

## 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 indicators, achievement gap, and growth. High schools must address proficiency, separate academic indicators, 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.): By 2025, 60% of all students in 10th grade will score Proficient/Distinguished on Reading and 55% of all students in 10th grade will score Proficient/Distinguished on Math on state assessments (KSA).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 During the 2022-23 school year, the percentage of students scoring Proficient/Distinguished on Reading will increase to 40% and Novice will decrease to 35%.	KCWP 1: Design and Deploy Standard: Review and revisit standards to help align the rigor of the standard to the learning targets, formative and summative assessments.	Administrative Team Clarity for Learning Book Study and implementation with staff	Plan for embedding Clarity principles in end of school year and summer plans in 2023	ECHS Administrative Team	District Funding
		Standards alignment with help from District Instructional Team	Curriculum Documents	ECHS Administrative Team Monthly Reviews of Standards Work	\$0
		Modification and implementation of new instructional walkthrough tool	Walkthrough Data Leadership Meetings	ECHS Administrative Team ECHS Leadership Team data review at meetings monthly.	\$0
	KCWP 2: Design and Deliver Instruction in reading to ensure the curriculum is taught to a higher level and is consistent at all grade levels.	Monthly Marzano instructional strategy implementation with staff for Tier I Instruction	Walkthrough Tool/Data Student Feedback Tools (Plus/Delta) Monthly Staff Meeting Agendas	ECHS Leadership Team, Modeling at Monthly staff meetings	\$0
		Review and Modify PLC protocol to focus on implementation of instructional strategies	PLC Agendas/Minutes PLC Data	ECHS Administrative Team PLC Leads for each department	\$0
		Collaboration with departments to ensure reading skills and instruction across the curriculum	PLC Agendas/Minutes	Zach Barnett Barry Hatfield Jill Barnett	\$1000
Objective 2 During the 2022-23 school year, the percentage of students scoring Proficient/Distinguished on Math will increase to 35%	KCWP 1: Design and Deploy Standard: Review and revisit standards to help align the rigor of the standard to the learning targets, formative and summative assessments.	Administrative Team Clarity for Learning Book Study and implementation with staff	Plan for embedding Clarity principles in end of school year and summer plans in 2023	ECHS Administrative Team	District Funding
		Standards alignment with help from District Instructional Team	Curriculum Documents	ECHS Administrative Team Monthly Reviews of Standards Work	\$0

Goal 1 (State your reading and math goal.): By 2025, 60% of all students in 10th grade will score Proficient/Distinguished on Reading and 55% of all students in 10th grade will score Proficient/Distinguished on Math on state assessments (KSA).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
and Novice will decrease to 35%.		Modification and implementation of new instructional walkthrough tool	Walkthrough Data Leadership Meetings	ECHS Administrative Team ECHS Leadership Team data review at meetings monthly.	
	KCWP 2: Design and Deliver Instruction in math to ensure the curriculum is taught to a higher level and is consistent at all grade levels.	Monthly Marzano instructional strategy implementation	Walkthrough Tool/Data Student Feedback Tools (Plus/Delta) Monthly Staff Meeting Agendas	ECHS Leadership Team, Modeling at Monthly staff meetings	\$0
		Review and Modify PLC protocol to focus on implementation of instructional strategies	PLC Agendas/Minutes PLC Data	ECHS Administrative Team PLC Leads for each department	\$0
		Implementation of Unit Formative and Summative Assessment Planner	PLC Agendas/Minutes Leadership Meeting Reviews	PLC Leads responsible for updating in PLC Google Drive	\$0
		CCI implementation in math classrooms	PLC Agendas/Minutes PLC Data	Tonya Miller- District CCI Coach ECHS Administrative Team	\$500

