

# 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 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	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<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 <b>measures</b> may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

## 1: Proficiency Goal

Goal 1 (State your proficiency goal.): Justice Elementary will increase the proficiency percentage average on K-PREP from 36.4 to 47.1 by June 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Justice Elementary will increase the reading proficiency percentage from 52.1 to 56.5 by June 2021.	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	Fountas and Pinnell Interactive Read- Aloud lessons are being used daily (including duration of distance learning).	MAP Reading Assessment, GRL (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
	<ul style="list-style-type: none"> <li>KCWP 5: Design, Align and Deliver Support</li> </ul>	Teacher reading lessons are both live and recorded so students/families can watch and re-watch for optimum learning during distance learning times.	MAP Reading Assessment, GRL (if in-person learning resumes)	Twice yearly this year -MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
	<ul style="list-style-type: none"> <li>KCWP 5: Design, Align and Deliver Support</li> </ul>	The Lexia Reading software is being used with children in grades K-4 both during live and distance learning.	MAP Reading Assessment, GRL (if in-person learning resumes)	Twice yearly this year MAP- (distance and in-person) Adjustment of work levels as needed during distance learning.	District expense
	<ul style="list-style-type: none"> <li>KCWP 5: Design, Align and Deliver Support</li> </ul>	Teachers offer daily “office hours” in which they are always online so students (and or parents) can log on for small group or individual support.	MAP Reading Assessment, GRL (if in-person learning resumes)	Twice yearly this year MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
Objective 2 Justice Elementary will increase the math proficiency percentage from 42.0 to 47.2 by June 2021.	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	The EnVision Math program continues to be used daily during both in-person and distance learning.	MAP Math Assessment, EnVision benchmark assessments	Twice yearly this year MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a

Goal 1 (State your proficiency goal.):  
 Justice Elementary will increase the proficiency percentage average on K-PREP from 36.4 to 47.1 by June 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<ul style="list-style-type: none"> <li>KCWP 5: Design, Align and Deliver Support</li> <li></li> </ul>	Various Math software programs including EnVisions, Savas, Ed Puzzle, etc.	MAP Math Assessment, EnVision benchmark assessments	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
	<ul style="list-style-type: none"> <li>KCWP 5: Design, Align and Deliver Support</li> </ul>	Simple Solution workbooks	MAP Math Assessment, EnVision benchmark assessments	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	District provided

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Justice Elementary will increase our separate academic indicator on K-PREP from 33.0 to 51.3 by June 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Justice Elementary will increase the Separate Academic Indicator from 33.0 to 39.0 by June 2021.	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	Project Lead the Way STEM Lab continues to be part of our daily schedule. Throughout distance learning, our STEM teacher has uploaded videos with lessons weekly for students to participate.	Science benchmark assessments (when students return from distance learning).	Twice yearly this year-MAP-(distance and in-person)	\$4500.00 from PLTW Grant, \$2000 provided for supplies by our district.
Objective 2					

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.):

1. Justice Elementary will increase the percentage of students with disabilities (with an IEP) scoring P/D in reading from 26.5 to 46.5 on K-PREP in reading by June 2025.
2. Justice Elementary will increase the percentage of students qualifying for F/R lunch scoring P/D in reading on K-PREP from 46.7 to 61.2 by June 2025.
3. Justice Elementary will increase the percentage of students with disabilities (with an IEP) scoring P/D in math on K-PREP from 17.6 to 40.1 by June 2025.
4. Justice Elementary will increase the percentage of students qualifying for F/R lunch scoring P/D in math on K-PREP from 37.5 to 54.5 by June 20205.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Justice Elementary will increase the percentage of students with disabilities scoring P/D in reading on K-PREP from 26.5 to 33.1 by June 2021.	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	Fountas and Pinnell Interactive Read- Aloud lessons are being used daily (including duration of distance learning).	MAP Reading Assessment, GRL (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
	<ul style="list-style-type: none"> <li>KCWP 5: Design, Align and Deliver Support</li> </ul>	The Lexia Reading software is being used with children in grades K-4 both during live and distance learning.	MAP Reading Assessment, GRL (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	District expense
	<ul style="list-style-type: none"> <li>KCWP 5: Design, Align and Deliver Support</li> </ul>	Teachers offer daily “office hours” in which they are always online so students (and or parents) can log on for small group or individual support.	MAP Reading Assessment, GRL (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
	<ul style="list-style-type: none"> <li>KCWP 5: Design, Align and Deliver Support</li> </ul>	Teacher reading lessons are both live and recorded so students/families can watch and re-watch for optimum learning during distance learning times.	MAP Reading Assessment, GRL (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
	<ul style="list-style-type: none"> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	Name and Claim by entire staff to reach out to students/families who are turning in little/no work during distance learning time.	MAP Reading Assessment, GRL (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)/weekly work submitted.	n/a

