

## Addendum for Schools Identified for Comprehensive Support and Improvement

A turnaround plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) must be embedded in the comprehensive school improvement plan (CSIP) required by 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for schools identified for CSI. These requirements include targeted strategies and activities to support improvement in the identified areas of need addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

### Special Considerations for CSI Schools

Schools identified for CSI must complete the CSIP process and meet all applicable deadlines while identified for CSI. Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a turnaround plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the local education agency (LEA) for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

<b>Turnaround Team:</b>
<p><b>Consider:</b> Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p><b>Response:</b></p> <p><b>Holly Walker, Educational Recovery Leader</b></p> <p><b>Stephanie Smith, principal</b></p> <p><b>Jacqueline Gregory, resource teacher</b></p> <p><b>Jennifer Nelson, Academic Instructional Coach</b></p> <p><b>Alexander Hoffmann, 3<sup>rd</sup> grade teacher</b></p> <p><b>Angela Wilson, K teacher</b></p> <p><b>Jamie Beck, 1<sup>st</sup> grade teacher</b></p> <p><b>Mary Govin, ESL teacher</b></p> <p><b>Leslie Covington, assistant principal</b></p> <p><b>Brennyn Black, 3<sup>rd</sup> grade teacher</b></p> <p><b>Michael Terry, district representative</b></p>

### Identification of Critical Resources Inequities:

**Consider:** Describe the process used to review the allocation and use of resources (people, time and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

#### Response:

A comprehensive review of how people, time, and funding was allocated by analyzing the most recent KSA results alongside MAP, ACCESS, and behavior data by the Turnaround Team. School leadership and the Turnaround Team examined staffing, instructional schedules, intervention structures, and spending priorities to determine whether current resources were aligned to the school's highest needs and specific student groups. The need assessment process centered on understanding how resources used supports or limits progress in literacy, math, and ML language development.

The analysis revealed several resource inequities contributing to underperformance. Grades with the steepest KSA declines such as third and fifth grade, where reading proficiency fell to 11% and 7% had fewer intervention minutes and limited access to structured literacy support despite high multilingual learner being of high-density at our school. ML caseloads were strategically assigned by classrooms for co-teaching. Additionally, coaching and professional learning in high-density support and literacy through the EL Education program were provided evenly across grade levels, and some SIF, Title I and ESS funds were utilized to address/target novice reduction with consistent push-in support for tier students and MLs.

#### How Blake Will Address These Inequities:

To correct these imbalances and ensure resources directly support the areas of greatest need, Blake Elementary will:

- **Reallocate staff to strengthen Tier 1 and intervention in grades 3-5** including additional reading interventionists and ML push-in support for co-teaching.
- **Adjust ML caseloads and expand the co-teaching model** so that language development is embedded in daily instruction.
- **Implement a behavior-to-instruction protection plan** including increased mental-health practitioner support, proactive SEL blocks, and targeted Tier 2 and 3 behavior interventions to reduce lost instructional time.
- **Prioritize school funding** for structured literacy coaching, high-quality, research-based materials, and progress-monitoring tools ensuring all teachers receive consistent support in implementing evidence-based reading practices.
- **Redirect SIF, Title I and ESS funds toward targeted novice reduction** including high-quality resources, small-group interventions, extended learning time, and multilingual family engagement supports.
- **Strengthen PLC structures** so teachers have protected time to analyze data, adjust instruction, and monitor student progress weekly.
- **Coaching Support for administrators and teachers** in order to provide ongoing coaching support with EL Education (reading), School Kit (math) and Solution Tree (admin and teaching staff)

### CSI Evidence-based Practices

CSI improvement/turnaround plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of “evidence-based” under ESEA section 8101(21). The definition of “evidence-based” in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#).

**Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.**

Evidence-based Activity	Evidence Citation
Example: Train staff to implement inductive teaching strategies.	Example: Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.
ESL, content, and intervention teachers will strengthen their collaboration to serve students in all tiers of instruction through intentional Professional Learning Communities. They will teach a set of academic vocabulary words intensively across several days using a variety of instructional activities, integrate oral and written English language instruction into content-area teaching and provide small-group instructional intervention to students struggling in areas of literacy and English language development.	<p>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School  <a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/english_learners_pg_040114.pdf">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/english_learners_pg_040114.pdf</a>  <a href="#">Teaching Academic Content and Literacy to English Learners in Elementary and Middle School: Practice Guide Summary</a></p>
Teachers will strengthen their tier 1 instruction in both ELA and mathematics through effective PLCs and internalizing units, modules, and lessons from the curriculum.	<p>The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence  <a href="https://www.researchgate.net/publication/328267721_The_power_of_collective_efficacy">https://www.researchgate.net/publication/328267721_The_power_of_collective_efficacy</a>                      Rachel Eells’s 2011 meta-analysis  <a href="https://ecommons.luc.edu/cgi/viewcontent.cgi?article=1132&amp;context=luc_diss">https://ecommons.luc.edu/cgi/viewcontent.cgi?article=1132&amp;context=luc_diss</a>                      The article "The Power of Collective Efficacy" (published in Educational Leadership by Jenni Donohoo, John Hattie, and Rachel Eells) is a synthesis of research rather than a single empirical study. However, because it is based on Rachel Eells’s 2011 meta-analysis, it is widely recognized as meeting ESSA Level 1 (Strong Evidence).                      Methodology: The core evidence cited is a meta-analysis of 1,500+ studies. Under ESSA (Every Student Succeeds Act) guidelines, meta-analyses that demonstrate a statistically significant positive effect on student outcomes without being overridden by "stronger"</p>

Evidence-based Activity	Evidence Citation
	<p>conflicting evidence generally qualify for Tier 1. Effect Size: The article highlights an effect size of <math>d = 1.57</math> for collective teacher efficacy. In educational research, any effect size above 0.40 is considered above average (Hattie's "hinge point"), and 1.57 is exceptionally high—triple the impact of socioeconomic status.</p> <p>Predictive Power: The research demonstrates that collective efficacy is a significant predictor of student achievement across various subjects and geographic locations.</p>
<p>Professional Development: Through intentional coaching and feedback teachers will enhance their ability to teach students how to read. Specifically in the areas of segmenting sounds of speech and how they link to letters and how to teach decoding, analyzing writing and recognizing words.</p>	<p>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide Summary  <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=21">https://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=21</a>  <a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf</a></p>