

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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	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: By the end of the 2024 school year, Dayton MS will improve the percentage of students scoring Proficient/Distinguished on the KSA reading assessment from 35% to 55% and on the KSA math assessment from 18% to 40%. Dayton HS will improve the percentage of students scoring Proficient/Distinguished on the KSA reading assessment from 38% to 55% and on the KSA math assessment from 42% to 55%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the percentage of students scoring proficient/distinguished on the KSA reading assessment from 35% to 45% in MS and from 38% to 47% in HS. Collaborate to increase the percentage of students scoring proficient/distinguished on the KSA math assessment from 15% to 29% in MS and from 42% to 48% in HS.	Design and Deliver Instruction	Tiered Interventions – Students are placed into tiered intervention groups during a class period titled “FLEX” in which students are working on skills that are tiered to meet their instructional level.	Improved percentages of students scoring P/D on the KSA math and reading assessment.		
	Design and Deliver Instruction	IXL – Students below grade level benchmarks will complete math and reading work in an online program, IXL. This tiered intervention program continuously personalizes instruction for students at their level.	Improved percentages of students scoring P/D on the KSA math and reading assessment.		
	Review, Analyze and Apply Data Design and Deliver Instruction AND Review, Analyze and Apply Data	PLC Meetings – PLC meetings focus on the PDSA cycle. Throughout the cycle, teachers review curriculum, instruction, assessment, data and student work.	Improved percentages of students scoring P/D on the KSA math and reading assessment.		
		STAR Testing – Students will take the reading and math STAR assessment three times a year to determine students' instructional reading level and math level. Students will be placed in appropriate interventions based on the results on the STAR assessment.	Improved percentages of students scoring P/D on the KSA math and reading assessment.		
	Design and Deliver Instruction	Amplify Reading Series – Dayton High School has adopted the Amplify Reading Series for grades 7	Improved percentages of students scoring P/D		

Goal 1: By the end of the 2024 school year, Dayton MS will improve the percentage of students scoring Proficient/Distinguished on the KSA reading assessment from 35% to 55% and on the KSA math assessment from 18% to 40%. Dayton HS will improve the percentage of students scoring Proficient/Distinguished on the KSA reading assessment from 38% to 55% and on the KSA math assessment from 42% to 55%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and 8 in an effort to teach reading skills through texts and help develop students’ abilities for building meaning thorough reading.	on the KSA reading assessment		
	Design and Deliver Instruction	Language Live Intervention – Students reading below grade level in grades 7 – 10 will work in the program Language Live to improve reading fluency to support comprehension.	Improved percentages of students scoring P/D on the KSA reading assessment		
	Design and Deliver Instruction	Envision Math Program – Teachers in grades 7 – 9 will implement the Envision math program. Envision is a problem based program that combines visual learning with students completing rich, reality based problems.	Improve percentages of students scoring P/D on the KSA math assessment		
	Design and Deliver Instruction	Successmaker – Students will work in the Successmaker intervention program. Successmaker is an adaptive learning intervention program that continuously assesses students needs based on students’ skill level.	Improve percentages of students scoring P/D on the KSA math assessment		
Objective 2					

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

Goal 2: By the end of the 2024 school year, Dayton MS will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment from 14% to 40%, the KSA social studies assessment from 25% to 45%, and the KSA writing assessment from 23% to 45%. Dayton High School will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment from 10% to 30%, the KSA social studies assessment from 19% to 40%, and the KSA writing assessment from 44% to 65%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: WRITING Collaborate to increase the percentage of students scoring proficient/distinguished on the KSA writing assessment from 23% to 34% in MS and from 44% to 55% in HS.	Design and Deliver Instruction and Review, Analyze, and Apply Data	Demonstrations of Writing -Three times a year students in 7 - 12 will write an argumentative essay three times a year. These responses will be reviewed by teachers and administration to determine strengths, areas of growth and next steps.	Improved On Demand Writing Scores		
	Review, Analyze, and Apply Data	Analyzing Writing – During PLC meetings, teachers and administrators will collaboratively analyze student writing to determine strengths, areas of growth and next steps with writing instruction.	Improved On Demand Writing Scores		
	Establishing Learning Culture and Environment	Common Language and Structures – The ELA department will continue their work to create common language and commonly used structures for students in grades 7 – 12.	Improved On Demand Writing Scores		
	Design and Deliver Instruction	PEEL Paragraph – All teachers will utilize the PEEL paragraph structure when writing paragraphs. ELA teachers will work with content teachers to implement the PEEL paragraph writing in their classes.	Improved On Demand Writing Scores		

