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District CSI Planning Checklist

For Comprehensive Support and Improvement (CSI) Schools

Identification: November 2025 | Plan Due: September 1, 2026

This document outlines a structured eleven-month roadmap for schools designated for Comprehensive Support and Improvement to develop and launch their improvement plans. The process begins in late autumn with data analysis and needs assessments to identify specific areas where student performance is lagging. Throughout the winter and spring, administrators focus on root cause analysis and the selection of evidence-based strategies to address academic and behavioral gaps. By early summer, the district shifts its focus toward budget alignment and ensuring that all interventions are financially sustainable and operationally feasible. The timeline concludes with a final quality review and formal submission of the improvement plan to the Connecticut State Department of Education Turnaround Office by September 1. This comprehensive cycle ensures that school leadership teams transition seamlessly from high-level planning to active implementation at the start of the new academic year. This checklist is intended to be used as working planning tool supporting district and school teams in sequencing tasks, monitoring readiness, and maintaining coherence from identification through implementation.

The CSI planning process is grounded in the Cycle for Continuous Improvement. While this checklist is organized into phases and months, schools are continuously moving through a cycle of Evidence, Analyze, Implement, Monitor, and Reflect. This work requires close collaboration between school leadership, district teams, and key stakeholders to ensure decisions remain aligned and responsive throughout the year. Each phase of this timeline emphasizes different components of the cycle, but none of the work stands alone.

PHASE 1: FOUNDATION & DISCOVERY

NOVEMBER
Identification & Mobilization

- ☐ Review official CSI identification and accountability reports (EdSight)
- ☐ Notify school leaders and key district staff
- ☐ Designate School Improvement Team (SIT) and district point(s) of contact
- ☐ Share CSI requirements, timelines, and expectations with school leadership
- ☐ Establish district-school planning calendar

DECEMBER
Launch Comprehensive Needs Assessment (CNA)

- ☐ Begin CNA using CSDE guidance
- ☐ Collect and review:
  - Achievement and growth data
  - Subgroup performance trends
  - Attendance, discipline, graduation data
- ☐ Review prior improvement plans and outcomes
- ☐ Plan stakeholder engagement activities (staff, families, students)
- ☐ Schedule walkthroughs and instructional data collection

JANUARY
Complete CNA & Root Cause Analysis

- ☐ Finalize CNA across TACO domains
- ☐ Conduct root cause analysis tied to priority student outcomes
- ☐ Validate findings with school leadership and SIT
- ☐ Document stakeholder input and feedback
- ☐ Share CNA findings with district leadership

FEBRUARY
Strategy Selection & Goal Setting

- ☐ Identify 2-4 priority needs based on CNA
- ☐ Select evidence-based strategies (ESSA Tiers 1-3)
- ☐ Draft SMART goals aligned to accountability indicators
- ☐ Begin drafting CSI School Improvement Plan (SIP)
- ☐ Confirm alignment with district initiatives and priorities

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PHASE 2: STRATEGY & PLANNING

MARCH
Action Planning & Progress Monitoring

- ☐ Develop clear action steps, timelines, and owners
- ☐ Define progress monitoring measures and benchmarks
- ☐ Identify professional learning needs tied to strategies
- ☐ Review draft plan for coherence and feasibility
- ☐ Begin preliminary budget alignment conversations

APRIL
Budget Alignment & Feasibility Check

- ☐ Align Title I, School Improvement Grants, Alliance (if applicable), and local funds to SIP priorities
- ☐ Conduct resource allocation review
- ☐ Ensure staffing, schedules, and supports align to plan
- ☐ Identify sustainability considerations
- ☐ Revise SIP based on feasibility and capacity

MAY
Refinement & District Review

- ☐ Review plan quality
- ☐ Confirm alignment of CNA –> Strategies –> Budget –> Monitoring
- ☐ Conduct district-level review and feedback
- ☐ Incorporate revisions based on feedback
- ☐ Prepare BOY implementation planning

PHASE 3: FINALIZATION & LAUNCH

JUNE
Pre-Finalization & Transition Planning

- ☐ Finalize implementation benchmarks
- ☐ Prepare professional learning plan aligned to SIP
- ☐ Confirm BOY data collection plan
- ☐ Draft staff-facing summary of CSI priorities
- ☐ Confirm internal approval process and timelines

JULY
Final Review & District Approval

- ☐ Conduct final compliance and quality check
- ☐ Secure district approvals and assurances
- ☐ Prepare submission materials
- ☐ Plan communication to school staff and stakeholders

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AUGUST **Final Preparation**	SEPTEMBER **Submission & Launch**
☐ Confirm BOY baselines and monitoring routines ☐ Finalize rollout and communication plan ☐ Prepare initial 90-Day implementation actions ☐ Ensure leadership readiness for launch	☐ Submit CSI School Improvement Plan to CSDE by September 1 ☐ Launch implementation with staff ☐ Begin progress monitoring cycle

From Planning to Practice

This timeline is designed to ensure that CSI School Improvement Plans are not only compliant, but actionable. The work outlined above intentionally moves schools from diagnosis to disciplined planning, and ultimately to implementation that begins on Day One of the school year.

By September 1, CSI plans should reflect a clear and coherent theory of action: priority needs grounded in data, evidence-based strategies aligned to those needs, resources intentionally allocated, and progress monitoring systems ready to be used. Submission of the plan marks the launch of implementation, not the conclusion of planning.

Following submission, districts and schools enter the next stages of the Cycle for Continuous Improvement, focused on implementation, monitoring, and reflection. Through ongoing progress monitoring routines and 90-Day implementation cycles, teams examine not only whether strategies are being implemented as intended, but whether they are beginning to make a difference for students. Evidence gathered during implementation informs reflection and mid-course adjustments, ensuring the improvement process remains responsive, disciplined, and focused on student outcomes.

The Connecticut State Department of Education Turnaround Office is available to support districts and schools throughout the CSI planning, implementation, and monitoring process. Questions related to this checklist, CSI requirements, or ongoing progress monitoring may be directed to:

CSDE Turnaround Office
Jennifer Webb, Bureau Chief
Jennifer.Webb@ct.gov

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