# North Hardin High School

# Comprehensive School Improvement Plan 23-24 (CSIP) Dec. 13, 2023

## 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 School wide 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 School wide 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.

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| 1. **Improving Post Secondary Transition Rate**
2. **Improve Reading/Math achievement**
3. **Improving achievement in gap populations to close those gaps.**
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**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.

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| **1. Implementation of PBL and PrBl practices in all content areas.****2. Review of course offerings and sequences to improve student ability to pass required assessments.****3. Systematic review of released items, pacing guides and common assessments to ensure students practice answering KSA-type questions.** |

**Indicator Scores**

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

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| **Indicator** | **Status** | **Change** |
| State Assessment Results in reading and mathematics | 63.0 Green | + 2.8 |
| State Assessment Results in science, social studies and writing | 49.5  | + 2.7 |
| English Learner Progress | NA | NA |
| Quality of School Climate and Safety | 58.4 | - 1.5 |
| Postsecondary Readiness (high schools and districts only) | 85 | + 8.6 |
| Graduation Rate (high schools and districts only) | 85.9 | - 0.1 |

## 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. |
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| **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](https://education.ky.gov/school/stratclsgap/Pages/default.aspx) 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 2026, students scoring proficient and distinguished in reading will increase from 45% to 54% and from 40% to 48% proficient and distinguished in math as measured by Kentucky State Assessment (KSA) results. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| 1. NHHS will increase the number of students scoring proficient and distinguished in reading as measured by KSA test results.
 | KCWP 1 and 2 | 1. Staff will utilize i-ready (9th grade), CERT and common assessment data to provide student specific instruction in reading across all content areas.
 | Comparison of student pre.post assessment results, analysis of i-ready and CERT assessments. | Monthly review of PLC meeting notes, walkthrough data, and observations.Analysis of i-ready, CERT, ACT and KSA data. | District Funds (i-ready, CERT), PPA |
| 1. Teachers will utilize differentiated texts and instruction to address student needs as identified on assessment data to provide remediation and skill based practice on i-ready and CERT modules.
 | Student results on i-ready and CERT assessments, PD Agendas, attendance rosters and PLC minutes | Pacing guides, PLC minutes and agenda, lesson plans | District Funds, PPA, Title I, KETS |
|  | 1. Provide intervention services to students who score in the 30th-50th percentile on i-ready and those who fall 3 or more points below benchmark on CERT.
 | Student results on i-ready and CERT assessments in the Fall, Winter, Spring.A review of activity logged by students on i-ready and CERT platforms | I-ready, CERT, ACT and KSA assessment data.Data collected by interventionists shared with admin and staff | District Funds and PPA |
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| 1. NHHS will increase the percentage of students scoring proficient and distinguished on math KSA assessments from 40 to 48%.
 | KCWP 1 &2 | 1. Staff will utilize common pre/post assessment data along with i-ready and CERT to plan and implement student skill specific in instruction.
2. Students who fall in the 30th t0 50th percentile range on i-ready or 3-5 points below benchmark on CERT will be provided intervention services.
 | Comparison of student pre/post test results.Review of i-ready and CERT assessments from Fall, Winter and Spring. | PLC meeting notes, walkthrough data, observations, analysis of i-ready, CERT, ACT and KSA data. | District Funds and PPA |
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## 2: State Assessment Results in Science, Social Studies and Writing

| Goal 2: By 2026 the number of students scoring proficient and distinguished in Science will improve from 9% to 12%, from 38% to 45.6% in Social Studies and from 37% to 45% in writing. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1:NHHS will improve the % of students scoring proficient and distinguished in science from 9% to 12% as measured on the KSA assessment. | 1. Realignment of course offerings to ensure all relevant content is taught to students prior to the assessment
 | 1. A review and realignment of course offerings to ensure all relevant content is taught prior to students taking the science assessment.
 | Common Assessment, i-ready and CERT assessment and KSA assessment results | Review of course offering to align with standards and content measured on assessments.Review of i-ready, CERT assessment data. Tracking of usage of i-ready and CERT modules | District Funds, PPA Funds |
| 1. Use the Edulastic platform to create KSA type assessments for content area assessments.
 | Common assessment results | PLC meeting notes, pacing guide adjustments | PPA |
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| Objective 2:NHHS will improve the % of students scoring proficient and distinguished on the social studies KSA assessment from 38% to 45.6% by 2026.Objective 3:NHHS will improve the % of students scoring proficient and distinguished in writing from 37% to 45% by 202g | 1.
 | PLC and department work to design and implement common assessments using the Edulastic platform. |  | Common Assessments, Edulastic worksamples, PLC meetings, No Red Ink Data, i-ready, CERT and KSA data. | District Funds, Title I funds, PPA funds |
| Implementation of PBL and student engagement strategies learned by immersion in the New Tech Network professional development and training.Teachers will utilize released items to help kids analyze different type of responses. |  |  |  |
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|  | Students will utilize No Red Ink to improve editing and mechanics skills.MI write and teacher feedback will be used to plan specific mini lessons to improve student writing.Teachers will design and give short and extended response writing prompts on Edulastic that mirror those used on the KSA assessments.Teachers will utilize released items to help kids analyze different type of responses. | Common Assessments, No Red Ink data, Edulastic responses and analysis of student work. |  |  |
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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 2026, NHHS will improve the GAP Post Secondary Rate by 20% |  | 1. Ensure students are scheduled to complete a pathway and pass the End of Pathway test.
 | EOP pass/fail rate | Monthly review of Grades/Credits earned |  |
| 1. Engage in PBL and PrBL engagement strategies to improve student achievement and result in earning required credits.
 | Credit checks, Grade Checks |  |  |
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## 4: English Learner Progress

