

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.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle school proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Kentucky Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include time responsible individuals. Progress monitoring that plans are being implemented and an opportunity to determine whether the plan is working.</p>

1: Proficiency Goal

Goal 1 (State your proficiency goal.): To increase the proficiency rate of student in Reading as follows: Reading (3rd – 5th) from 78.4 in 2019 to 83.8% by 2025. To increase the proficiency rate of student in Math as follows: Math (3rd – 5th) from 71.6% in 2019 to 78.7% by 2025.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 		<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 		<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 To increase the proficiency rate of student in Reading as follows: Reading (3rd – 5th) from 78.4% in 2019 to 80.2% by 2021.</p>	<p>Ensure a guaranteed and viable Curriculum</p> <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards 	<p>Implement ELA curriculum frameworks for grades K-5</p>	<p>Mastery of concepts in Reading</p>	<p>Monitored by Classroom Teachers, Administrators and Literacy Coach</p>	<p>No Funding needed</p>
		<p>Professional Development in the areas of reading, providing best practices that align with data analysis.</p>	<p>Implementation of Reading Best Practices in the area of Conferring</p>	<p>Monitored by Administration by Learning Walks/Observations</p>	<p>District Funded</p>
		<p>PLC work to unpack the units to create instructional lessons and complete curriculum maps for long-range vision.</p>	<p>Documentation of curriculum maps and continuous refinement of</p>	<p>Monitored by administration</p>	<p>No Funding needed</p>

			math implementation		
	Balanced Literacy	Balanced Literacy Timeframe, on a daily basis that will provide all the components of Literacy.	Continuous mastery of reading for all students	Monitored by Classroom Teachers, Administrators	No Funding needed
	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction 	Guided Reading & Strategy Groups K-3, Grades 4 and 5, as needed	Continuous mastery of reading skills	Monitored by Classroom Teachers, Administrators	No Funding needed
	Workshop Model	Professional Development: Mini Lesson, Student Work Time, Sharing, Reflection	Continuous mastery of reading skills	Monitored by Classroom Teachers, Administrators	No Funding needed
	<ul style="list-style-type: none"> KCWP 6: Establishing Learning Culture and Environment 				
Objective 2 To increase the proficiency rate of student in Math as follows: Math (3 rd – 5 th) from 71.6% in 2019 to 74% by 2021	Workshop Model	Professional Development : Mini Lesson, Student Work Time, Sharing, Reflection	Mastery of concepts in math	Monitored by Administrators through Learning Walks and Observations	No funding needed
	<ul style="list-style-type: none"> KCWP 6: Establishing Learning Culture and Environment 				
	Extended School Day (ESS)	Analysis of data to determine student need for intervention.	Continuous improvement in Math	Monitored by Intervention Coordinator, Administrators	ESS Funds
	<ul style="list-style-type: none"> KCWP 4: Review, 	Small group instruction focused on specific strategies.	Continuous improvement in Math	Monitored by Intervention Coordinator, Administrators	ESS Funds

	Analyze and Apply Data				
	<p>Increase Stamina KCWP 2: Design and Deliver Instruction</p>	Scaffold time in text to strengthen stamina.	Continuous improvement in Math	Monitored by Classroom Teachers	No funding needed
	<p>PLC data analysis</p> <ul style="list-style-type: none"> • KCWP 3: Design and Deliver Assessment Literacy 	Utilize a protocol to analyze data in PLC to develop fluid and flexible groups that target specific identified skills.	Fluid groups based on data and demonstrating mastery in math		No funding needed

2: Separate Academic Indicator

<p>Goal 2 (State your separate academic indicator goal.):</p> <ul style="list-style-type: none"> - To increase the proficiency rate of students in writing from 72% to 79% by 2025. 					
<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 		<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 		<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 To increase the proficiency rate of students in writing from 72% to 74.3% 2021.</p>	<p>Cold Writes School Wide Rubric</p> <ul style="list-style-type: none"> • KCWP 4: Review, Analyze and Apply Data 	<p>Provide On-Demand practice and calibration on scoring finished products.</p>	<p>Continuous mastery of writing for all students</p>	<p>Monitored by Administration and teachers</p>	<p>No funding needed</p>
		<p>Use of a Developmental Writing Continuum and district rubrics for common scoring</p>	<p>Continuous mastery of writing for all students</p>	<p>Monitored by Administration</p>	<p>No funding needed</p>
	<p>Increase Stamina</p> <ul style="list-style-type: none"> • KCWP 2: Design and 	<p>Scaffold time in text to strengthen stamina.</p>	<p>Continuous improvement in Writing</p>	<p>Monitored by Classroom Teachers</p>	<p>No funding needed</p>
		<p>Provide On-Demand practice and calibration on scoring finished products.</p>	<p>Continuous mastery of writing for all students</p>	<p>Monitored by Administration</p>	<p>No funding needed</p>

