

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:

Turnaround Team:	
Consider: 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	
Response:	
The turnaround team includes school leadership, district instructional support staff, teacher representatives from each grade level, and KDE Educational Recovery Leaders who support implementation monitoring, instructional alignment, and continuous improvement planning.	
Member’s Name	Affiliation and Role (District, KDE, School)
Martina Skidmore	School (Principal)
Whitney Merriman	School (Assistant Principal)
Brian Wilson	School (7th-grade Teacher)
Tiffany Anderson	District (Assistant Superintendent)

Crystal Kirk	District (Special Education Director)
Tonya Roach	District (Academic Director)
Katie Moore	School (8th-grade Teacher)
Jon Conley	School (8th-grade teacher)
Leslie Mullins	School (6th-grade Special Education Teacher)
Kim Coyle	KDE (Educational Recovery Leader)
Kelley Mills	KDE (Educational Recovery Leader)
Denva Smith	KDE (Educational Recovery Leader)

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:

The district/school evaluates resource allocation through the following structures:

- **Comprehensive Improvement Planning (CDIP/CSIP):** Annually, the district and individual schools conduct a comprehensive Needs Assessment. This process includes reviewing state assessment data (KSA), MAP testing results, and feedback from multiple stakeholders. Through this review, the district evaluates the effectiveness of current allocations of human, financial, and instructional resources in supporting student proficiency in core academic areas. The analysis also helps identify any resource inequities, such as disparities in staffing, access to instructional supports, or funding across schools or student groups, that may contribute to underperformance. [Deconstruction of IPs](#)
- **Advisory Leadership Team:** At the school level, SBDM Councils/Advisory Leadership Team (composed of parents, teachers, and administrators) are responsible for reviewing the school’s budget and staffing plan. These councils ensure that resource allocation is aligned with the goals outlined in the Comprehensive School Improvement Plan (CSIP). When inequities are identified, adjustments are made through targeted staffing decisions, reallocation of funds, and prioritization of supports and interventions to ensure that all students have equitable access to the resources needed for academic success. In addition, school and district leadership reviewed Title I, School Improvement Funds, and professional learning allocations to ensure financial resources are aligned to the CSIP priorities supporting improved Tier 1 instruction and intervention access for students performing at the Novice level.
- **Achievement Gap:** Through a triangulated review of KSA, MAP, and other assessment data, the school identified a high percentage of students performing at the Novice level. The turnaround team implemented a structured Resource Inequity Protocol in which grade-level representatives reviewed student-level performance data to identify patterns related to access to instructional supports, intervention time, and staffing structures. Through the implementation of the Resource Inequity Protocol, the turnaround team identified attendance as a significant barrier affecting students' performance at the Novice level. Analysis showed that inconsistent attendance reduced access to core instruction and targeted intervention time in reading and mathematics, limiting opportunities for these students to benefit from Tier I instruction and additional instructional supports. In response, the school prioritized strengthening access to high-quality core instruction during the remaining school year by increasing monitoring of instructional supports and prioritizing targeted instructional access for students performing at the Novice level. In addition, the turnaround team began developing an attendance improvement plan to increase student access to instructional time by increasing monitoring of attendance patterns, improving family communication, and providing targeted supports for students with identified attendance concerns. The turnaround

team will prioritize the development of instructional non-negotiables, strengthen PLC internalization routines, and increase leadership monitoring of walkthrough evidence to ensure equitable Tier 1 access to grade-level learning expectations is implemented across classrooms.

[Turnaround Team Agenda](#)

[Critical Resource Inequities Copy of 8th Identify Critical Resource Inequities](#)

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.
Develop and implement instructional non-negotiables aligned to high-quality instructional resources to ensure students consistently engage in grade-level assignments supported by strong instruction and appropriate scaffolding within Tier 1 instruction.	Massachusetts Department of Elementary and Secondary Education. (n.d.). <i>Leading a multi-tiered system of support: Tiered instruction</i> . Retrieved from https://www.doe.mass.edu/massliteracy/leading-mtss/tiered-instruction.html
Create and implement a system-monitoring structure grounded in improvement science that integrates leadership-level Plan–Do–Study–	Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). Continuous Improvement in Education. Advancing Teaching--Improving Learning. White Paper. Carnegie Foundation for the Advancement of Teaching. www.carnegiefoundation.org

Evidence-based Activity	Evidence Citation
<p>Act (PDSA) cycles with structured Professional Learning Community inquiry practices to analyze implementation evidence, monitor student learning trends, and guide responsive instructional adjustments that improve reading and mathematics outcomes.</p>	
<p>Educators engage in evidence-based PLC practices grounded in collaboratively unpacking standards, internalizing units and lessons, clarity around use of formative assessments that align to the standard(s) being taught, and using student data to refine instruction and ensure clarity, alignment, and high levels of learning for all students.</p>	<p>Hanson, H., Torres, K., Yoon, S. Y., Merrill, R., Fantz, T., & Velie, Z. (2021). <i>Growing together: Professional learning communities at work generate achievement gains in Arkansas</i>. Portland, OR: Education Northwest.</p>