

## 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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  
- The required goals for high schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- Postsecondary Readiness
- Graduation Rate

## Explanations/Directions

**Goal:** Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address 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
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

## 1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): Increase proficiency to 65% by 2025. Decrease novice to 15% by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> 2023 KSA or Interim Assessment Reading: <ul style="list-style-type: none"> <li>Increase proficiency from 27 to 40.</li> </ul> 2023 KSA or Interim Assessment Math: <ul style="list-style-type: none"> <li>Increase proficiency from 28 to 40.</li> </ul> <b>Objective 2</b> 2023 KSA or Interim Assessment Reading: <ul style="list-style-type: none"> <li>Decrease novice from 46 to 35.</li> </ul> 2023 KSA or Interim Assessment Math: <ul style="list-style-type: none"> <li>Decrease novice from 43 to 33.</li> </ul>	<b>KCWP #1 Design and Deploy Standards</b> <ul style="list-style-type: none"> <li>Review and revise curriculum documents that are aligned to state/essential standards and components that support rigorous instruction</li> </ul> <b>KCWP #2 Design and Deliver Instruction</b> <ul style="list-style-type: none"> <li>Develop/Implement processes that measure teachers' instructional effectiveness based on student data</li> <li>Develop/Implement protocol for ensuring Tier I instructional needs are met and next steps are identified</li> </ul>	<b>1. Improve Tier I Instruction</b> <ul style="list-style-type: none"> <li>Clarity for Learning Book Study: Train the Trainer model. Principals/Assistants will train staff in Clarity for Learning               <ul style="list-style-type: none"> <li>Why Clarity Matters?</li> <li>Learning and Building Quality Learning Intentions and Success Criteria</li> <li>Sharing Clarity</li> <li>Assessing with Clarity</li> <li>Feedback with Clarity and Collaboration.</li> </ul> </li> <li>Increase Rigor               <ul style="list-style-type: none"> <li><b>Math:</b> Intentional Questioning, Student-Led Discussions</li> <li><b>Reading:</b> Analysis of Multiple Sources, Skills Based Lessons</li> </ul> </li> <li>Differentiate Instruction               <ul style="list-style-type: none"> <li><b>Math:</b> Cooperative Grouping, Differentiated Grouping in PM classes.</li> <li><b>Reading:</b> Scaffolding, Leveled Texts, Differentiated</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>MAP Scores</li> <li>Transcend Scores</li> <li>KSA Scores</li> <li>Curriculum Documents</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Data analysis using ECMS Data Analysis Template</li> <li>Walkthroughs</li> <li>Certified Evaluation Plan</li> <li>PLC Documentation</li> </ul>	Section 6 District Funds

Goal 1 (State your reading and math goal.):

Increase proficiency to 65% by 2025. Decrease novice to 15% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p><b>KCWP #4 Review, Analyze, Apply Data Results</b></p> <ul style="list-style-type: none"> <li>Design/Implement assessments of high quality and that are aligned to the rigor of the standards, resulting in quality data.</li> <li>Develop/Implement systems to ensure student data is collected, analyzed, and being used to drive classroom instruction.</li> <li>Develop systems for teachers to monitor students' progress on standards in order to know when they have achieved mastery.</li> </ul>	<p>Grouping in PM classes.</p> <ul style="list-style-type: none"> <li>School Improvement Team develop ECMS Classroom Blueprint</li> </ul> <p><b>2. Data Driven Decisions</b></p> <ul style="list-style-type: none"> <li>PLC leads to develop Content PLC Protocols</li> <li>Review and revise curriculum during PLC meetings</li> <li>Use formative and summative data to determine PM class differentiation.</li> <li>6th and 7th Grade use CCI strategies</li> </ul>			

## 2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): Increase Science proficiency to 50% by 2025. Decrease Science novice to 15% by 2025. Increase Social Studies proficiency to 65% by 2025. Decrease Social Studies to 10% by 2025. Increase Combined Writing proficiency to 65% by 2025. Decrease Combined Writing novice to 10% by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> 2023 KSA or Interim Assessments <b>Science:</b> <ul style="list-style-type: none"> <li>Increase proficiency from 7% to 20%</li> </ul> 2023 KSA or Interim Assessments <b>Social Studies:</b> <ul style="list-style-type: none"> <li>Increase proficiency from 19% to 35%</li> </ul> 2023 KSA or Interim Assessments <b>Combined Writing:</b> <ul style="list-style-type: none"> <li>Increase proficiency from 23% to 40%</li> </ul>	<b>KCWP #1 Design and Deploy Standards</b> <ul style="list-style-type: none"> <li>Review and revise curriculum documents that are aligned to state/essential standards and components that support rigorous instruction</li> </ul> <b>KCWP #2 Design and Deliver Instruction</b> <ul style="list-style-type: none"> <li>Develop/Implement processes that measure teachers' instructional effectiveness based on student data</li> <li>Develop/Implement protocol for ensuring Tier I instructional needs are met and next steps are identified</li> </ul>	<b>Improve Tier I Instruction</b> <ul style="list-style-type: none"> <li>Clarity for Learning Book Study: Train the Trainer model. Principals/Assistants will train staff in Clarity for Learning               <ul style="list-style-type: none"> <li>Why Clarity Matters?</li> <li>Learning and Building Quality Learning Intentions and Success Criteria</li> <li>Sharing Clarity</li> <li>Assessing with Clarity</li> <li>Feedback with Clarity and Collaboration</li> </ul> </li> <li>Increase Rigor               <ul style="list-style-type: none"> <li><b>Science:</b> Questioning, Student-Led Exploration</li> <li><b>Social Studies:</b> Questioning, Student-Led Discussions</li> <li><b>Writing:</b> Writing in all classes.</li> </ul> </li> <li>Differentiate Instruction               <ul style="list-style-type: none"> <li><b>Science:</b> Cooperative Grouping, Student Choice</li> <li><b>Social Studies:</b> Analysis of Multiple Sources, Leveled Texts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>MAP Scores</li> <li>Transcend Scores</li> <li>KSA Scores</li> <li>Curriculum Documents</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Data analysis using ECMS Data Analysis Template</li> <li>Walkthroughs</li> <li>Certified Evaluation Plan</li> <li>PLC Documentation</li> <li>School Improvement Team Minutes</li> </ul>	Section 6 District Funds