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

Goal 2 (State your science, social studies, and writing goal.): By 2025, students in 11th grade will reach a Proficient/Distinguished level of 40% in Science, 60% in Social Studies, and 70% in Combined Writing. (KSA)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 During the 2022-23 school year, the percentage of students scoring Proficient/Distinguished on Science will increase to 25%.	KCWP 1: Design and Deploy Standard: Review and revisit standards to help align the rigor of the standard to the learning targets, formative and summative assessments.	Administrative Team Clarity for Learning Book Study and implementation with staff	Plan for embedding Clarity principles in end of school year and summer plans in 2023	ECHS Administrative Team	District Funding
		Standards alignment with help from District Instructional Team	Curriculum Documents	ECHS Administrative Team Monthly Reviews of Standards Work	\$0
		Modification and implementation of new instructional walkthrough tool	Walkthrough Data Leadership Meetings	ECHS Administrative Team ECHS Leadership Team data review at meetings monthly.	\$0
	KCWP 2: Design and Deliver Instruction in Science to ensure the curriculum is taught to a higher level and is consistent at all grade levels.	Monthly Marzano instructional strategy implementation	Walkthrough Tool/Data Student Feedback Tools (Plus/Delta) Monthly Staff Meeting Agendas	ECHS Leadership Team, Modeling at Monthly staff meetings	\$0
		Review and Modify PLC protocol to focus on implementation of instructional strategies	PLC Agendas/Minutes PLC Data	ECHS Administrative Team PLC Leads for each department	\$0
		Implementation of Unit Formative and Summative Assessment Planner	PLC Agendas/Minutes Leadership Meeting Reviews	PLC Leads responsible for updating in PLC Google Drive	\$0
		Science and Engineering Practices focus into units of study from PIMSER leadership series	PLC Agendas/Minutes PLC Data Unit Formative and Summative Assessment Planner	Victoria Barnett	District Funding

Goal 2 (State your science, social studies, and writing goal.): By 2025, students in 11th grade will reach a Proficient/Distinguished level of 40% in Science, 60% in Social Studies, and 70% in Combined Writing. (KSA)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 During the 2022-23 school year, the percentage of students scoring Proficient/Distinguished on Social Studies will increase to 40%.	KCWP 1: Design and Deploy Standard: Review and revisit standards to help align the rigor of the standard to the learning targets, formative and summative assessments.	Administrative Team Clarity for Learning Book Study and implementation with staff	Plan for embedding Clarity principles in end of school year and summer plans in 2023	ECHS Administrative Team	District Funding
		Standards alignment with guidance from District Instructional Team	Curriculum Documents	ECHS Administrative Team Monthly Reviews of Standards Work	\$0
		Modification and implementation of new instructional walkthrough tool	Walkthrough Data Leadership Meetings	ECHS Administrative Team ECHS Leadership Team data review at meetings monthly.	\$0
	KCWP 2: Design and Deliver Instruction in Social Students to ensure the curriculum is taught to a higher level and is consistent at all grade levels.	Monthly Marzano instructional strategy implementation	Walkthrough Tool/Data Student Feedback Tools (Plus/Delta) Monthly Staff Meeting Agendas	ECHS Leadership Team, Modeling at Monthly staff meetings	\$0
		Review and Modify PLC protocol to focus on implementation of instructional strategies	PLC Agendas/Minutes  PLC Data	ECHS Administrative Team PLC Leads for each department	\$0
		Assessment Review with Social Studies Teachers to ensure assessment items reach the rigor of inquiry-based standards.	PLC Agendas/Minutes	Tasha Halcomb	\$0
Objective 3 During the 2022-23 school year, the percentage of students scoring Proficient/Distinguished on Combined Writing will increase to 50%.	KCWP 1: Design and Deploy Standard: Review and revisit standards to help align the rigor of the standard to the learning targets, formative and summative assessments.	Administrative Team Clarity for Learning Book Study and implementation with staff	Plan for embedding Clarity principles in end of school year and summer plans in 2023	ECHS Administrative Team	District Funding
		Standards alignment with help from District Instructional Team	Curriculum Documents	ECHS Administrative Team Monthly Reviews of Standards Work	\$0
		Modification and implementation of new instructional walkthrough tool	Walkthrough Data Leadership Meetings	ECHS Administrative Team ECHS Leadership Team data review at meetings monthly.	\$0



