, fairness, equity and inclusion and are free from bias.

**Questions for Consideration:**

What process was used to review the learning culture related to your targeted subgroup(s)? What additional actions were determined to address the causes of underperformance?

**Local Process**

Pursuant to [703 KAR 5:280\(10\)](#), the local board of education reviews and approves the school improvement plan. Also, the Local Education Agency monitors and supports implementation of the school improvement plan to ensure successful implementation.

Guiding Authorities:

[KRS 160.346](#)

[703 KAR 5:280](#)

Additional Resources:

[Targeted Support and Improvement webpage](#)

[SBDM Council Implications](#)

[Comprehensive Improvement Planning webpage](#)