Goal 2 (State your science, social studies, and writing goal.): Increase Science proficiency to 50% by 2025. Decrease Science novice to 15% by 2025. Increase Social Studies proficiency to 65% by 2025. Decrease Social Studies to 10% by 2025. Increase Combined Writing proficiency to 65% by 2025. Decrease Combined Writing novice to 10% by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<b>KCWP #4 Review, Analyze, Apply Data Results</b> <ul style="list-style-type: none"><li>● Design/Implement assessments of high quality and that are aligned to the rigor of the standards, resulting in quality data.</li><li>● Develop/Implement systems to ensure student data is collected, analyzed, and being used to drive classroom instruction.</li><li>● Develop systems for teachers to monitor students’ progress on standards in order to know when they have achieved mastery.</li></ul>	<ul style="list-style-type: none"><li>○ <b>Writing:</b> Student Choice in Topic or Product</li><li>● School Improvement Team develop ECMS Classroom Blueprint</li></ul> <b>2. Data Driven Decisions</b> <ul style="list-style-type: none"><li>● Develop Content PLC Protocols</li><li>● Review and revise curriculum during PLC meetings to increase rigor and to differentiate instruction</li><li>● Use formative and summative data to determine PM class differentiation.</li><li>● 6th and 7th Grade CCI strategies</li></ul>			

### 3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1 Reading</b>  <b>Disability with IEP group</b> Students in this population scored 81% novice compared to 40% of students without IEPs <ul style="list-style-type: none"> <li>Decrease novice from 81% to 65%</li> </ul> <b>Economically Disadvantaged</b> Students in this population scored 53% novice compared to 29% of students non-economically disadvantaged. <ul style="list-style-type: none"> <li>Decrease novice from 53% to 40%.</li> </ul> <b>Males</b> Male students scored 53% novice compared to 38% of females. <ul style="list-style-type: none"> <li>Decrease novice from 53% to 40%</li> </ul>	<b>KCWP #2 Design and Deliver Instruction</b> <ul style="list-style-type: none"> <li>Develop/Implement processes that measure teachers' instructional effectiveness based on student data</li> <li>Develop/Implement protocol for ensuring Tier I instructional needs are met and next steps are identified</li> </ul>	<b>Improve Tier I Instruction</b> <ul style="list-style-type: none"> <li>Increase Rigor               <ul style="list-style-type: none"> <li>Math: Intentional Questioning, Student-Led Discussions</li> <li>Reading: Analysis of Multiple Sources, Skills Based Lessons</li> </ul> </li> <li>Differentiate Instruction               <ul style="list-style-type: none"> <li>Math: Cooperative Grouping, Differentiated Grouping in PM classes.</li> <li>Reading: Scaffolding, Leveled Texts, Differentiated Grouping in PM classes.</li> </ul> </li> <li>School Improvement Team develop ECMS Classroom Blueprint</li> </ul>	<ul style="list-style-type: none"> <li>MAP Scores</li> <li>Transcend Scores</li> <li>KSA Scores</li> <li>Curriculum Documents</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Data analysis using ECMS Data Analysis Template</li> <li>Walkthroughs</li> <li>Certified Evaluation Plan</li> <li>PLC Documentation</li> <li>School Improvement Team Minutes</li> </ul>	
<b>Objective 2 Math</b>  <b>Disability with IEP</b> Students in this population scored 70% novice compared to 38% of students without IEPs		<b>Use Data to Drive Instruction</b>			



