



Comprehensive Support and Improvement Plan (CSIP) *Best Practices* for Targeted Support and Improvement (TSI) Schools

Comprehensive School Improvement Plan (CSIP) Definition

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

TSI Improvement Plan Implications

TSI 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 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 Improvement Plan in the CSIP

The Kentucky Department of Education has included a TSI section as part of the CSIP goals template, but ultimately where/how these additional improvement plan components are communicated in the CSIP is subject to local authority including 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 school must be able to communicate those additional components with the community and other relevant stakeholders.

Improvement Plan Component	Standards	Question(s) for Considerations
<p>Components of turnaround leadership development and support</p>	<p>Turnaround Leadership Competencies:</p> <ul style="list-style-type: none"> • Focuses on Sustainable Results • Engages the Team • Impact and Influence • Holds People Accountable for School Performance • Commitment to Student Learning • Conceptual Thinking • Analytical Thinking 	<p>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?</p>
<p>Identification of critical resources inequities</p>	<p>Resource Capacity:</p> <ul style="list-style-type: none"> • The use and distribution of resources support the stated mission of the institution. • Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. • The utilization of resources includes support for professional learning for all staff. • The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning. 	<p>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?</p>
<p>Evidence-based interventions</p>	<p>Characteristics of an Evidence-based Activity, Strategy, Intervention:</p> <ul style="list-style-type: none"> • 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 	<p>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)?</p> <p>Note: Documentation is required for each evidence-based intervention identified and must be submitted with the CSIP diagnostic.</p>

Improvement Plan Component	Standards	Question(s) for Considerations
<p>Additional actions that address the causes of consistently underperforming subgroups of students</p>	<p>Effective learning culture is characterized by the following:</p> <ul style="list-style-type: none"> • positive and productive teacher/learner relationships, • high expectations and standards, • a challenging and engaging curriculum, • quality instruction and comprehensive support that enable all learners to be successful, and • assessment practices (formative and summative) that monitor and measure learner progress and achievement. 	<p>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?</p>
<p><i>*The offline CSIP planning template must be uploaded as an attachment to the Comprehensive School Improvement Plan (CSIP) diagnostic in eProve.</i></p>		

Local Process

Pursuant to [703 KAR 5:280\(11\)](#), the local board of education reviews and approves the school improvement plan. Also, the LEA monitors and supports implementation of the school improvement plan to ensure successful implementation.

Guiding Authority

[KRS 160.346](#)

[703 KAR 5:280](#)

Additional Resources

[Targeted Support and Improvement website](#)

[Targeted Support and Improvement Fact Sheet](#)

[SBDM Council Implications](#)

[Comprehensive Improvement Planning website](#)