

# Comprehensive School Improvement Plan (CSIP)

## Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

## Operational Definitions

**Goal:** Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

## Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

**Goal:** Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The <b>measures</b> may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1: By May 2022, North Park will demonstrate an increase in percent proficient and distinguished students as measured by iReady scores for Kindergarten students. Additionally, students going to each Next School will increase the percent of students on grade level or above by 10%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2022, there will be an increase in percent proficient and distinguished Kindergarten students in Reading. NPES Overall - 22% to 32%  Meadow View 20%-30%  Radcliff 23%-33%  Woodland 22%-32%  Vine Grove 29%-39%	KCWP1	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks. ● Title I School Wide Program	Walkthroughs, Observation documents, fidelity checks  Principal, Asst. Principal	January-May 2022	Title I PPA
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs of students. ● Walkthroughs, Observations ● Title I, ESS, ESL ● KSI /MTSS monitoring process ● ESGI assessment/monitoring tool	Walkthroughs, Observation documents, fidelity checks  Teachers, Special Education Teachers	January-May 2022	Title I
	KCWP2	Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, goal measurement, and progress monitoring checks ● KSI/MTSS district process	RtI /MTSS data reviews in Data Chats  Counselor, Instructional Coach/KSI Teacher	January-May 2022	PPA
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular	Growth Plans, Student gains,	January-May 2022	PPA

		<p>adjustments when students fail to meet mastery.</p> <ul style="list-style-type: none"><li>• Professional Learning Opportunities- individualized PD, Swivl self -observation and reflection, PLC meetings</li><li>• Technology to be used with professional learning activities for classroom teachers to improve classroom instructional practices and reflection on instruction which will result in increased student outcomes. (swivl)</li><li>• Orton Gillingham</li><li>• Multi Sensory Learning Strategies</li><li>• Technology resources</li><li>• Picture Perfect Science</li><li>• Kagan Strategies</li><li>• Elevate Strategies</li><li>• Book Studies</li><li>• Classroom Cross Visits</li></ul>	<p>Behavior referral data, classroom walkthroughs,</p> <p>Principal, Assistant Principal</p>		
		<p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</p> <ul style="list-style-type: none"><li>• Use classroom assessment data to inform teacher's instructional decisions. (Orton Gillingham</li><li>• Multi Sensory Learning Strategies, NPES Math Assessment, ESGI testing, iReady)</li><li>• Use collection of assessment artifacts to inform next steps for individual students and</li></ul>			

		groups of students. (running records, ESGI, iReady, writing samples, etc.)			
		<p>Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</p> <ul style="list-style-type: none"><li>● Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.</li><li>● Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.</li></ul>			
		<p>Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.</p> <ul style="list-style-type: none"><li>● ESS/KSI/MTSS monitoring</li><li>● Data chats</li></ul>			
		<p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <ul style="list-style-type: none"><li>● use of effective teaching strategies for all students</li><li>● Kinesthetic learning</li><li>● Early Numeracy Strategies - KCM</li><li>● Orton Gillingham</li></ul>			

		<ul style="list-style-type: none"> <li>Multi Sensory Learning Strategies)</li> </ul>			
	KWPC3	Develop a progress monitoring system to monitor standards mastery for each student <ul style="list-style-type: none"> <li>ESGI - Literacy Skills continuum, Kindergarten Skills, NPES Math Assessment, KSI/MTSS, Enrichment/Intervention groupings/schedule, iReady</li> </ul>	KSI Data Review at PLC Data Chats  Counselor, Instructional Coach/KSI, Principal, Assistant Principal	January-May 2022	PPA
		Develop a tracking system for monitoring of student achievement progress by learning target and by standard. <ul style="list-style-type: none"> <li>Create and monitor a “Watch (Cusp) List” for students performing below proficiency.</li> </ul>	KSI Data Review at PLC Data Chats  Counselor, Instructional Coach/KSI, Principal, Assistant Principal	January-May 2022	PPA
	KWPC4	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. <ul style="list-style-type: none"> <li>Data chats, PLCs</li> </ul>	KSI Data Review at PLC Data Chats  All Teachers, Counselor, Principal, Assistant Principal	January-May 2022	PPA
		Utilize a protocol and monitoring/documentation tool for tiered intervention movement considerations. Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems. <ul style="list-style-type: none"> <li>KSI process</li> </ul>	KSI Process  All Teachers, Counselor, Principal, Assistant Principal, KSI Teacher		PPA
Objective 2 By May 2022, there will be an increase in percent proficient and distinguished Kindergarten students in Math.	KCWP1	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom	Walkthroughs, Observation documents, fidelity checks	January-May 2022	Title I PPA

