

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

Response: The district's plan for monitoring and supporting the R.E. Stevenson improvement plan in ATSI for the Students with Disabilities subgroup includes the following approaches:

- Weekly classroom walkthroughs by the Superintendent, District Instructional Facilitator, Director of Special Programs, and/or School Principal to specifically observe and provide critical feedback to classrooms practicing co-teaching in reading and mathematics.
- Monthly meetings with the district's school administrative team representatives to reflect, evaluate progress, and enact refinement actions on school goals aligned to the district strategic plan and their comprehensive school improvement plan goals. These goals include short- and long-term activities to enhance core instruction outcomes, student-centered learning and agency, and positive behavior intervention supports.

The process for local board review and approval includes monthly reporting from the Superintendent's Cabinet team (Chief Operations Officer, Director of Pupil/Personnel, Director of Special Programs, District Instructional Facilitator) to the Board of Education of the school's progress on district strategic plan and CSIP goals along with reading and mathematics progress monitoring data. The Cabinet team provides timely updates and reporting for this school to the local board members on universal screener, tiered intervention progress monitoring, and professional learning activities and performance results to monitor the achievement status of the Students with Disabilities subgroup.

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions

Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

Response: R.E. Stevenson Elementary School (K-5) successfully closed the achievement gap for the African-American student subgroup in 2024-25, but they still maintain the Students with Disabilities subgroup as ATSI status. More rigorous actions to support this school from the district level include partnering with the KDE Division of Early Literacy to provide an embedded regional literacy specialist to guide all reading teachers in the Curriculum Implementation Framework (CIF) using our HQIR, reassigning a district-provided instructional coach to provide the same CIF training and support to all mathematics teachers. These simultaneous actions are the foundation of improvement processes for core reading and math instruction, assessment, and student performance outcomes. Both of these district actions fall under the responsibility of the District Instructional Facilitator.

A complementary rigorous action of support for this school is the robust implementation of co-teaching models in all reading and mathematics classrooms by a content teacher in partnership with a SPED teacher. This work is supported through partnerships with the Green River Regional Educational Cooperative (GRREC) and Closing the Gap KY (facilitated by Meade County Schools) to train and equip our school administrators, general education teachers, and special education teachers with professional learning, coaching, observation, and tools to ensure that specially designed instruction (SDI), station teaching, parallel teaching, and collaborative lesson planning by co-teacher teams are aligned to Kentucky Academic Standards and IEP performance goals. These actions fall under the responsibility of the Director of Special Programs.