				Adjustment of work levels as needed during distance learning.	
Objective 2 Justice will increase the number of students qualifying for F/R lunch scoring P/D in reading on K-PREP from 46.7 to 51.5 by June 2021.	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	Fountas and Pinnell Interactive Read- Aloud lessons are being used daily (including duration of distance learning).	MAP Reading Assessment, GRL (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
	<ul style="list-style-type: none"> <li>KCWP 5: Design, Align and Deliver Support</li> </ul>	The Lexia Reading software is being used with children in grades K-4 both during live and distance learning.	MAP Reading Assessment, GRL (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	District expense
	<ul style="list-style-type: none"> <li>KCWP 5: Design, Align and Deliver Support</li> </ul>	Teachers offer daily “office hours” in which they are always online so students (and or parents) can log on for small group or individual support.	MAP Reading Assessment, GRL (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
	<ul style="list-style-type: none"> <li>KCWP 5: Design, Align and Deliver Support</li> </ul>	Teacher reading lessons are both live and recorded so students/families can watch and re-watch for optimum learning during distance learning times.	MAP Reading Assessment, GRL (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
	<ul style="list-style-type: none"> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	Name and Claim by entire staff to reach out to students/families who are turning in little/no work during distance learning time.	MAP Reading Assessment, GRL (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)/weekly work submitted.  Adjustment of work levels as needed during distance learning.	n/a
	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	The EnVision Math program continues to be used daily during both in-person and distance learning.	MAP Math Assessment, EnVision benchmark assessments	Twice yearly this year-MAP-(distance and in-person)	n/a
Objective 3 Justice Elementary will increase the number of students with disabilities	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	The EnVision Math program continues to be used daily during both in-person and distance learning.	MAP Math Assessment, EnVision benchmark assessments	Twice yearly this year-MAP-(distance and in-person)	n/a

scoring P/D in math on K-PREP from 17.6 to 25.0 by June 2021.				Adjustment of work levels as needed during distance learning.	
	<ul style="list-style-type: none"> <li>KCWP 5: Design, Align and Deliver Support</li> </ul>	Various Math software programs including EnVisions, Savas, Ed. Puzzle, etc.	MAP Math Assessment, EnVision benchmark assessments	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
Objective 4 Justice Elementary will increase the number of students qualifying for F/R lunch scoring P/D in math on K-PREP from 37.5 to 43.1 by June 2021.	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	Name and Claim by entire staff to reach out to students/families who are turning in little/no work during distance learning time.	MAP Reading Assessment, GRL (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)/weekly work submitted.  Adjustment of work levels as needed during distance learning.	n/a
	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	The EnVision Math program continues to be used daily during both in-person and distance learning.	MAP Math Assessment, EnVision benchmark assessments	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
Objective 4 Justice Elementary will increase the number of students qualifying for F/R lunch scoring P/D in math on K-PREP from 37.5 to 43.1 by June 2021.	<ul style="list-style-type: none"> <li>KCWP 5: Design, Align and Deliver Support</li> </ul>	Various math software programs including EnVisions, Savas, Ed. Puzzle, etc.	MAP Math Assessment, EnVision benchmark assessments	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	Name and Claim by entire staff to reach out to students/families who are turning in little/no work during distance learning time.	MAP Reading Assessment, GRL (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)/weekly work submitted.  Adjustment of work levels as needed during distance learning.	n/a