<p>NPES Overall - 18% to 28%</p> <p>Meadow View 16%-26%</p> <p>Radcliff 13%-23%</p> <p>Woodland 17%-27%</p> <p>Vine Grove 28%-38%</p>		<p>data/running records, and standards mastery checks.</p> <ul style="list-style-type: none"> <li>• Title I School Wide Program</li> </ul>	Principal, Asst. Principal		
		<p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs of students.</p> <ul style="list-style-type: none"> <li>• Walkthroughs, Observations</li> <li>• Title I, ESS, ESL</li> <li>• KSI /MTSS monitoring process</li> <li>• ESGI assessment/monitoring tool</li> </ul>	<p>Walkthroughs, Observation documents, fidelity checks</p> <p>Teachers, Special Education Teachers</p>	January-May 2022	Title I
	KCWP2	<p>Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, goal measurement, and progress monitoring checks</p> <ul style="list-style-type: none"> <li>• KSI/MTSS district process</li> </ul>	<p>RtI data reviews in Data Chats</p> <p>Counselor, Instructional Coach/KSI Teacher</p>	January-May 2022	PPA
		<p>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <ul style="list-style-type: none"> <li>• Professional Learning Opportunities-individualized PD, Swivl self-observation and reflection, PLC meetings</li> </ul>	<p>Growth Plans, Student gains, Behavior referral data, classroom walkthroughs,</p> <p>Principal, Assistant Principal</p>	January-May 2022	PPA

		<ul style="list-style-type: none"> <li>• Technology to be used with professional learning activities for classroom teachers to improve classroom instructional practices and reflection on instruction which will result in increased student outcomes. (swivl)</li> <li>• Orton Gillingham</li> <li>• Multi Sensory Learning Strategies</li> <li>• Technology resources</li> <li>• Picture Perfect Science</li> <li>• Kagan Strategies</li> <li>• Elevate Strategies</li> <li>• Book Studies</li> <li>• Classroom Cross Visits</li> </ul>			
	KCWP2	<p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</p> <ul style="list-style-type: none"> <li>• Use classroom assessment data to inform teacher's instructional decisions. (Orton Gillingham</li> <li>• Multi Sensory Learning Strategies, NPES Math Assessment, ESGI testing, iReady)</li> <li>• Use collection of assessment artifacts to inform next steps for individual students and groups of students. (running records, ESGI, iReady, writing samples, etc.)</li> </ul>	<p>Data reviewed at Data Chats</p> <p>All Teachers, Counselor, Principal, Assistant Principal</p>	January-May 2022	
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional	PLC minutes- Name and Need, Lesson Plans, KSI Data reviews	January-May 2022	

		<p>adjustments are needed, and if so, what those adjustments.</p> <ul style="list-style-type: none"> <li>• Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.</li> <li>• Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.</li> </ul>	<p>Counselor, Instructional Coach/KSI, Principal, Assistant Principal</p>		
		<p>Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.</p> <ul style="list-style-type: none"> <li>• ESS/KSI/MTSS monitoring</li> <li>• Data chats</li> </ul>	<p>Monthly Review of KSI folders,</p> <p>Counselor, Instructional Coach/KSI, Principal, Assistant Principal</p>	January-May 2022	
		<p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <ul style="list-style-type: none"> <li>• use of effective teaching strategies for all students</li> <li>• Kinesthetic learning</li> <li>• Early Numeracy Strategies - KCM</li> <li>• Orton Gillingham</li> <li>• Multi Sensory Learning Strategies)</li> </ul>	<p>Classroom Walkthroughs, observations</p> <p>Teachers, Principal, Assistant Principal</p>	January-May 2022	
	KWPC3	<p>Develop a progress monitoring system to monitor standards mastery for each student</p> <ul style="list-style-type: none"> <li>• ESGI - Literacy Skills continuum, Kindergarten</li> </ul>	<p>KSI Data Review at PLC Data Chats</p> <p>Counselor, Instructional</p>	January-May 2022	

		Skills, NPES Math Assessment, KSI/MTSS, Enrichment/Intervention groupings/schedule, iReady	Coach/KSI, Principal, Assistant Principal		
		<p>Develop a tracking system for monitoring of student achievement progress by learning target and by standard.</p> <ul style="list-style-type: none"> <li>• Create and monitor a “Watch (Cusp) List” for students performing below proficiency.</li> </ul>	<p>KSI Data Review at PLC Data Chats</p> <p>Counselor, Instructional Coach/KSI, Principal, Assistant Principal</p>	January-May 2022	
	KWPC4	<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p> <ul style="list-style-type: none"> <li>• Data chats, PLCs</li> </ul>	<p>KSI Data Review at PLC Data Chats</p> <p>All Teachers, Counselor, Principal, Assistant Principal</p>	January-May 2022	
		<p>Utilize a protocol and monitoring/documentation tool for tiered intervention movement considerations. Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.</p> <ul style="list-style-type: none"> <li>• KSI /MTSS process</li> </ul>	<p>KSI Process</p> <p>All Teachers, Counselor, Principal, Assistant Principal, KSI Teacher</p>		