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<ul style="list-style-type: none"> <li>Decrease novice from 70% to 60%</li> </ul> <p><b>Economically Disadvantaged</b> Students in this population scored 48% novice compared to 29% of students non-economically disadvantaged.</p> <ul style="list-style-type: none"> <li>Decrease novice from 48% to 35%</li> </ul> <p><b>Males</b> Male students scored 44% novice compared to 41% of females.</p> <ul style="list-style-type: none"> <li>Decrease novice from 44% to 34%</li> </ul>	<p><b>KCWP #4 Review, Analyze, Apply Data Results</b></p> <ul style="list-style-type: none"> <li>Design/Implement assessments of high quality and that are aligned to the rigor of the standards, resulting in quality data.</li> <li>Develop/Implement systems to ensure student data is collected, analyzed, and being used to drive classroom instruction.</li> <li>Develop systems for teachers to monitor students' progress on standards in order to know when they have achieved mastery.</li> </ul>	<ul style="list-style-type: none"> <li>PLC leads to develop Content PLC Protocols</li> <li>Review and revise curriculum during PLC meetings</li> </ul>			

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2024 students will score high yellow on the QSCS Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Implement systems so that students feel safe and cared for in their classrooms in order to have optimal opportunities for academic and nonacademic success. <ul style="list-style-type: none"><li>Score high yellow on the QSCS Survey</li></ul>	<b>KCWP 6: Establishing Learning Culture and Environment</b> Culture within the school ensures a fair and caring learning community in which all students have optimal opportunities for academic and nonacademic success.	Implement Social/Emotional Learning Curriculum  Review and Implement PBIS Strategies  “Lunch Bunch” focus group with principals  Stakeholder Input	<ul style="list-style-type: none"><li>Students will receive one SEL lesson per month taught by School Counselor</li><li>Decrease in referrals</li><li>Survey student opinions</li><li>“Checkpoint Survey” for students, staff, and parents in August, December, and May.</li></ul>	<ul style="list-style-type: none"><li>Administrative Team Meeting Minutes</li><li>Monthly PBIS/TIC Meeting Minutes</li><li>Monthly focus groups lunch with principals</li><li>Results will be communicated to staff and administrative team in order to inform decisions</li></ul>	

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (high school only)

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

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

## 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:

<b>Components of Turnaround Leadership Development and Support:</b>
<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>            Staff will be trained in Teacher Clarity by the principal and assistant principal. The principal and assistant principal will be trained by the KDE Improvement Coaches at the Estill County Board of Education during January 2022. The school leadership as well as the special education PLC leader will visit the KDE Hub School, Pulaski County High School in the Spring. There the leadership team will seek professional learning concerning co-teaching strategies and the PDSA PLC process.            The ECMS Special Education PLC will meet weekly and report their progress to the School Improvement Team at their bi-weekly meetings. The administrative team, as part of the School Improvement Team, will ensure professional learning in the PDSA process to the Special Education PLC lead as needed.            The ECMS Special Education PLC lead, the ELA PLC lead, and the Math PLC lead will attend training at SESC Cooperative on co-teaching strategies within the classroom setting.            Principal and Assistant Principal will develop systems of continuous improvement (PSEL Standard 10).</p>
<b>Identification of Critical Resources Inequities:</b>
<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>            The ECMS Site Based Decision Making Council annually reviews the use of resources (people, time, and money). During the summer of 2022. The SBDM decided to allocate two resource periods to each Special Education teacher so that the large caseloads could be split into two smaller, more manageable classes. The other five periods of their instructional day are spent co-teaching within Math and ELA classes. The SBDM also hired two new Special Education teachers, as part of the regular allocation for 2022-2023. Each teacher has no prior teaching experience but is taking part in a district Special Education cadre with the Estill County Special Education Director.            The Special Education teachers identified the following needs: Standards Clarity Training and Co-Teaching Strategies Training. Each of these is addressed in the CSIP and will be a part of the professional learning plan.</p>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<p><b>Consider:</b> 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.</p> <p><b>Response:</b>            The process to review the learning culture related to students with disabilities with IEPs occurs during the Special Education PLC. The results of those discussions are communicated to the School Improvement Team during the bi-weekly meeting and recorded in the minutes. The results revealed a culture of apathy around accepting accommodations among the students. The Building Assessment Coordinator with the input of the Special Education teachers, the Special Education Director, and the District Assessment Coordinator devised a plan of action for testing</p>

accommodations to be implemented at each benchmark test administration beginning in December 2022. The plan will enable students to develop a relationship with the staff member providing accommodations and help overcome the apathy toward them.
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<b>Consider:</b> 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? <b>Response:</b> Cook, L., & Friend, M. (2017). Co-Teaching: Guidelines for Creating Effective Practices. Cook, L., & Friend, M. (1995). Co-Teaching: Guidelines for Creating Effective Practices. Focus on Exceptional Children, 26, 3.  <b>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.</b>



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 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 on teacher clarity to increase rigor.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
Train staff to implement differentiation strategies (including co-teaching).	Tomlinson, C. (2016) The Differentiated Classroom. Cook, L., & Friend, M. (2017). Co-Teaching: Guidelines for Creating Effective Practices. Cook, L., & Friend, M. (1995). Co-Teaching: Guidelines for Creating Effective Practices. Focus on Exceptional Children, 26, 3.	<input type="checkbox"/>

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.

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

Turnaround Team:
<b>Consider:</b> 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 <b>Response:</b>
Identification of Critical Resources Inequities:
<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. <b>Response:</b>

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 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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