#### 4: Growth

Goal 4 (State your growth goal.): Justice Elementary will increase combined reading and math growth on K-PREP from 17.6 to 30.2 by June 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Justice Elementary will increase reading and math growth on K-PREP from 17.6 to 22.7 by June 2021.	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	Fountas and Pinnell Interactive Read- Aloud lessons are being used daily (including duration of distance learning).	MAP Reading Assessment, GRL (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	The EnVision Math program continues to be used daily during both in-person and distance learning.	MAP Math Assessment, EnVision benchmark assessments	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
	<ul style="list-style-type: none"> <li>KCWP 5: Design, Align and Deliver Support</li> </ul>	Teachers offer daily “office hours” in which they are always online so students (and or parents) can log on for small group or individual support.	MAP Reading and Math Assessment, GRL, EnVisions benchmark assessments (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
	<ul style="list-style-type: none"> <li>KCWP 5: Design, Align and Deliver Support</li> </ul>	Teacher reading and math lessons are both live and recorded so students/families can watch and re-watch for optimum learning during distance learning times.	MAP Reading and Math Assessments, GRL, EnVisioons benchmark assessments (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Justice Elementary will increase the number of students scoring proficient from primary to intermediate grades based on Spring 2021 MAP scores.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Justice Elementary will increase the number of students scoring P/D in MAP reading from 37.2 to 52.0 when transitioning from primary to intermediate grades by June 2021.	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	Fountas and Pinnell Interactive Read- Aloud lessons are being used daily (including duration of distance learning).	MAP Reading Assessment, GRL (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
	<ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>	The EnVision Math program continues to be used daily during both in-person and distance learning.	MAP Math Assessment, EnVision benchmark assessments	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
	<ul style="list-style-type: none"> <li>KCWP 5: Design, Align and Deliver Support</li> </ul>	Teachers offer daily “office hours” in which they are always online so students (and or parents) can log on for small group or individual support.	MAP Reading and Math Assessment, GRL, EnVisions benchmark assessments (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
Objective 2 Justice Elementary will increase the number of students scoring P/D on MAP math from 31.1 to 52.0 when transitioning from primary to intermediate grades by June 2021.	<ul style="list-style-type: none"> <li>KCWP 5: Design, Align and Deliver Support</li> </ul>	Teacher reading and math lessons are both live and recorded so students/families can watch and re-watch for optimum learning during distance learning times.	MAP Reading and Math Assessments, GRL, EnVisions benchmark assessments (if in-person learning resumes)	Twice yearly this year-MAP-(distance and in-person)  Adjustment of work levels as needed during distance learning.	n/a
	<ul style="list-style-type: none"> <li>KCWP 5: Design, Align and Deliver Support</li> </ul>	Teachers offer daily “office hours” in which they are always online so students (and or parents) can log on	MAP Reading and Math Assessment, GRL, EnVisions benchmark assessments (if in-	Twice yearly this year-MAP-(distance and in-person)	n/a

Goal 5 (State your transition readiness goal.): Justice Elementary will increase the number of students scoring proficient from primary to intermediate grades based on Spring 2021 MAP scores.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		for small group or individual support.	person learning resumes)	Adjustment of work levels as needed during distance learning.	

## 6: Graduation Rate

Goal 6 (State your graduation rate goal.):  
Not applicable.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

## 7: Other (Optional)

Goal 7 (State your separate goal.): Justice Elementary will increase parent involvement throughout the 2020-2021 year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Justice Elementary will increase parent involvement throughout the 2020-2021 year.	<ul style="list-style-type: none"> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	The school developed its own YouTube Channel in Spring 2020. This station is used to not only house recorded academic lessons, but also recordings of Lighthouse Team members to educate our parents on the 7 Habits we use in our Leader in Me program daily.	Number of views of the channel, and parent feedback on student leadership initiative at home.	We will measure this through our Title I Parent Survey.	n/a
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:

<b>Components Of Turnaround Leadership Development And Support:</b>
<p><b>Consider:</b> 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><b>Response:</b></p>
<b>Identification Of Critical Resources Inequities:</b>
<p><b>Consider:</b> 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><b>Response:</b></p>

**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? 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.

**Response:**

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

**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:**



## 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"/>
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