

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (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 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: <i>School leadership will participate in PD opportunities that are focused on improving instructional strategies and teaching practices for students with disabilities. School leadership will work with the special education teacher leader to ensure that all members of the special education department are being provided the support needed to provide the learning opportunities and accommodations necessary for student growth and achievement.</i>	
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: <i>School leadership worked with the special education teacher leader to place special education collaborators for each content area, which allows collaborators to specialize in specific content areas. School leadership meets with the special education teacher leader monthly to discuss the needs of the special education department. Special education department PLC's occur monthly to help review practices, processes, and resources needed to continue to support our students with disabilities.</i>	
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: <i>School leadership reviewed the master schedule in place from the 2021-22 school year, focusing on the scheduling of students with disabilities. Changes were made to the master schedule for the 2022-23 that separated 6th/7th/8th grade Reading and Math Skills classes by each grade level, allowing each grade level and content area to not be a mixture of students from each grade level as before. School leadership worked with the special education teacher leader to build C3 classes for all special education teachers consisting of their caseload to allow for a class period that allows for progress monitoring and extra support for those students.</i>	

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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: <i>The areas of need to be addressed are student proficient/distinguished percentages for students with disabilities in Reading and Math. The evidence-based practices that we will incorporate will be utilizing high-quality instructional practices aligned to grade level standards for math and reading intervention instruction, and professional development opportunities focused on co-teaching strategies within ELA and math classes. We will monitor the implementation and fidelity of these practices through regularly scheduled PLC's and regular classroom walkthroughs.</i>
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.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the ["Compliance Requirements"](#) resource available on KDE's [Evidence-based Practices website](#).

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.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
High-quality instructional practices aligned to grade level standards for math intervention instruction.	Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., Witzel, B., Institute of Education Sciences, E. N. C. for E. E. and R. A., & What Works Clearinghouse (ED). (2009). <i>Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools</i> . NCEE 2009-4060. What Works Clearinghouse.	☐
High-quality instructional practices aligned to grade level standards for reading intervention instruction.	Vaughn, S., Kieffer, M., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Jayanthi, M., Gersten, R., Dimino, J., Taylor, M., Newman-Gonchar, R., Krowka, S., Haymond, K., Wavell, S., Lyskawa, J., Morgan, S., Keating, B., Yañez, A., & What Works Clearinghouse (ED). (2022). <i>Providing Reading Interventions for Students in Grades 4 - 9</i> . NCEE 2022-007. What Works Clearinghouse.	☐
PD for co-teaching strategies within ELA and math classes	Payne, D., & Wolfson, T. (2000). Teacher Professional Development---The Principals's Critical Role. <i>NASSP Bulletin</i> , 13-21.	☐

