# 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 toaddressthose priorities andoutline your targets and the activities intended to produce the desired changes.Progress monitoringdetails will ensure that your plan is being reviewed regularlyto determine the success of each strategy.

Please note that theobjectives (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 determinelong-term goals that arethree 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. |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Schools should determineshort-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.  | Describe yourapproach to systematically address a process, practice, or condition thatwas 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](https://education.ky.gov/school/stratclsgap/Pages/default.aspx) or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).* | Describe theactionable steps that will occurto deploy the chosen strategy. There can be multiple activities for each strategy. | List the criteria that will gaugethe impact of yourwork.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.  | Describethe 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 eachimprovement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and mustindicate 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 2023 the proficiency indicators for Math and Reading will increase 10%. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Goal: By 2023, the Reading Proficiency for TKS will increase from 44 to 48. | KCWP 1: Design and Deploy Standards | Reading classes offered to students for remedial and enrichment to improve reading skills. Routine student data analysis to determine which students are/are not at grade level and moved in/out of classes as needed. | PLC agendas/minutesStudent progress data shows reading improvement Continuous review of IXL diagnostic data to track student growth in ELA | Monthly – PLC Administrators and Google folder |  |
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| KCWP 2: Design and Deliver Instruction | Kagan Cooperative Learning: Teachers will increase their knowledge and use of cooperative learning activities within their classrooms. Day 3 & Day 4 of Kagan Cooperative Learning training and follow up implementation coaching for all certified staff. | PD Attendance Sign in sheets Coaching notes and schedules PLC minutes and agendas Classroom observation notes | Monthly – PLC Administrators and Google folder |  |
| Administration will provide quality feedback from frequent walkthroughs and scheduled observations. | Observation data | TKS Administration and Counselors/Dept. Chairs |  |
|  | Task Alignment: Teachers will collaboratively design and discuss alignment of student tasks to grade level standards and the district’s instructional framework. | PLC agenda and minutes Task Examples | Monthly – PLC Administrators and Google folder |  |
| KCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply Data | Reading Common Assessments/CASE Assessments: Teacher and PLC groups will develop unit common assessments focused on priority standards and use data from district , PLC, and benchmark common assessments to adjust core instruction and plan for reteaching. | Common Assessment documents Student score spreadsheets PLC agendas/ minutes | Monthly – PLC Administrators and Google folder |  |
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| Objective 2By 2023, the Math Proficiency for TKS will increase from 35 to 39. | KCWP 1: Design and Deploy Standards | Select and purchase quality instructional resources. | PLC agendas/minutes Continuous review of IXL diagnostic data to track student growth in math | Monthly – PLC Administrators and Google folder | ESSR |
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| KCWP 2: Design and Deliver Instruction | Kagan Cooperative Learning: Teachers will increase their knowledge and use of cooperative learning activities within their classrooms to improve engagement of Kagan Cooperative Learning training and follow up implementation coaching for all certified staff. | PD Attendance Sign in sheets Coaching notes and schedules PLC minutes and agendas | Monthly – PLC Administrators and Google folder |  |
| Effective Personnel Decision Making: TKS’s administration will develop and follow a process for ensuring staff is assigned in a way that most effectively addresses the school’s needs. (Academic and for PBIS/Social/emotional support) | Staff assignments Master Schedule Duty Rosters Weekly Lesson Plans for Second Steps | TKS Administration and Counselors/Dept. Chairs |  |
|  | Task Alignment: Teachers will collaboratively design and discuss alignment of student tasks to grade level standards and the district’s instructional framework. | PLC agenda and minutes Task Examples | Monthly – PLC Administrators and Google folder |  |
| KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data | Teacher and PLC groups will develop unit common assessments focused on priority standards and use data from district , PLC, and benchmark common assessments to adjust core instruction and plan for reteaching. | Common Assessment documents Student score/Data spreadsheetsPLC agendas/ minutes | Monthly – PLC Administrators and Google folder |  |
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## 2: State Assessment Results in science, social studies and writing