Goal 2: By the end of the 2024 school year, Dayton MS will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment from 14% to 40%, the KSA social studies assessment from 25% to 45%, and the KSA writing assessment from 23% to 45%. Dayton High School will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment from 10% to 30%, the KSA social studies assessment from 19% to 40%, and the KSA writing assessment from 44% to 65%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: SOCIAL STUDIES Collaborate to increase the percentage of students scoring proficient/distinguished on the KSA social studies assessment from 25% to 35% in MS and from 19% to 30% in HS.	Design and Deliver Instruction	Document Based Questions – Students will complete a minimum of one document-based question per quarter in all social studies classes.	Improved percentage of students scoring P/D on the Social Studies KPREP assessment.		
	Design and Deliver Instruction	PEEL Paragraph – Students in all social studies classes will use the PEEL (Point, Evidence, Explain, Link) paragraph writing structure for all writing assignments(essays, document based questions, opening activities, etc.)	Improved percentage of students scoring P/D on the Social Studies KPREP assessment		
Objective 3: SCIENCE Collaborate to increase the percentage of students scoring proficient/distinguished on the KSA science assessment from 14% to 27% in MS and from 10% to 20% in HS.	Design and Deliver Instruction	Read and Use Data - in each unit students will read, interpret, analyze tables, charts, graphs, data and data sets to construct an explanation of the data	Improved percentage of students scoring P/D on the science KPREP assessment		
	Design and Deliver Instruction	Observation Inferences - students will be asked during each unit to observe and make inferences when given a data set.	Improved percentage of students scoring P/D on the science KPREP assessment		
	Design and Deliver Instruction	Support or Refute a hypothesis with Given Data - students will be asked	Improved percentage of students scoring P/D		

Goal 2: By the end of the 2024 school year, Dayton MS will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment from 14% to 40%, the KSA social studies assessment from 25% to 45%, and the KSA writing assessment from 23% to 45%. Dayton High School will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment from 10% to 30%, the KSA social studies assessment from 19% to 40%, and the KSA writing assessment from 44% to 65%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		during each unit to use data to support or refute a hypothesis	on the science KPREP assessment		

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 HIGH SCHOOL OBJECTIVES Collaborate to increase the percentage of Economically Disadvantaged students scoring proficient/distinguished on the KSA reading assessment from 30% - 40%	Design and Deliver Instruction	Tiered Interventions – Students are placed into tiered intervention groups during a class period titled “FLEX” in which students are working on skills that are tiered to meet their instructional level. Teachers review data with students, and discuss grades and goals with students during this time.	Increased percentage of Economically Disadvantaged Students and Students with disabilities scoring proficient/distinguished on the KSA reading and math assessment		
Collaborate to increase the percentage of Economically Disadvantaged students scoring proficient/distinguished on the KSA math assessment from 34% to 40%	Design and Deliver Instruction	STAR Testing – Students will take the reading and math STAR assessment three times a year to determine students' instructional reading level and math level. Students will be placed in appropriate interventions based on the results on the STAR assessment.	Increased percentage of Economically Disadvantaged Students and Students with disabilities scoring proficient/distinguished on the KSA reading and math assessment		
MIDDLE SCHOOL OBJECTIVES Collaborate to increase the percentage of students with disabilities scoring proficient/distinguished on the KSA reading assessment from 24% to 35%.	Review, Analyze, and Apply Data	PLC Meetings – PLC meetings focus on the PDSA cycle. Throughout the cycle, teachers review curriculum, instruction, assessment, data and student work. During this time, teachers review individual student progress and development	Increased percentage of Economically Disadvantaged Students and Students with disabilities scoring proficient/distinguished on the KSA reading and math assessment		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Collaborate to increase the percentage of Economically Disadvantaged students scoring proficient/distinguished on the KSA math assessment from 15% to 25%					
Objective 2					
Objective 3					

4: English Learner Progress

Goal 4: Dayton High School only has two students that are EL and does not receive an English Learner Progress score from KDE.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5: By the end of the 2024 school year, Dayton MS/HS will improve the percentage of positive responses on the QSCS survey question “I feel like I am part of my school” from 88% to 98% in MS and 80% to 90%. By the end of 2024, Dayton MS/HS will improve the percentage of positive responses on the QSCS survey question, “My school is an encouraging place” from 73% to 93% in MS and 64% to 84% in HS.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the percentage of positive responses on the QSCS Survey question “I feel like I am part of my school” from 88% to 93% in MS and 80% to 85% in HS. Collaborate to increase the percentage of positive responses on the QSCS survey question “My school is an encouraging place” from 73% to 83% in MS and 64% to 74% in HS.	Establishing Learning Culture and Environment	Clubs – Dayton High School has implemented clubs this school year. All students have been given the opportunity to choose the club of their choice. Students will participate in these clubs monthly during the school day.	Increased percentage of positive responses on the QSCS.		
	Establishing Learning Culture and Environment	Flex Groups – All students will be placed in a Flex group for academic interventions. These Flex groups will also focus on reviewing academic status with students monthly.	Increased percentage of positive responses on the QSCS.		
	Establishing Learning Culture and Environment	Health Therapists – Dayton Schools has hired a Mental Health Coordinator to oversee the mental health services being provided to students in the districts. Dayton Schools has also hired a Mental Health Therapist to provide services to students at Dayton High School. This therapist will meet with students weekly and handle any crisis situations that arise with students.	Increased percentage of positive responses on the QSCS.		
	Establishing Learning Culture and Environment	Academic Pep Rallies – Dayton High School has began having Academic Pep Rallies to recognize outstanding academic accomplishments of students. Students will be rewarded	Increased percentage of positive responses on the QSCS.		