2: Separate Academic Indicator

Goal 2: <i>We are a Kindergarten only school. This does not apply- Reading and Math goals are in Goal 1.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

3: Achievement Gap

Goal 3: North Park will demonstrate an increase in the percent of proficient students in Reading and Math based on iReady scores of students with disabilities May 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2022, the number of students with disabilities meeting grade level will increase 10% in Reading and Math.	KWPC 4	Ensure that formative, interim, summative assessment results as well as universal screener data are used appropriately to determine tiered intervention needs.	Growth on Assessments, Special Education Teachers, Regular Education Teachers	January 2022, March 2022	No funding required
		Progress monitoring and ESGI/Lit. First assessment data will be used to determine students that are not making adequate progress.			
		Special education teachers will work with classroom teachers to prioritize standards, develop assessments as well as modified lessons and track individual student progress on the district tracking sheet.	Lesson plans, monitoring Special Education teachers, regular education partners		No funding required
Objective 2					

4: Growth

Goal 4 : 70% of Kindergarten students will make a minimum of one year’s growth in Reading as measured by the Literacy Continua (Phonological Awareness and Phonics).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2022, 70% of students in Kindergarten will master the Kindergarten Skills on the District Foundational Literacy Skills Continua.	KCWP1	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks. ● Title I School Wide Program			
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs of students. ● Walkthroughs, Observations ● Title I, ESS, ESL ● KSI/MTSS monitoring process			
	KWPC2	Develop a clearly defined MTSS school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks ● MTSS district process			
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. ● Professional Learning Opportunities- individualized PD, Swivl self			

		<p>vation and reflection, PLC meetings</p> <ul style="list-style-type: none"><li>● Technology to be used with professional learning activities for classroom teachers to improve classroom instructional practices and reflection on instruction which will result in increased student outcomes.</li><li>● Orton Gillingham Literacy</li><li>● Technology resources</li><li>● Kagan Strategies</li><li>● Classroom Cross Visits</li><li>● Book /Video studies</li></ul>			
		<p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</p> <ul style="list-style-type: none"><li>● Use classroom assessment data to inform teacher’s instructional decisions. (Orton Gillingham Literacy, ESGI testing, iReady)</li><li>● Use collection of assessment artifacts to inform next steps for individual students and groups of students. (running records, ESGI,iReady, writing samples, etc.)</li></ul>			
		<p>Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</p> <ul style="list-style-type: none"><li>● Increase collaboration in data analysis and student progress towards standards mastery, including identification of</li></ul>			

		<p>students in need of intervention supports.</p> <ul style="list-style-type: none"><li>• Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.</li></ul>			
		<p>Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.</p> <ul style="list-style-type: none"><li>• Data chats</li><li>• ESS/MTSS monitoring</li></ul>			
		<p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <ul style="list-style-type: none"><li>• use of effective teaching strategies for all students<ul style="list-style-type: none"><li>• Kinesthetic /Multi-Sensory learning</li><li>• Orton Gillingham Literacy strategies and process</li></ul></li></ul>			
	KWPC3	<p>Develop a progress monitoring system to monitor standards mastery for each student</p> <ul style="list-style-type: none"><li>• ESGI - Literacy First continuum, Kindergarten Skills,MTSS Intervention, Enrichment Groups, iReady</li></ul>			
		<p>Create and monitor a “Watch (Cusp) List” for students performing below proficiency.</p>			
	KWPC4	<p>Utilize a protocol and monitoring/documentation tool for</p>			

		tiered intervention movement considerations. Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems. <ul style="list-style-type: none"><li>● MTSS/KSI process</li></ul>			
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. <ul style="list-style-type: none"><li>● Data chats, PLCs</li></ul>			

5: Transition Readiness

Goal 5: <i>We are a Kindergarten only school. This does not apply.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.):n/a					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.):n/a					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI 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:
<p><b>Consider:</b> 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?</p> <p><b>Response:</b></p>
Identification Of Critical Resources Inequities:
<p><b>Consider:</b> 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.</p> <p><b>Response:</b></p>

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? 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.

Response:

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.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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:

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 persons and entities 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, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three 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.

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) 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 and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Documenting Evidence under ESSA](#)” 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
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.	<input checked="" type="checkbox"/>
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