| Goal 2 (State your science, social studies, and writing goal.): By 2023, the proficiency indicators for Science, social studies, and writing will increase by 10%. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1By 2023, the Science proficiency will increase 4% (21-22 scores are suppressed)  | KCWP 1: Design and Deploy Standards | KAS Science Standard Study: PLC group team leads will promote study and implementation of the Science Standards. | PLC agendas/minutes | Monthly – PLC Administrated Google folder |  |
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| KCWP 3: Design and Deliver Assessment Literacy | Through Course Tasks: Science PLC groups will design and administer TCTs within all grade levels throughout the course of the academic year and analyze results to improve instruction and provide feedback. | A minimum of 3 TCT experiences for secondary Data and feedback/ work samples PLC minutes and agendas | Science Dept Admin. |  |
| By 2023, the Social Studies proficiency will increase from 42 to46. | KCWP 1: Design and Deploy Standards | Google meet with Active Classroom experts to improve implementation. | PLC agendas/minutes | PLC agendas/minutes |  |
| KCWP 3: Design and Deliver Assessment Literacy | PLCs to collaborate and align lessons and curriculum. |
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| Objective 2By 2023, the Writing proficiency will increase from 47% to 51% | KCWP 1: Design and Deploy Standards | Writing Progressions: TKS will facilitate the development of writing skill progressions documents across all content areas | PLC agendas / minutes PD Attendance sign in sheet |  |  |
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| KCWP 3: Design and Deliver Assessment Literacy |  |  |  |  |
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## 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** |
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| Objective 1By 2025, the Reading and Math achievement gap between each demographic group and its applicable reference group at TKS will decrease so that the percent of students scoring Novice, Apprentice, and Proficient/Distinguished will be as follows: 20% Novice, 50% Apprentice, and 30% Proficient/Distinguished for Special Education students | KCWP 2: Design and Deliver Instruction | Co-Teaching Models: Administration and teacher PLC groups will implement Station Teaching and Parallel Teaching to better serve the needs of all students in the classroom. The plan and rationale will be introduced to all district certified staff at a District Professional Development session | PD sign in sheets EIS Walkthroughs and Feedback Coaching notes | Admin and PLC groups; implementation is supported and monitored by Assistant Superintendent for Learning and the director of Special Education Service. |  |
| Kagan Cooperative Learning: Teachers will increase their knowledge and use of cooperative learning activities within their classrooms. Day 3 of Kagan Cooperative Learning training and follow up implementation coaching for all certified staff. | PD Attendance Sign in sheets EIS Walkthroughs and Feedback Coaching notes and schedules Walk through documents/data | Administration and District leaders as well as each PLC and teachers |  |
| KCWP 5: Design, Align and Deliver Support | Project Prevent: All certified and classified staff will receive student mental health training. A universal behavior screener will be used to identify students needing mental health intervention/counseling. School counselors will participate in training to shift to increasing their time working with students. additional counseling staff. | PD Training sign in sheets Use of universal screener School counselors improve time with students Data - Decrease in behavior incidents | Multiple times per year, school counselors and administration with district supportRTB Team |  |
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| *Objective 2*Objective 2 By 2025, the Reading and Math achievement gap between each demographic group and its applicable reference group at TKS will decrease so that the percent of students scoring Novice, Apprentice, and Proficient/Distinguished will be as follows: 20% Novice, 30% Apprentice, and 50% Proficient/Distinguished for African American.  | KCWP 1: Design and Deploy Standards | Diversity in Curriculum: Curriculum will expand to reflect increased emphasis on diversity throughout the year. This will include Active Classroom curriculum | PLC groups – minutes and agendas Curriculum and dept. content documents | School Admin |  |
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| KCWP 2: Design and Deliver Instruction | Kagan Cooperative Learning: Teachers will increase their knowledge and use of cooperative learning activities within their classrooms. Day 3 of Kagan Cooperative Learning training and follow up implementation coaching for all certified staff. | PD Attendance Sign in sheets Coaching notes and schedules | TKS Administration and district leadership as well as each teacher |  |
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| KCWP 6: Establishing a Learning Culture and Environment | Implicit Bias Training: All staff will receive implicit bias training (both certified and classified) in order to reduce barriers to learning and improve instructional support for African American students. | PD Attendance Sign in sheets | School Admin |  |
| Continued training for staff on PBIS/RTB: School wide focus and work on improving implementation of solid PBIS/RTB plan. Improved supports for students. | PD Attendance Sign in sheets PBIS committee monthly meeting minutes Monthly review of PBIS data at faculty meeting PBIS activities | Monthly faculty meetings, RTB meeting and review of PBIS |  |
| Objective 3Objective 3: By 2025, the Reading and Math achievement gap between each demographic group and its applicable reference group at TKS will decrease so that the percent of students scoring Novice, Apprentice, and Proficient/Distinguished will be as follows: 20% Novice, 30% Apprentice, and 50% Proficient/Distinguished for Free/Reduced students. | KCWP 2: Design and Deliver Instruction | Kagan Cooperative Learning: Teachers will increase their knowledge and use of cooperative learning activities within their classrooms. Day 1 of Kagan Cooperative Learning training and follow up implementation coaching for all certified staff | PD Attendance Sign in sheets Coaching notes and schedules Walk through data | TKS Administration and district leadership  |  |
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| KCWP 5: Design, Align and Deliver Support | Chronic Absenteeism Plan: Administration will develop, implement, and monitor a comprehensive plan for decreasing student absences. | Data Plan Monitoring documents | The assistant Superintendent and TKS administration |  |
| Retrain teachers/staff on PBIS: School wide focus and work on improving implementation of solid PBIS/RTB plan. Improve supports for student | PD Attendance Sign in sheets PBIS committee monthly meeting minutesMonthly review of PBIS data at faculty meeting PBIS activities | Monthly faculty meetings, RTB meetings and review of PBIS |  |
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## 4: English Learner Progress

