

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.

In the area of reading, our economically disadvantaged students averaged a 48% in 2021-2022, this percentage remained the same in 2022-2023. Although our overall percentages of proficient/distinguished were raised with most populations, our economically disadvantaged students averaged a lower increase or no increase at all than our other populations. VGES's economically disadvantaged population averaged a 48% proficient/distinguished score in reading, and a 44% average in math, these percentages represent the lowest percentage among all population. In the areas of Science, economically disadvantaged students had a proficiency/distinguished percentage of 40% and in Social Studies our economically disadvantaged students had a proficiency percentage of 46%. These percentages represent the lowest among all populations.

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.

Our school will focus on disseminating data from our iReady diagnostic to help guide our instruction specifically in the areas of reading and math. VGES will also utilize Orton Gillingham in both Phonics and Morphology to help our students in reading and vocabulary. Our Science and Social Studies curriculum will be supplemented with Social studies weekly and scholastic news, both of which are subscription services that deal with social studies and science. We will also utilize Mystery Science, a program based off of science, as well as TCi social studies and science curriculums. Vine Grove also offers STEM, which covers areas of science and math. VGES will also utilize a name and need document to ensure all students are receiving help in those areas of concerns.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	73.9	6.3
State Assessment Results in science, social studies and writing	76.0	10.8
English Learner Progress	NA	NA
Quality of School Climate and Safety	74.6	-2.6
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

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
<p>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.</p>	<p>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>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By 2025 Our proficient and distinguished scores in reading will rise from 55% to 66%. By 2026 our proficient and distinguished scores in math will rise from 65% to 78%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024 our reading proficient and distinguished scores will rise by five percent from 59% to 62%.	KCWP2: Design and Deliver Instruction Classroom Activities	Orton Gillingham Phonics <ul style="list-style-type: none"> iReady diagnostic (reading diagnostic) MyPath for iReady leveled online program for grades 1-5 <ul style="list-style-type: none"> Magnetic Reading(Reading Program for 3-5) Lexia Novel Studies ESSER support educator for reading and Math 	-Walk-throughs -Lesson Plans - Curriculum Guides -iReady Diagnostic results -Data Team Assessment Results -Fluency monitoring -Common assessment	December 2023 May 2024 December 2024	Title I Textbook/ Instructional PPA ESSER Funds District Funds deficient skills, and enrich proficient skills
	KCWP4: Review, Analyze and Apply Data Classroom Activities	We will complete the Data Team for Learning process to collect and chart data, analyze and prioritize the data, select instructional strategies to determine results indicators, and monitor and evaluate the results to determine next steps.	iReady Diagnostic Results Benchmark Data Team Assessment Results Senate Bill 9 tracking benchmarks	Every other month Twice a month for SB9	Title I Instructional PPA District Funds
Objective 2: By 2024 our math proficient and distinguished scores will rise by 10% from 65% to 71.5%.	KCWP2: Design and Deliver Instruction Classroom Activities	REFLEX (Supplemental online math resource for 1-5) I-Ready Math (Core Math Program for 1-5) iReady Diagnostic (1-5) MyPath online program tied to iReady Diagnostic ESSER support educators for reading and math.	Walk-throughs Lesson Plans Curriculum Guides Common Assessment Results iReady Diagnostic Benchmark Data Team Assessment Results	December 2023 May 2024 December 2024	Title I Textbook/ Instructional PPA District Funds ESSER Funds
	KCWP4: Review, Analyze and Apply Data Classroom Activities				

Goal 1 (State your reading and math goal.): By 2025 Our proficient and distinguished scores in reading will rise from 55% to 66%. By 2026 our proficient and distinguished scores in math will rise from 65% to 78%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		We will complete the Data Team for Learning process to collect and chart data, analyze and prioritize the data, select instructional strategies to determine results indicators, and monitor and evaluate the results to determine next steps.	iReady Diagnostic Benchmark Data Team Assessment Results	every other month	Title I Instructional PPA District Funds

