Addendum for Schools Identified for Targeted or Additional Targeted Support and Improvement

A school improvement plan for schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) must be embedded within the school's comprehensive school improvement plan (CSIP) as required by KRS 160.346(4)-(5) and 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for TSI and ATSI schools. These requirements include targeted strategies and evidence-based activities to support the improvement of consistently underperforming student groups 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 TSI/ATSI Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI and ATSI schools in the following chart:

TSI and ATSI Additional Requirements
Components of Turnaround Leadership Development and Support:
Consider: 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?   **Response:**   **District Led:** Co-teaching training and walkthrough visits. Novice reduction form (20/50/30). Equity Institute summer PD. Specific walkthroughs for SDI and co-teach.   **School Led:** Regularly conduct SDI and co-teach walkthroughs
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:**   **District Led:** Some schools have more Support Teachers assigned to them based on student need. IDEA-B funding is based on school enrollment and programs (PASS, LI, etc). Hardin County Schools is 1:1 with chromebooks. Hardin County Schools increased the number of SPed consultants.

School Led: Schools must lay down the special education schedule first before creating a master schedule to maximize staff (i.e. do not allocate the same teacher for co-teaching & resource during the same block, minimize the number of co teaching teams). Inclusion is the priority in scheduling. SpEd teachers will be assigned to their content area they are best in and be paired with the same regular teacher annually. Administration will give specific feedback on the SDI walkthrough to support the SpEd teachers. Allow release time for reg ed and SpEd teachers to co-plan and develop transitional activities.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

District Led: The district expects schools to utilize Direct/Explicit Instruction (DEI) with lessons designed to follow the Gradual Release of Responsibility Model. The district has provided and will continue to provide training on explicit instruction, modeling, reinforcement, and multi-sensory teaching strategies. Station teaching has been emphasized with all schools. Training on appropriate accommodations is provided by the district.

School Led: Monitor that accommodations are provided for every instructional task. Ensure all students are provided access to grade level standards. Regularly conduct and give specific feedback in co-teach walkthrough.

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need 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 practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will you monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

District Led: Implemented a district-wide Trauma Informed Care initiative. Surveys such as KARE, PBIS, KSA, Impact are given to students and/or staff annually. The Student Services Department uses a Student Services Data Collection tool (reviewed with principals several times a year). The Superintendent has several Advisory Groups and meets with parents of special education students and minority students, parents and community members (KARE Committee).

School Led: Community involvement to represent various sub-populations (i.e. mentoring groups, assemblies, guest speakers, etc.). Principals have an inclusion focus.

TSI/ATSI Evidence-based Practices Documentation

TSI improvement 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 the Every Student Succeeds Act (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.
Small Group Learning	Small Group Learning (co-teaching practices we prioritize) - Visible Learning - John Hattie
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.
MTSS	McCart, A., & Miller, D. (2019). Leading equity-based MTSS for all students. Corwin https://kymtss.org/resources/resources-for-evidence-based-instruction-intervention-and-supports/