



School Writing Policy Requirements

[Senate Bill 1 \(2017\)](#) requires each school-based decision making council – or if there is no council, a committee appointed by the principal – to adopt policies that determine the writing program for its school and submit it to the Kentucky Department of Education (KDE) for review and comment.

To meet this requirement, KDE has developed a guidance document, “[Guidelines for an Effective Writing Program](#).” The writing program must incorporate a variety of language resources, technological tools and multiple opportunities for students to develop complex communication skills for a variety of purposes. The [Writing Policy Rubric](#) provides criteria to ensure alignment of the school’s writing policy to the required components of the writing policy.

For the 2019-2020 school year, schools must revise their writing policies, complete the [Writing Policy Rubric](#) and submit them electronically through the [School Writing Policy Submission](#) page by **Dec. 1**.

Email [Pamela Wininger](#) or call her at (502) 564-2106, ext. 4509, for more information.

Training deadline

The deadline to have your councils trained and the information loaded into the [database](#) was Nov. 1. If there was an issue getting your members entered before that deadline, please email [Ashlie Cox](#).



CSI Schools and Advisory Leadership Teams (ALTs)

Pursuant to [703 KAR 5:280](#), after a school has been identified as a Comprehensive Support and Improvement (CSI) school, the authority of the school council granted under [KRS 160.345](#) shall be transferred to the superintendent. Once the CSI school undergoes its audit, an advisory leadership team (ALT) comprised of school stakeholders, school leaders, teachers and parents is formed. The names of the members of the ALT must be entered into the [SBDM verification database](#), but training for those members is not required. ALTs must comply with the requirements listed in ["Your Duty Under the Law."](#)

SAAR Update for Advisory Leadership Teams (ALTs)

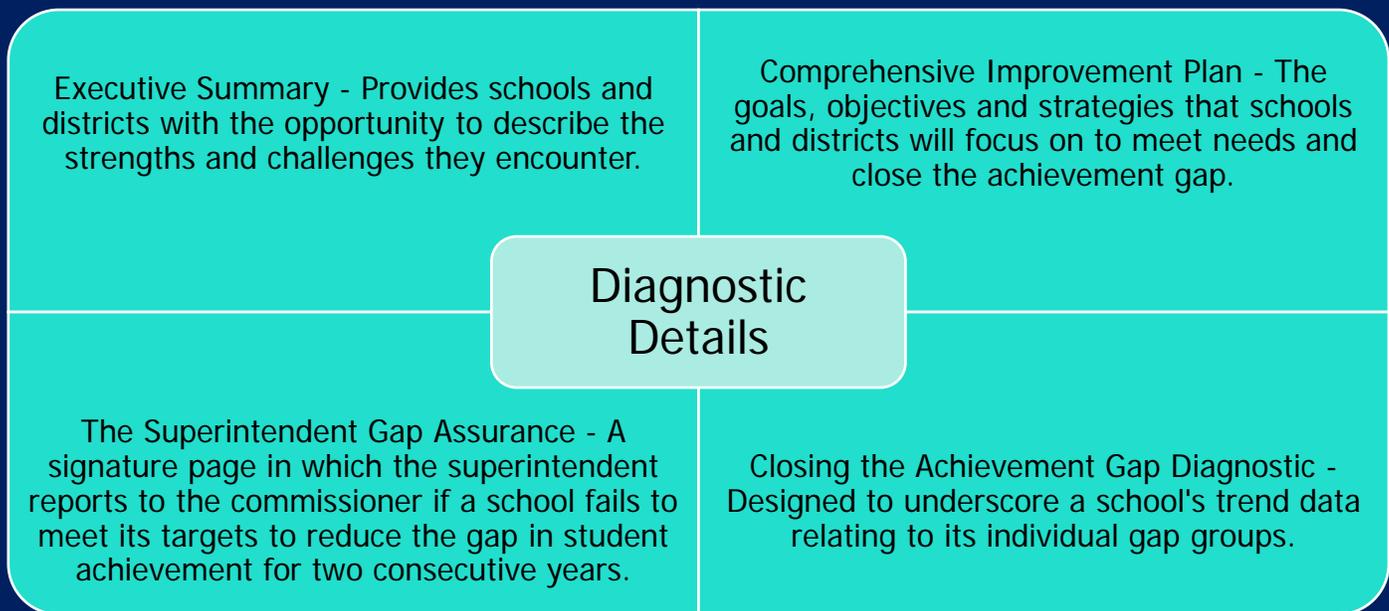
Due to the identification of 2019-20 Comprehensive Support and Improvement (CSI) schools, and some previous CSI schools exiting CSI status, the [SAAR Minority Report](#) has been updated. In this report, those schools highlighted in blue have eight percent (8%) or more minority student population and were previously identified as Comprehensive Support and Improvement (CSI) in 2018-19, and have met the exit requirements imposed by 703 KAR 5:280. Pursuant to KRS 160.346(13), the school's right to establish a council "may be restored by the local board of education two (2) years after the school exits comprehensive support and improvement status." While the formerly identified CSI school does not have an SBDM council, it does have an Advisory Leadership Team (ALT) and, if that school has eight percent (8%) or more minority student population, the school's ALT must have at least one minority representative.