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

Goal 2 (State your science, social studies, and writing goal.): By 2026, students scoring proficient/distinguished in Science will increase from 48% to 57.6%, from 51% to 61.2% in Social Studies, and from 70% to 84% in Writing					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024 our science proficient and distinguished scores will rise from 48% to 52.8%.	KCWP2: Design and Deliver Instruction Classroom Activities	We have departmentalized intermediate grades to ensure science instruction. We are combining Science instruction into reading centers to ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Though the state is not requiring TCTs, we are conducting one to two per year. Implementation of Mystery Science for engagement, differentiation, and discovery learning. We have a STEM related arts teacher as well to help foster science education in all grade levels	-Walk-throughs -Lesson Plans -Benchmark Data -Analysis of STEAM product -Common Assessment analysis	December 2023 May 2024 December 2024	Title I Textbook/ Instructional PPA District Funds
	KCWP4: Review, Analyze and Apply Data Classroom Activities	We will complete the Data Team for Learning process to collect and chart data, analyze and prioritize the data, select instructional strategies to determine results indicators, and monitor and evaluate the results to determine next steps.	-Benchmark Data -Data Team - Assessment Results -Common Assessment analysis	every other month	Title I Textbook/ Instructional PPA District Funds
Objective 2 By 2024 our Social Studies proficient and distinguished scores will rise from 51% to 56.1%.	KCWP2: Design and Deliver Instruction Classroom Activities	We have created a district-wide cohort of Social Studies educators where they meet on a regular basis to discuss content, align their standards with resources, and discuss assessments. We have implemented a Geography Club to ensure enrichment of standards for some of the students. We have created a school wide schedule that includes time for Social Studies for all grade	-Walk-throughs -Lesson Plans - Curriculum Guides -Benchmark Data -Common Assessment analysis -Analysis of Social Studies products	December 2023 May 2024 December 2024	Title I Textbook/ Instructional PPA District Funds

Goal 2 (State your science, social studies, and writing goal.): By 2026, students scoring proficient/distinguished in Science will increase from 48% to 57.6%, from 51% to 61.2% in Social Studies, and from 70% to 84% in Writing					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		levels, ensuring the continuum is completed with fidelity.			
	KCWP4: Review, Analyze and Apply Data Classroom Activities	We will complete the Data Team for Learning process to collect and chart data, analyze and prioritize the data, select instructional strategies to determine results indicators, and monitor and evaluate the results to determine next steps.	-Benchmark Data -Data Team - Assessment Results -Common Assessment analysis	every other month	Title I Textbook/ Instructional PPA District Funds
Objective 3 By 2024 our Writing proficient and distinguished scores will rise from 70% to 77%.	KCWP2: Design and Deliver Instruction Classroom Activities	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: 4-Square Writing On-Demand Writing Checklists and Live Scoring Sessions Peer Editing NoRedInk writing online writing Live scoring PLC meetings with writing expectations Follow the school writing plan 3.8 paragraph structures (Abel and Atherton) Developed a Literacy/Curriculum Committee	-Live Scoring with administration and district-level staff -Walkthroughs -Lesson Plans -Common Assessment Results (district assessments three times a year)	March 2024 May 2024	Title I Instructional PPA District Funds
	KCWP4: Review, Analyze and Apply Data Classroom Activities	We will complete the Data Team for Learning process to collect and chart data, analyze and prioritize the data, select instructional strategies to determine results indicators, and monitor and evaluate the results to determine next steps.	-Benchmark Data -Data Team - Assessment Results -Common Assessment analysis	every other month	Title I Textbook/ Instructional PPA District Funds

