North Hardin High School 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:**   **The NHHS admin team has been trained and will continue to train in the use of Specially Designed Instruction, using SDI walkthrough tools, New Tech Network Project-based and Problem based Learning strategies and data review as it pertains to moving targeted groups from Novice to Apprentice and from Apprentice to Proficient in KSA testing.**   **NHHS administrators and teachers will continue to implement engagement strategies to make connections to real world situations to improve student engagement and learning.**
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:**   NHHS Admin, teachers and stakeholders will identify appropriate tools, programs on which to spend funds (PPA, Title I, Federal Funds) to train teachers in using specially designed instruction and learner engagement for the targeted groups
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:
NHHS Admin, teachers, staff and stakeholders will review the school data tracker, KSA data, common assessment data, student survey data (QSCS) and other surveys to identify student needs and to allocate available resources to address the needs of our targeted group.

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:

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.

Evidence-based Activity	Evidence Citation
1. Train staff in NTN Project-based and Problem-based engagement strategies. 2. Train admin, teachers and staff in the delivery of Specially Designed Instruction strategies. 3. Review of literature related to effective teaching strategies for students with learning disabilities	1. PLC , Department and Professional Development Meeting logs and minutes. 2. PLC , Department and Professional Development Meeting logs and minutes. 3. PLC and department review of literature containing recommended/evidence based practices for students with learning disabilities. Naset (2025) | Effective Teaching Strategies for Students with LD