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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

> **Reading: The percent of students scoring below proficient in reading is 46% for all students but is 78% for students with disabilities.**
>
> **Math: The percent of students scoring below proficient in math is 51% for all students but is 66% for students with disabilities.**
>
> **Combined Writing: The percent of students scoring below proficient in combined writing is 67 % for all students.**
>
> **Social Studies: The percent of students scoring below proficient in social studies is 52% for all students.**

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

> **-iReady math process fidelity**
>
> **-Curriculum alignment to Resources**
>
> **-Writing curriculum and instruction revised**
>
> **-What I Need Time(intervention/enrichment time daily for ALL students)**

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	71.9	5.8
State Assessment Results in science, social studies and writing	64.4	-1.6
English Learner Progress		
Quality of School Climate and Safety	76.2	0.4
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals 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. Objectives should address state assessment results and/or aligned formative assessments. 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. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps the school will take 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, students scoring proficient/distinguished in Reading will increase from 52% to 72% and in Math from 45% to 65%					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: By 2024, students scoring proficient/distinguished in reading will increase from 54% to 62%.	KCWP2	Plan strategically in the selection of high-yield instructional strategy usage within lessons. Model lessons and professional development in high-yield instructional strategies. Focus on the following strategies: ● Learning Targets/Success Criteria ● Questioning and discussion techniques ● Compare and contrast ● Vocabulary strategies ● Kagan structures	Increase in students performing at or above grade level as measured by iReady, phonics continuums, and fluency assessments. Walkthroughs	Measured three times per year (fall, winter, and spring) with iReady data, district phonics continuum and district fluency assessments.	Professional development funds Title I
	KCWP5	Create and monitor a watch list for students performing below proficiency and increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. ● What I Need Time (intervention/enrichment time daily for ALL students) ● Intervention support staff (reading, math, writing, behavior, speech/language) ● MTSS plan and quarterly student data meetings with school intervention team ● Extended school opportunities (before/after school programs, daytime waiver, summer learning)	Percent of students exiting interventions Increase in iReady scores (Growth report)	Monitored quarterly using MTSS progress monitoring and iReady scores	Title I

Goal 1 (State your reading and math goal.): By 2025, students scoring proficient/distinguished in Reading will increase from 52% to 72% and in Math from 45% to 65%					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	KCWP 1	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. ● Pacing guides ● Lesson plans on team drive ● Alignment to resources (Orton Gillingham, Morphology, iReady, Lexia, StoryWorks, etc)	Pacing guides Lesson plans PLC minutes	PLC minutes and lesson plans are reviewed by leadership on a regular basis	Professional development Title I
	KETS	Ensure that students and staff have access to 21st-century technology resources and tools to enhance reading instruction and promote engagement. ● 1:1 Chromebooks ● Online reading software licenses (Destiney, Accelerated Reader, Lexia, iReady reading, Pebble Go, etc)	Clever usage reports	Measured quarterly with usage reports	KETS Title I Professional development

Goal 1 (State your reading and math goal.): By 2025, students scoring proficient/distinguished in Reading will increase from 52% to 72% and in Math from 45% to 65%					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 2: By 2024, students scoring proficient/distinguished in math will increase from 49% to 55%	KCWP2	Plan strategically in the selection of high-yield instructional strategy usage within lessons. Model lessons and professional development in high-yield instructional strategies. Focus on the following strategies: ● Learning targets/success criteria ● Questioning and discussion techniques ● Compare and contrast ● Vocabulary strategies ● Math Discourse Process (Try It, Discuss It, Connect It)	Increase in students performing at or above grade level as measured by iReady math. Walkthroughs	Measured three times per year (Fall, Winter, Spring) with iReady data and mastery learning checks and/or district math continuum. Walkthroughs results in Perform	Professional development Title I
	KCWP5	Create and monitor a watch list for students performing below proficiency and increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. ● What I Need Time (intervention/enrichment time daily for ALL students) ● Intervention support staff (reading, math, writing, behavior, speech/language) ● MTSS plan and quarterly student data meetings with school intervention team ● Extended school opportunities (before/after school programs, daytime waiver, summer learning)	Percent of students exiting interventions Increase in iReady scores (Growth report)	Monitored quarterly using MTSS progress monitoring and iReady scores	Title I

Goal 1 (State your reading and math goal.): By 2025, students scoring proficient/distinguished in Reading will increase from 52% to 72% and in Math from 45% to 65%					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	KCWP1	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. ● Pacing guides ● Lesson plans on team drive ● Alignment to resources (Ready Math Common Core, Reflex, Frax, iReady math)	Pacing guides PLC minutes Lesson plans	PLCs minutes and lesson plans reviewed by leadership on regular basis	Professional development funds Title I
		Ensure that students and staff have access to 21st century technology resources and tools to enhance reading instruction and promote engagement. ● 1:1 Chromebook ● Online math software licenses (Reflex, Frax, iReady math)	Clever usage report	Measured quarterly with usage reports	KETS Title I Professional development