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 our economically disadvantaged population will increase their reading proficient and distinguished scores by five percent from 48% to 53.8%.	KCWP2: Design and Deliver Instruction Classroom Activities	Orton Gillingham (Literacy/morphology Process for Grades 1-3) <ul style="list-style-type: none"> ● LEAD 21(Reading Program for 2-5) ● Curriculum Associates: Magnetic reading(Supplemental ELA Program for 2-5) ● iReady diagnostic (1-5) and MyPath individualized online instruction. <ul style="list-style-type: none"> ● Incentives for Reading Counts ● a book club for fifth grade boys. 	-Walk-throughs -Lesson Plans - Curriculum Guides -Data teams -iReady Results - Benchmark Data -Assessment Results	December 2023 May 2024 December 2024	Title I Textbook/ Instructional PPA District Funds
Objective 2 By 2024 our economically disadvantaged population will increase their math proficient and distinguished scores by five percent from 44% to 48.4%.	KCWP2: Design and Deliver Instruction Classroom Activities	REFLEX (Supplemental online math resource for 1-5) FRAX (Supplemental online math resource for 3-5) I-Ready Math (Core Math Program for 1-5) iReady Diagnostic (1-5) MyPath online program tied to iReady Diagnostic	-Walk-throughs -Lesson Plans - Curriculum Guides -Data teams -iReady Results - Benchmark Data -Assessment Results	December 2023 May 2024 December 2024	Title I Textbook/ Instructional PPA District Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3 By 2024 our economically disadvantaged population will increase their science, social studies, and combine writing proficient/distinguished scores by five percent. For Science it will increase from 48% Proficient/Distinguished to 50.4%, for Social studies it will increase from 51% to 53.5% and for combine writing from a 70% to 73.5.</p>	<p>KCWP2: Design and Deliver Instruction Classroom Activities</p>	<p>Departmentalized science instruction in 4th grade Reading activities in other grades with a science/Social studies focus Mystery Science TCI Science curriculum STEM Class District Cohort for Social Studies TCI Social Studies Curriculum Geography club 4-Square Writing On-Demand Writing Checklists and Live Scoring Sessions Peer Editing NoRedInk writing online writing Live scoring PLC meetings with writing expectations Follow the school writing plan 3.8 paragraph structures (Abel and Atherton) Developed a Literacy/Curriculum Committee</p>	<p>-Walk-throughs -Lesson Plans - Curriculum Guides -Data teams -iReady Results - Benchmark Data -Assessment Results</p>	<p>December 2023 May 2024 December 2024</p>	<p>Title I Textbook/ Instructional PPA District Funds</p>

4: English Learner Progress

Goal 4 (State your English Learner goal.): Elementary- 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.	KCWP 2: Design & Deliver Instruction	<p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. <i>(To include but not limited to: EL Academy, Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Thoughtful Education)</i></p> <p><i>Carousel of Ideas (Elementary Curriculum)</i> <i>Champion of Idea (MS and HS Curriculum)</i></p>	<p>State Assessment Results</p> <p>ACCESS Test Results</p> <p>MODEL Assessment</p> <p>I-Ready Results</p> <p>PLC Agendas</p> <p>Professional Learning Opportunities</p> <p>Walkthroughs</p> <p>Data/Monitoring Forms</p>	<p>Fall 2024:</p> <p>State Assessment Score Release, School Report Card, ATSI/CSI Identification</p> <p>Quarterly:</p> <p>District Assessment Data</p>	Title I
					Title II
					Title III
					ESS
					District Instructional Funds
					Title I
					Title II
					Title III
					ESS
					District Instructional Funds
Title I					
Title II					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2026 our index score in Quality of School Climate and Safety will increase from 74.6/medium to an 82/very high.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, our climate index score will increase from a 74.6/medium to a 77/high.	KCWP 6: Establish Learning Culture and Environment	PBIS tiered committee Trojan ticket incentives Close Gap Mentoring Program House points Counselor small groups Lighthouse leaders Outside Counseling KARE Committee	Student feedback Students being returned to core from Tiered PBIS status Mentoring Feedback	December 2022 May 2023 December 2023	PPA

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:
<p>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?</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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.</p> <p>Response:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>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?</p> <p>Response:</p>
<p>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.</p>

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.	<input checked="" type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p>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</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

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.

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