Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools - Allen County Intermediate Center

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 schools in the following chart:

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:** Building administration will attend training offered by GRREC that addresses meeting the needs of students with IEPs. Administration will work closely with Building Level School Psychologist (as a part of the School's CAP Team to identify students of concern and implement appropriate early interventions to increase student achievement and address appropriate gaps in instruction and behavior. Administration will also partner with District CAO and District Instructional Supervisor to develop systems of support for staff and intentional intervention availability for students.
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 school leadership team reviewed the resources that were used to meet the needs of students with IEPs. We analyzed the areas of staffing, instructional resources, and scheduling. Our 4th grade ECE caseloads were elevated, so a request was made for additional staffing and granted by DOSE. A High Dosage Tutor was hired to address foundational reading skill deficits (her schedule is split between students with IEPs and students identified as Tier III Reading in MTSS). Heggerty Phonemic Awareness was purchased for ECE teachers to address the foundational reading deficits of their students. 4th Grade ECE Teachers have received support through LETRS Training (program will be completed by 5th ECE teachers during the 23-24 school year). Planning, data review, and standards work was an area of concern for our ECE teachers. We have modified the Master Schedule to allow time for collaborative planning and PLCs for all ECE teachers.
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: During school leadership team meetings (with input from ECE teachers) the learning culture of our students with IEPs was dissected early in the school year. Areas of concern were as follows: (1) testing practices and routines (2) student engagement. In order to support more effective testing practices, our ECE teachers developed a checklist of testing expectations to be used during all assessments. Student engagement has been addressed through the intentional implementation of Project Based Learning (evidence based approach to learning that promotes student engagement). Our ECE teachers focus on the "extreme users" and advocate for the appropriate modifications and support students need.

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 we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: Using Fastbridge as a universal screener we will identify skill based deficits that serve as barriers for students to achieve grade level standards. Based on Fastbridge data we will design targeted intervention plans to address those foundational gaps. The fidelity of interventions will be assessed biweekly using the Fastbridge Progress Monitoring Tool. The Building Administration will attend PBIS training and develop a strategic behavioral plan for the building. This plan will increase positive behaviors among all students and be supported by Tiered Interventions for students with behavioral deficits (The intention of PBIS intervention is to address the substantial amount of behavioral referrals for students with IEPs.)

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.