| Goal 4 (State your English Learner goal.): By 2026, The English Learner Progress score will be 55.5 or greater on the KSA assessment |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1NHHS will establish a baseline on the 2024 KSA test of 55.5 or higher. |  | Utilize the ESL teacher to collaborate with content teachers to ensures EL students have access to cores subject content. | State Assessment results, ACCESS Test Results, MODEL ASSESSMENT, I-ready results, PLC Agendas, Professional Learning Opportunities, Walkthroughs, Data Monitoring Forms | Fall 2023 Assessment Score Release, ATSI/CSI IdentificationQuarterly District Assessment Data | Title ITitle IITitle IIIESSDistrict Instructional FundsPPA |
| Ensure that the curricular delivery and assessment measures provide for all pertinent information needs for students. (To include but not limited to : EL academy, technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, ESS, MTSS, I-ready, Common Assessments, Professional Learning, Education/Technology resources, Classroom Visits and Thoughtful Education. | State Assessment results, ACCESS Test Results, MODEL ASSESSMENT, I-ready results, PLC Agendas, Professional Learning Opportunities, Walkthroughs, Data Monitoring Forms |  |  |
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## 5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.):By 2026, scores on the Quality of School Climate and Safety Survey will improve from 58.4 to 70.08 based on KSA results |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1NHHS will decrease the number of office referrals by emphasizing and rewarding positive behaviors. |  | Students who meet the following guidelines will be rewarded each trimester: no tardies, no Ds/Fs, no hours owed, no office referrals. | Decrease of office referrals from previous year. IC data. | Monthly review of behavior data and trends based entered into Infinite Campus. | District Funds, PPA, student activity funds. |
| Implementation of New Tech Network “Culture Activities” to promote a caring, supportive atmosphere in all classrooms. |  |  |  |
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## 6: Postsecondary Readiness (High School Only)

| Goal 6 (State your postsecondary goal.): By 2026 the school’s score on the KSA will improve from 85 to 95 for post secondary readiness. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1NHHS will improve the number of students who are identified as college ready |  | Ensure students meet benchmark on the ACT or KYOTE assessments. | CCR report, ACT Benchmark %, CERT and KYOTE Assessment, AP/Dual Credit enrollment  | Data Tracker for NHHS, 1-on-1 meetings with students. | PPA, Title I, SPED, PERKINS |
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| Objective 2NHHS will improve the number of students identified as career ready |  | Ensure students complete the courses required to take and pass the end of pathway assessment or industry certifications tests. | Industry Certifications earned, EOP pass rate, Work Ethic Certification %age |  | PPA, Title I, SPED, PERKINS |
| Utilize our data tracker sheet to engage students proactively in completing pathways, assessments and industry certifications. |  |  |  |
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## 7: Graduation Rate (High School Only)

| Goal 7 (State your graduation goal.):NHHS will improve the graduation rate indicator from all students from 85% to 96% as measured on the Ky State Assessment. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1NHHS will improve the graduation indicator from 85 to 96 by May 2026. |  | Monthly credit checksAPEX credit recovery, ESS tutoring, KYOTE pass rate, transcript review and passing of Civics and Citizenship Exams | APEX and ESS rosters, Attendance review for those with 3 to 6 absences. | Retention rate, end of year graduation data, APEX credit recovery statistics, NHHS Data Tracker Sheet | PPA, Title I |
|  | Data Tracker, | Retention rate, end of year graduation data, APEX credit recovery statistics, NHHS Data Tracker Sheet | PPA, Title I |
|  |  |  | Retention rate, end of year graduation data, APEX credit recovery statistics, NHHS Data Tracker Sheet |  |
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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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## 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:

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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:** **The admin team is training with the New Tech Network and PLC they lead to ensure effective implementation of project-based and problem-based teaching and learning.****The admin team to include the transition coach will meet monthly to analyze data specific to our TSI groups to determine if they are making progress in meeting identified goals and targets.****Admin team members will attend differentiation and equity training to ensure familiarity with issues specific to the TSI groups.****Admin team members will facilitate and monitor the use of common assessments and Edulastic implementation to ensure all students and specifically those in TSI groups are familiar with KSA type assessment probes.** |
| **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:** **The principal meets monthly with department heads to review issues affecting the school, curricular and technological needs.****Members of the admin team meet weekly or bi-weekly with their PLCs to review student needs.** |
| **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:****The admin team reviews the data tracker monthly to determine the process of our TSI groups****We administer a name and claim survey to provide assistance to students who scored novice as part of our novice reduction efforts****Review course offerings to determine course sequences to ensure students can complete pathways and take and pass end of pathway assessments.** |
| **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:****PBIS is used to review behavioral data and report that information to the school’s leadership team and SBDM Council****One-on-one meetings will be held with targeted groups to ensure they are making progress on improvement goals and post secondary readiness.****Check and connect program for students identified at risk of not graduating based on the persistence to graduation report****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](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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP 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). 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** |
| --- | --- | --- |
| Implementation of PBL and PrBL Practices | New Tech Network | ☒ |
| Staff will be trained to set a purpose for reading activities in the content areas | Tovani, C. (2000) I Read It, but I Don’t Get It: Comprehension Strategies for Adolescent Readers | ☐ |
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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:**  |
| **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](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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP 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). 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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