Schools that are highlighted in green are those Comprehensive Support and Improvement (CSI) schools identified in 2019-20 that do not have an SBDM, but do have an Advisory Leadership Team (ALT) and have eight percent (8%) or more minority student population. Those schools also must have at least one minority representative on the ALT.

4th Annual Leadership EdCamp Coming Up

The date and location for the 4th Annual Leadership EdCamp: For Principals by Principals has been set. This is a day where hundreds of school leaders from across the state gather for a day of networking, sharing, and learning. The sessions are driven by principals and facilitated by principals. For more information about the EdCamp, you can access the [EdCamp Webpage](#).

If you are interested in attending our EdCamp, please [register](#).



Phase Three: Comprehensive Improvement Planning

During phase three of the comprehensive improvement planning process, schools **and** districts are required to complete and submit the following diagnostics in [eProve](#):

- Comprehensive Improvement Plan for Schools
- Comprehensive Improvement Plan for Districts
- Executive Summary for Schools
- Executive Summary for Districts
- Closing the Achievement Gap Diagnostic
- The Superintendent Gap Assurance
- Title I Annual Review Diagnostic (if applicable)

The purpose of the diagnostics is to encourage thoughtful reflection of a school and district's current state to move to the desired state. Also, schools and districts must address critical needs specified in the Needs Assessment and align strategies and activities to those needs. The deadline for submitting the diagnostics is **Jan. 1**.

The required CSIP/CDIP goals for 2019-2020 include the following:

- Proficiency
- Separate academic indicator
- Achievement gap
- Growth (elementary and middle only)
- Transition readiness (high school only)
- Graduation rate (high school only)

The offline goal building template, which has been updated for the 2019-2020 planning season and will assist in the development of goals, objectives, strategies and activities, can be found on [KDE's comprehensive improvement planning webpage](#). Once completed to satisfaction, the document should be uploaded into the [eProve](#) platform with the Comprehensive Improvement Plan for Schools/Districts diagnostic. As a reminder, district diagnostics should be completed at the systems level in eProve while schools complete diagnostics at the school level. For more information on creating new diagnostics, please consult the [eProve user manual](#).

Pursuant to 703 KAR 5:225, once the entire CSIP is completed, it must be uploaded to the school's website.

Each district's superintendent and each school's principal is strongly encouraged to view the "[2019-2020 Comprehensive Improvement Planning for Districts and Schools & eProve webinar](#)". A transcript of the webinar also is available. The webinar includes the planning timeline, compliance monitoring, 2019-2020 updated goal building templates and navigating eProve.

Please visit the [Comprehensive improvement planning webpage](#) for additional guidance on improvement plans. Email [Natasha Napier](#) with eProve questions or for assistance.