Goal 5: By the end of the 2024 school year, Dayton MS/HS will improve the percentage of positive responses on the QSCS survey question “I feel like I am part of my school” from 88% to 98% in MS and 80% to 90%. By the end of 2024, Dayton MS/HS will improve the percentage of positive responses on the QSCS survey question, “My school is an encouraging place” from 73% to 93% in MS and 64% to 84% in HS.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		with games, prizes, and other rewards to students for performing well academically.			
Objective 2					

6: Postsecondary Readiness (high school only)

Goal 6: By the spring of 2024, Dayton High School will increase its Postsecondary Readiness Rate from 74.1% to 95%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the postsecondary readiness rate from 74.1% to 81%	Design and Deliver Instruction	ACT Prep – All junior students will participate in a class titled, “ACT Prep.: This class will familiarize students with the ACT and go over effective strategies for taking the English, Math, Reading, and Science sections of the ACT.	Increased percentage of students becoming College Ready on the ACT		
	Design and Deliver Instruction	FLEX RTI – students who are on track to complete three business courses and the Administrative Support pathway exams/certifications will participate in small group exam/certification prep during FLEX time. Senior students who are missing either the Reading or Math ACT benchmark will participate in a KYOTE math and/or Reading prep during FLEX time.	Increased Transition Readiness percentages		
	Design and Deliver Assessment Literacy	STAR Testing – all grade levels will participate in STAR testing three times a year to assess current instructional level, which can assist in directing students to career pathways.	Increased Transition Readiness percentages		
	Design and Deliver Assessment Literacy	College Readiness/Career Readiness Assessments – the District ACT will be offered free of charge to all seniors twice a year. KYOTE will be given 4 times a year for students to	Increased Transition Readiness percentages		

Goal 6: By the spring of 2024, Dayton High School will increase its Postsecondary Readiness Rate from 74.1% to 95%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		meet benchmarks and the ASK exam will be given four times a year to students in the Administrative Support Pathway. MOS testing will be completed as needed			
	Design, Align and Deliver Support Processes	Transition Readiness Monitoring – The district and school will monitor the various transition readiness opportunities and will update and present numbers quarterly. The School counselor and Dual Credit Advisor are doing regular grade checks with Dual Credit students to monitor grades and make academic plans for students struggling.	Increased Transition Readiness percentages		
	Design, Align and Deliver Support Processes	Increase Pathway Options – The school counselor and College and Career Coordinator will research potential new Business/Computer pathways that are approved by KDE. Research how to implement a Skilled Trade program at Dayton High School. They will also continuously monitor post-secondary partnerships for new CTE course opportunities.	Increased Transition Readiness percentages		
Objective 2	Review, Analyze and Apply Data	College and Career Readiness Coordinator – A college and career readiness coordinator will work with individual students to review current academic standing	Increased Transition Readiness percentages		

Goal 6: By the spring of 2024, Dayton High School will increase its Postsecondary Readiness Rate from 74.1% to 95%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		specifically towards College and Career Readiness			

7: Graduation Rate (high school only)

Goal 7: By the spring on 2024, Dayton High School will improve its four-year graduation rate from 98.1% to 100%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: During the 2022-2023 school year, DHS will collaborate to increase the four year graduation rate from 98.1% to 99%.	Establishing Learning Culture and Environment	Credit Recovery – Students who have fallen behind with credits will be given the opportunity to recover credits in the online learning platform.	Increase 4 year graduation rate		
	Establishing Learning Culture and Environment	Youth Service Center – A variety of programs will be offered to reduce barriers to learning and provide support for students.	Increase 4 year graduation rate		
	Review, Analyze, and Apply Data	Monthly Monitoring – Staff will meet with their FLEX group once a month to discuss grades/goals and develop a plan to help each student earn all credits and achieve their behavior, attendance, and academic goals.	Increase 4 year graduation rate		
	Review, Analyze, and Apply Data	Grad Rate Tracking – Administrators will monitor and track cohort graduation rates. Admin team will use a spreadsheet and will monitor and discuss students’ progress towards graduation.	Increase 4 year graduation rate		
	Establishing Learning Culture and Environment	Additional Pathways/Opportunities – the school counselor and assistant principal will work with KDE and outside partners such as Gateway/NKU to research and implement additional career pathways and opportunities that are	Increase 4 year graduation rate		

Goal 7: By the spring on 2024, Dayton High School will improve its four-year graduation rate from 98.1% to 100%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		of interest to students in an attempt to meet the needs of all students.			
	Establishing Learning Culture and Environment	Mentoring – Seniors failing classes and/or in danger of not graduating will be paired with an adult mentor who will monitor the student’s progress towards graduation and meet with the student to ensure success.	Increase 4 year graduation rate		
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:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response:
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:
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:
Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response:
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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<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:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process Response:
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:

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