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): By 2025, students scoring proficient/distinguished in Science will increase from 37% to 57%, from 46% to 66% in Social Studies, and from 45% to 65% in Combined Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, students scoring proficient/distinguished in science will increase from 44% to 50%.	KCWP1	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. • Through Course Task student work analysis • Science pacing guides • Alignment to resources (Generation Genius, Mystery Science) • Edulastic usage for assessments	Lesson plans Pacing guides Student work Program usage reports	TCTS in writing folder-checked twice annually Mystery Science lesson usage monitored quarterly	Title I
	KCWP2	Ensure ongoing professional development/modeling in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. • Learning targets/success criteria • Questioning and discussion techniques • Compare and contrast • Vocabulary strategies	Lesson plans Student work Walkthroughs	Walkthrough results in Perform	Title I
Objective 2: By 2024, students scoring proficient/distinguished in social studies will increase from 49% to 58%.	KCWP1	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessments measures. • KDE standards resources • Pacing guides	Lesson plans Pacing guides Student work Program usage reports	PLC minutes reviewed by school leadership	Title I

Goal 2 (State your science, social studies, and writing goal.): By 2025, students scoring proficient/distinguished in Science will increase from 37% to 57%, from 46% to 66% in Social Studies, and from 45% to 65% in Combined Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		● Alignment to resources (Social Studies Alive) ● Edulastic usage for assessments			
	KCWP2	Ensure ongoing professional development/modeling in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. ● Learning targets/success criteria ● Questioning and discussion techniques ● Compare and contrast ● Vocabulary strategies	Lesson plans Student work Walkthroughs	Walkthrough results from Perform	Title I
Objective 3: By 2024, students scoring proficient/distinguished in combined writing will increase from 33% to 50%.	KCWP2	Plan strategically in the selection of high yield instructional strategy usage within lessons. Focus on the following strategies: ● Alignment to writing resources (Zaner Bloser) ● 1.4, 2.6, 3.8 paragraphs; 2.8 paragraphs for evidence writing ● On demand writing checklist	Lesson plans Writing portfolios PLC minutes PLD/faculty meeting agendas	Writing portfolio checks conducted twice annually Student work analysis evidenced in PLCs, PLDs, or faculty meetings	Title I
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. ● Edulastic usage for assessments ● On-demand writing prompts and opportunities	Edulastic reports Writing portfolios PLC minutes Student work samples	Writing portfolio checks conducted twice annually Edulastic reports on editing and mechanics assessments	Title I

Goal 2 (State your science, social studies, and writing goal.): By 2025, students scoring proficient/distinguished in Science will increase from 37% to 57%, from 46% to 66% in Social Studies, and from 45% to 65% in Combined Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		- Provide meaningful feedback to students - Analyze writing samples across grade levels			

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: By 2024, the percent of students with disabilities scoring novice in reading will decrease from 31% to 21%.	KCWP4	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. ● What I Need Time ● Co-teaching model ● Student goal setting sessions ● Schoolwide D.E.A.R.	PLCs Lesson plans Walkthrough data Goal setting schedule	PLC minutes Co-teach walkthrough data collected annually Goal setting data	SPED
	KCWP5	Monitor that accommodations are provided for every instructional task. Ensure that all students are provided access to grade level standards. ● Practice accommodations with students	Edulastic assessments Accommodation plans	Measured using Edulastic assessments	SPED Professional development funds
Objective 2: By 2024, the percent of students with disabilities scoring novice in math will decrease from 33% to 23%.	KCWP4	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. ● What I Need Time ● Co-teaching model ● Exit slips/Learning checks ● Student goal setting sessions	PLCs Lesson plans Walkthrough data Goal setting schedule Learning check data	PLC minutes Co-teach walkthrough data collected annually Goal setting data Monitor learning checks regularly	SPED
	KCWP5	Monitor that accommodations are provided for every instructional task. Ensure that all students are provided access to grade level standards.	iReady comprehension checks and unit assessments Accommodations plans		SPED Professional development

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		● Practice accommodations with students			

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2026, the English Learner Progress Indicator will increase from 59.3/High to 69.3/Very High.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, the English Learner Progress Indicator will increase from 59.3/High to 65/Very High.	KCPW2	Ensure that curricular and assessment measures provide for all pertinent information needs for students. ● MTSS ● Orton Gillingham ● i-Ready	ACCESS Testing i-Ready Diagnostic Phonics Continuums	ACCESS Testing in winter 2024 I-Ready and Phonics data measured three times per year (Fall, Winter, Spring)	Title I Title II Title III ESS

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2026, the quality school climate and safety overall indicator score will increase 76.2/medium to 82/very high.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: By 2024, the climate indicator will increase by 5 points.	KCWP6	Ensure that students have work ethic skills that demonstrate leadership in the school and community. ● Work ethic standards (Great 8) ● Work ethic certification (Grade 5)	Report card Leaders of the month recognized every other month	Work ethic monitored on quarterly report cards	Title I
Objective 1: By 2024, the safety indicator will increase by 5 points.	KCWP5	Assure consideration and addressment of non-academic barriers to learning ● Aperture System-DESSA ● Social Emotional Learning (Sanford Harmony) ● Close Gap	Aperture data Close Gap data	Measured three times per year with DESSA Counselor monitors Close Gap data	Title I Title II
	KCWP6	Ensure the expectations of students are clearly defined and that group norms have been established within the classroom. ● Positive Behavior and Intervention Support Systems ● Discipline Policy	PBIS data Monthly discipline report	Measured monthly using PBIS data report Discipline report shared at monthly learning environment committee meeting	Title I

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					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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 on the next page 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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
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.	☒
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		☐
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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:
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:**

CSI 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 (EBP) 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
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.	☒
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