Goal 2 (State your separate academic indicator goal.):
 - To increase the proficiency rate of students in writing from 72% to 79% by 2025.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Deliver Instruction				
	School Wide Rubric <ul style="list-style-type: none"> • KCWP 4: Review, Analyze and Apply Data 	Use of a Developmental Writing Continuum and district rubrics for common scoring	Continuous mastery of writing for all students	Monitored by Administration	No funding needed
		Scaffold time in text to strengthen stamina.	Continuous improvement in Writing	Monitored by Classroom Teachers	No funding needed
To increase					

Goal 2 (State your separate academic indicator goal.):
 - To increase the proficiency rate of students in writing from 72% to 79% by 2025.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

3: Achievement Gap

Goal 3 (State your achievement gap goal.):

Reading

- To close the achievement gap by increasing the % of Hispanic students scoring P/D from 75% in 2019 to 81.4% by 2025.
- To close the achievement gap by increasing the % of Special Education students scoring P/D from 30% in 2019 to 47.5% by 2025.
- To close the achievement gap by increasing the % of EL and Monitored students scoring P/D from 66.7% in 2019 to 75.1 by 2025.
- To close the achievement gap by increasing the % of Poverty students scoring P/D from 52.2% in 2019 to 64.1% by 2025.

Math

- To close the achievement gap by increasing the % of Hispanic students scoring P/D from 60% in 2019 to 70% by 2025.
- To close the achievement gap by increasing the % of Special Education students scoring P/D from 33.3% in 2019 to 49.9 by 2025.
- To close the achievement gap by increasing the % of EL and Monitored students scoring P/D from 66.7% in 2019 to 75.1 by 2025.
- To close the achievement gap by increasing the % of Poverty students scoring P/D from 30.4% in 2019 to 47.7% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitor
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<p>Objective 1: Reading: To close the achievement gap by increasing the % of Special Education students scoring P/D from 30% to 35.8% by 2021.</p>	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction 	<p>Small group instruction with specific skills needed to support students' learning</p> <p>Scaffold time in text to strengthen stamina.</p>	<p>Movement of students out of Tier II intervention.</p> <p>Growth in MAP and DRA</p>	<p>Monitored by admin, Intervention Teacher and Classroom Teacher on a weekly basis. Analysis completed during PLC work time.</p>	<p>ESS Funds and General Funds</p>
<p>Objective 2: Reading: To close the achievement gap by increasing the % of Hispanic students scoring P/D from 75% to 77.1% by 2021.</p>	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction 	<p>Small group instruction with specific skills needed to support students' learning</p> <p>Scaffold time in text to strengthen stamina.</p>	<p>Movement of students out of Tier II intervention.</p> <p>Growth in MAP and DRA</p>	<p>Monitored by admin, Intervention Teacher and Classroom Teacher on a weekly basis. Analysis completed during PLC work time.</p>	<p>No funds needed</p>
<p>Objective 3: Reading: To close the achievement gap by increasing the % of EL and Monitored students scoring P/D from 66.7% to 69.5 by 2021.</p>	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction 	<p>Small group instruction with specific skills needed to support students' learning</p> <p>Scaffold time in text to strengthen stamina.</p>	<p>Movement of students out of Tier II intervention.</p> <p>Growth in MAP and DRA</p>	<p>Monitored by admin, Intervention Teacher and Classroom Teacher on a weekly basis. Analysis completed during PLC work time.</p>	<p>No funds needed</p>