Goal 2 (State your science, social studies, and writing goal.): By 2025, students in 11th grade will reach a Proficient/Distinguished level of 40% in Science, 60% in Social Studies, and 70% in Combined Writing. (KSA)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction in Writing to ensure the curriculum is taught to a higher level and is consistent at all grade levels.	Monthly Marzano instructional strategy implementation	Walkthrough Tool/Data Student Feedback Tools (Plus/Delta) Monthly Staff Meeting Agendas	ECHS Leadership Team, Modeling at Monthly staff meetings	\$0
		Review and Modify PLC protocol to focus on implementation of instructional strategies	PLC Agendas/Minutes  PLC Data	ECHS Administrative Team PLC Leads for each department	\$0
		Continued Implementation and Monitoring of District Writing Plan across Curriculum	PLC Agendas/Minutes	Zach Barnett- Writing Cluster Leader	\$0

### 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
Objective 1 In 2023, ECHS will reduce the proficiency gap to 4% between general population and economically disadvantaged students in Reading and Math	KCWP 2: Design and Deliver Instruction that is evidence based and co-teaching and collaboration will take place to meet the diverse needs of students in Tier 1 and Tier 2 instruction within the classroom.	Identifying students for intervention classes and scheduling them based on KSA and Academic Readiness Benchmark data and needs	Master Schedule Intervention Plans for Gear Up	Guidance Counselors Josh Yost Department Chairs for English/Math	Gear Up Grant
		Review and Modify PLC protocol to focus on implementation of instructional strategies	PLC Agendas/Minutes PLC Data	ECHS Administrative Team PLC Leads for each department	\$0
	KCWP 5: Design, Align, and Deliver Support Processes that support students' individual needs to enhance learning.	Interventions with Gear Up staff to provide support for students on the cusp of Novice/Apprentice and Apprentice/Proficient	Gear Up Intervention Schedule Intervention Data for students identified as free/reduced lunch	Gear Up Academic Interventionists	Gear Up Grant
		After-School Tutoring Program- 2 Days per week per core subject area	Tutoring Schedule Student Data on Tutoring Participation	Tutoring Teachers for each department	ESS Funding
Objective 2 In 2023, ECHS will reduce the novice percentage among students with disabilities to 50% for Reading and Math.	KCWP2: Design and Deliver Instruction that is evidence based and co-teaching and collaboration will take place to meet the diverse needs of students in Tier 1 and Tier 2 instruction within the classroom.	Co-Teaching in content areas with support from District Office	Master Schedule	ECHS Administrative Team Amanda Bryant	\$0
		Review Special Education Modification protocol with staff to ensure we are meeting the needs of all students.	Student Progress Monitoring	ECHS Administrative Team Amanda Bryant ECHS Special Education Department	\$0

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 2025, ECHS will Increase the Quality of School Climate and Safety Score to 75 on state assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: In 2023, ECHS will Increase the Quality of School Climate and Safety Score from 60.1 to 65 on state assessment.	KCWP4: Review, Analyze, and Apply Data collected on school climate, culture, and safety discussing with the school leadership team on how to increase school climate and culture across grade levels.	Monthly behavior report shared with leadership team and all teachers, live school daily dashboard data automatically shared to teachers and admin, Live School data reviewed with staff during staff meetings. Parents and Students receive a weekly reminder of behavior data with Live School.	Monthly data report for PLCs Leadership and Staff Meetings	Tasha Halcomb	\$0
	KCWP 5: Design, Align and Deliver Support Processes that will support the students behavioral, emotional, and social well being.	Implementation of LiveSchool Phase 2: Teachers will begin giving and taking away points and students will be given access to the Live School store to cash in their positive behavior rewards.	Behavior Referral Data Live School Database	ECHS Administrative Team ECHS PBIS Committee	ESSER Funding-\$5000
		Monthly Newsletter created by admin to be sent out through social media and email to all stakeholders.	Stakeholders feedback	Suzanne Waite, Charlotte Sutter, ECHS Administrative Team	\$0
	KCWP 6: Establish Learning Culture and Environment by establishing systems and processes to support intervention.	Implementation of school wide PBIS	Live School Data Behavior Referral Data School Wide Survey	ECHS Administrative Team ECHS PBIS Committee	\$5000