| Goal 4 (State your English Learnergoal.): Every EL student will increase one level per year. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1:Every EL student will increase one level per year. | KCWP 1: Design and Deploy Standards | EL teacher will work with regular ed teachers to obtain quality EL resources  | PLC min and observation data. | PLC min and observation data |  |
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## 5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Increase the perceptions of educator well-being, efficacy, and belonging from 22% to 37%. | Monthly Appreciation Activities  | (coffee bar, 12 days of Christmas, seasonal treats, etc.) | Survey data | Leadership team |  |
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| Celebrate personal and professional achievements at staff meetings and in weekly newsletter. | Staff get togethers and recognitions | Survey data | Leadership team |  |
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| Objective 2Increase the perceptions that school leaders develop rules for students that facilitate student learning from 12% to 27% | Clear communication of expectations and procedures | PBIS expectations reviewed regularly | Survey data | Leadership team |  |
| Newsletter and staff meetings |  |  |  |
| Consistent and fair administration of consequences for behaviors | Clear procedures for behavior management | Behavior data | Leadership team |  |
| Communication with all stakeholders |  |  |  |
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## 6: Postsecondary Readiness (high school only)

| Goal 6 (State your postsecondary goal.): |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 |  |  |  |  |  |
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| Objective 2 |  |  |  |  |  |
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## 7: Graduation Rate (high school only)

| Goal 7 (State your graduation goal.): |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 |  |  |  |  |  |
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| Objective 2 |  |  |  |  |  |
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## 8: Other (Optional)

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

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| **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:** We will work with EIS Special Education DOS to ensure proper implementation of disability based strategies. We will continue to develop Kagan strategies and other research based strategies to engage minority students.  |
| **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:** We will continue to evaluate the strategic use of scheduling, and allocation of resources to ensure equity for all students. This process will include SBDM, school leadership and district leadership planning.  |
| **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:** We will continue to use surveys, performance data, and behavior data through our PBIS team and school leadership teams to assess and evaluate the learning culture of the building and any additional actions needed.  |
| **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:** We will use reading and math interventions, co-teaching strategies, and Kagan strategies to engage special education students and minority students in quality educational practices. We will continue to monitor performance data and behavior data to ensure equitable practices. **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](https://education.ky.gov/school/evidence/Pages/default.aspx). 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](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx).

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.  | ☒ |
| Train staff to implement cooperative learning strategies | Kagan  | ☐ |
|  |  | ☐ |
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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:

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| **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: Hope Janes, Principal; Teri Dandy, Assistant Principal; Tabitha Kerr, Behavior Interventionist; Kelly Fisher, School Counselor; Angela Rucker, Library Media Specialist. This leadership team will meet weekly to evaluate the data and plan effective measures to improve performance of minority and special education students.**  |
| **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: Our school leadership team and our SBDM will use our resources to provide equitable and research based practices for our minority and special education students.**  |

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| --- | --- | --- |
| 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.  | ☒ |
| Train staff to implement cooperative learning strategies | Kagan | ☐ |
| Co-teaching strategies. |  | ☐ |
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|  |  | ☐ |