<p>Objective 4: Reading: To close the achievement gap by increasing the % of Poverty students scoring P/D from 52.2% to 56.1% by 2021.</p>	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction 	<p>Small group instruction with specific skills needed to support students' learning</p> <p>Community Class Meetings</p> <p>Scaffold time in text to strengthen stamina.</p>	<p>Movement of students out of Tier II intervention.</p> <p>Growth in MAP and DRA</p>	<p>Monitored by admin, Intervention Teacher and Classroom Teacher on a weekly basis. Analysis completed during PLC work time.</p>	<p>No funds needed</p>
<p>Objective 5: Math: To close the achievement gap by increasing the % of Hispanic students scoring P/D from 60% to 63.3% by 2021.</p>	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction 	<p>Small group instruction with specific skills needed to support students' learning</p> <p>Scaffold time in text to strengthen stamina.</p>	<p>Movement of students out of Tier II intervention.</p> <p>Growth in MAP</p>	<p>Monitored by admin, Intervention Teacher and Classroom Teacher on a weekly basis. Analysis completed during PLC work time.</p>	<p>ESS Funds and General Funds</p>
<p>Objective 6: Math: To close the achievement gap by increasing the % of Special Education students scoring P/D from 33.3% to 38.8% by 2021</p>	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction 	<p>Small group instruction with specific skills needed to support students' learning</p> <p>Scaffold time in text to strengthen stamina.</p>	<p>Movement of students out of Tier II.</p> <p>Growth in MAP</p>	<p>Monitored by admin, Intervention Teacher and Classroom Teacher on a weekly basis. Analysis completed during PLC work time.</p>	<p>No funds needed</p>

<p>Objective 7: Math: To close the achievement gap by increasing the % of EL and Monitored students scoring P/D from 66.7% to 69.5% by 2021.</p>	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction 	<p>Small group instruction with specific skills needed to support students' learning</p> <p>Scaffold time in text to strengthen stamina.</p>	<p>Movement of students out of Tier II intervention.</p> <p>Growth in MAP</p>	<p>Monitored by admin, Intervention Teacher and Classroom Teacher on a weekly basis. Analysis completed during PLC work time.</p>	<p>No funds needed</p>
<p>Objective 8: Math: To close the achievement gap by increasing the % of Poverty students scoring P/D from 30.4% to 36.2 % by 2021.</p>	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction 	<p>Small group instruction with specific skills needed to support students' learning</p> <p>Scaffold time in text to strengthen stamina.</p>	<p>Movement of students out of Tier II intervention.</p> <p>Analysis of Discussions in Classroom and an increase of student/teacher respect</p> <p>Growth in MAP</p>	<p>Monitored by admin, Intervention Teacher and Classroom Teacher on a weekly basis. Analysis completed during PLC work time.</p>	<p>No funds needed</p>

4: Growth

To increase the growth rate of students in math according to the following chart:

Math	Spring 2018 Conditional Growth (percentile achievement)	Spring 2019	Spring 2020	Fall 2020	Spring 2021	Spring 2022	Spring 2023
K	97 (95)	87 (95)	NA	NA	50		
1 st	99 (99)	99 (98)	NA	56 (87)	50	50	
2 nd	94 (95)	97 (95)	NA	2 (82)	30	50	50
3 rd		23 (91)	NA	22 (87)	30	40	50
4 th			NA	1 (75)	30	40	50
5 th				1 (81)	50	50	50

Reading	Spring 2018 Conditional Growth (percentile achievement)	Spring 2019	Spring 2020	Fall 2020	Spring 2021	Spring 2022	Spring 2023
K	NA	NA	NA	NA	50		
1 st	NA	55 (98)	NA	43 (94)	50	50	
2 nd	93 (97)	98 (98)	NA	26 (95)	30	50	50
3 rd		6 (90)	NA	64 (97)	50	40	50
4 th			NA	18 (92)	30	50	50
5 th				35 (91)	50	50	50

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

By spring 2021, increase growth in reading and math as scheduled by map according to the charts above.	<ul style="list-style-type: none"> • KCWP 4: Review, Analyze and Apply Data 	Analyze assessment data to look for trends, concerns, and celebrations	Increase of students experiencing high growth on Map results.	January and April TWD	No funding needed
		Utilize a protocol to create modifications with core instruction and intervention strategies to meet student needs.	PLC meeting notes demonstrating changes in instruction as a result of data analysis	PLC agenda notes and monitoring by admin team	No funding needed

5: Transition Readiness

NA					

6: Graduation Rate

Goal 6 (State your graduation rate goal.): NA					
Objective	Strategy	Activities	Measure of Success	Progress Monitor	
Objective 1					
	Objective 2				

7: Other (Optional)

Goal 7 (State your separate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitor
Objective 1				
Objective 2				

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI 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:

NA

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:

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.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) 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 and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "[Documenting Evidence under ESSA](#)" resource available on KDE's [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in eProve
		<input type="checkbox"/>