

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 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: Hold monthly meetings in RTI and Special education PLC's to discuss progress of students (data analysis). RTI, PLC and Work committee meetings used to discuss and analyze data, update caseloads, IEP changes and student work. Teachers will be responsible for bringing data to PLC's. LES will strengthen our co-teaching in 3rd-5th grades by offering an upcoming training session and utilizing our co-op. Utilize intervention and support staff in the learning of our students with disabilities by teaching foundational skills in math and reading. As a school, remain in HQIR work of the district. Our school's main focus for the past few years has been to improve our overall reading program. Within this focus, the RTA grant offers training to K-3rd teachers in the Science of Reading. The training involves Top Ten Tools and eight K-3rd teachers are enrolled in that course. By the end of the grant, 100% of K-3rd teachers will have taken a course. It prepares educators to provide evidence-based reading and language arts instruction. Also, Garrard County district has also entered into Deeper Learning cadre and a teacher from each school is in training and will then train members of the school staff.

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: Look into making schedule adjustments to meet the needs of the students with IEP and co-teaching. Students will be exposed to grade level standards through the co-teaching model. LES has a large number of MMD students that need more time in resource working on foundational skills in reading and math. Using the summer PD training in math, coursework from the RTA grant and INTO Reading HQIR work, administrators will work on the schedule of our support staff to go in classrooms and offer the small group and co-teaching in Reading and math. LES has 3 teachers for the 6 grades at our school serving the academics of our IEP students. Each caseload has a minimum of 10 students that need to be served through co-teaching in reading and math. Scheduling is difficult due to staffing and the amount of time needed to serve our most severely struggling students and will need to be a focus for the upcoming years.

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: LES will hold monthly special education PLC meetings to review time and placements of students, referrals and co-teaching. Co-teaching will be major point of determination for setting the master schedule and grouping classes in rotations. During the administering of the KSA, teachers, admin and paras will return to reading to students with that modification. Our students exhibit not only a lack of academic delay, but attention deficit is a major cause of delays. One major cause is also the underdeveloped or even absence of foundational skills in reading and math, which effects social studies and science.

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: LES will continue to use co-teaching method of instructing our students. Each special education teacher and designated content teacher will train in the Marilyn Friend, Co-Teaching Strategies Connections. Teachers use programs such as AMIRA to supplement learning for our students. Special education teachers will continue to monitor student's IEP goals. Intervention and special ed teachers will begin fluency, foundational reading assessments, screeners to assess students and begin skills based teaching where learning may still be a problem. Principals will create co-teaching classrooms after training content teachers and special ed teachers usiong Marilyn Friend; Co-Teaching Strategy Connections.

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 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 up description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific direction 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
AMIRA	Amira is a personal artificial intelligent tutor program from HMH It is ESSA strong with .64 effect size	☐
Co-Teaching	Marilyn Friend; Co-Teaching strategies Connections- First, it ensures that students are accessing the same curriculum as their peers, an option nearly impossible when services are offered only in a separate setting. Second, it makes possible the delivery of specialized services that are integrated into daily lessons.	☐
Top Ten Tools	Tools4Reading; Dr. Deb Glasser	☐
Explorations in Fractions	Kentucky Center for Mathematics	☐
HQIR Pilot Into Reading	KDE- HQIRs that are aligned to state standards can reduce variability in the quality of instruction across classrooms	☒

Evidence-based Activity	Evidence Citation	Uploaded in eProve
	and help boost student achievement, but teachers often do not have resources that are aligned to their state's standards	
Autism Cadre	Working with the Kentucky Autism Cadre out of University of Louisville	
Deeper Learning	Plan to implement into the curriculum next year	
Zones of Regulation	The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.	
Emotional ABC	Provides a full SEL curriculum and resources for teachers and counselors to help their students master foundational social emotional skills.	

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of personnel involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities that shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:	
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process	
Response:	
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:	

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Evidence-based Practices

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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
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.	☒
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Evidence-based Activity	Evidence Citation	Uploaded in eProve
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