## 6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): By 2025, ECHS will have a Postsecondary Readiness Score of 95 on state accountability.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 During the 2022-23 school year, ECHS will take steps to increase our Postsecondary Readiness Score from 75.3 to 85.	KCWP 1: Design and Deploy Standards focusing on the monitoring and evaluation of the district's CTE Pathway courses for effectiveness ensuring that the needs of all students are being met to be college or career ready.	Meeting of CTE Advisory Groups each semester to review course and program offerings	CTE Advisory Groups Meeting Agendas and Minutes	CTE Teachers K. Wilson	\$0
	KCWP 3: Design and Deliver Assessments Literacy focusing on students taking ownership of learning across all grade levels.	Goal-setting for students on academic and career readiness using test data and ILPs	Student ILPs Student ACT/KYOTE Data Progress toward benchmarks	College/Career Counselor	ESSER Funding for College/Career Counselor
	KCWP 4: Review, Analyze and Apply data with the school leadership team in order to identify priorities and implement actionable steps that will impact instructional student learning.	Intentional scheduling based on student ILP	Student Enrollments in CTE and ATC courses	Josh Yost Tammy Combs CTE Teachers Guidance Counselors	\$0
		Quarterly review of student progress toward postsecondary readiness benchmarks, including ACT scores, KYOTE scores, EOP assessment data, and Industry Certifications	Quarterly data report reviewed by Leadership Team, ECHS and Estill ATC Principals, and SBDM Council	Principals Leadership Team SBDM Council Members CTE Teachers	\$0

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): By 2025, ECHS will have a Graduation Rate Score of 96 on state accountability.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 During the 2022-23 school year, ECHS will increase the Graduation Rate Score from 91.9 to 94.	KCWP 5: Establish systems and processes to support interventions.	All students will have four year graduation plans for self-monitoring progress toward graduation	Student Graduation Plan for each student	College/Career Counselor Guidance Counselors ECHS Administrative Team	ESSER Funding for College/Career Counselor Position

8: Other (Optional)

Goal 8 (State your separate goal.): By 2025, ECHS will increase the ACT average for juniors at Estill County High School to 19.0 on the March state assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 In 2023, ECHS will increase the Junior ACT average to 18.1.	KCWP 4 Review, Analyze, and Apply Data to track students performance on assessments and design a plan based upon individual needs of students.	Targeted scheduling into ACT Test Prep Classes based on student ACT scores from ACT District Testing	ACT Scores	ECHS Administrative Team ECHS Leadership Team	\$0
	KCWP 5: Design, Align, and Deliver Support Processes across content areas to focus on individual students' needs.	GEAR UP Cohort District Testing for Sophomore and Junior students	ACT Scores	GEAR UP Team Victoria Barnett	GEAR UP
		Torch Prep ACT Test Prep during spring semester for Sophomore and Junior students. This includes a Pep Rally for introduction, 1 day seminar for Sophomores, and 2 day Intensive Blitz for Juniors.	ACT Scores	GEAR UP Team Victoria Barnett	GEAR UP

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>
<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? <b>Response:</b>
<b>Identification of Critical Resources Inequities:</b>
<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>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<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. <b>Response:</b>
<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>
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 their evidence review, and a discussion 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
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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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:
<p><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</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>

Evidence-based Practices

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