

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 measures 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 :

- By 2023, NHS will increase the number of 7th and 8th students scoring proficient/distinguished in reading from 42.5% to 70% and in math from 35.9% to 70% as demonstrated on KPREP.
- Based on SY18-19 ACT scores, 25.6% of students scored proficient/distinguished in reading and 15.3% scored proficient/distinguished in math. By 2023, NHS will increase the number of students scoring proficient/distinguished in reading and math on KPREP to 70%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By 2020 NHS will increase the number of 7th and 8th grade students scoring proficient in Reading from 42.5% to 55% and in Mathematics from 39% to 55% as demonstrated on K-PREP assessment.</p> <p>Objective 2: 50% of 10th grade students will demonstrate proficiency in reading and math on the KPREP assessment.</p>	<p>Practice: Design and Deliver Instruction</p> <p>Process: Design and Align Resources</p> <p>Practice: Establish Learning Culture and Environment</p>	<p>1. Planning work in the PLC will focus and bring intentionality to preserving the intent of standard rigor in lesson design and assessments.</p>	<p>The progression of Essential Standards is aligned for coherence from grade level to grade level.</p>	<p>Administration team members will develop a process that monitors lesson design and flow to ensure intent of standard is preserved in the lesson design.</p> <p>Administration and PLCs will create regular learning checks (benchmark assessments) collaboratively to ensure alignment of standard, lesson, and assessment.</p>	<p>\$5000.00 (Title I)</p>
		<p>2. Incorporate the Science of Learning through embedded Professional Learning in the form of Instructional Rounds and in instructional lesson design.</p>	<p>Increased student proficiency on learning checks.</p>	<p>Instructional Rounds data will routinely be monitored for increased demonstration of understanding and student data points will increase in achievement.</p>	<p>\$15,000 (SIF)</p>
		<p>3. PLC Leads will collaborate with Admin to incorporate close reading strategies schoolwide.</p>	<p>All classrooms employ a school-wide approach for close reading strategies in ELA and beyond (cross curricular).</p> <p>Students apply strategy as a universal strategy rather than an English or Reading strategy to</p>	<p>PLCs will create a content-related assessment tool to gather on-going student data. The tool will assess literacy standards linked to close reading strategies.</p>	<p>\$2000.00 (Title I)</p>

			comprehend and process complex text.		
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2: Separate Academic Indicator

Goal 2 :
By 2023, NHS will increase the number of 7th and 8th grade students scoring proficient in writing from 10.1% to 70%, science from 10.9% to 70%, and social studies from 22.5% to 70% as demonstrated on KPREP.

By 2023, NHS will increase the number of 9th through 12th students scoring proficient in writing from 34.9% to 70% and in science from 18.1% to 70% as demonstrated on KPREP and the Integrated Science test.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2020, NHS will increase the number of 7th and 8th grade students scoring proficient in writing from 10.1% to 45% as demonstrated on KPREP.	Practice: Design and Deliver Assessment Literacy Process: Review, Analyze, and Apply Data	1.Create a writing committee to articulate, implement, monitor, and refine schoolwide writing expectations.	Students evidence increased proficiency from pre-assessment to final on-demand writing practice.	<p>ELA teachers will examine an on-demand pre-assessment at the beginning of the school year to calibrate and determine an instructional plan for the year.</p> <p>Students will participate in live-scoring events twice per school year (once per semester).</p> <p>ELA teachers will bring student work to the table to analyze at biquarterly PLC meetings.</p>	
Objective 2 By May 2020, NHS will increase the number of 7th and 8th grade students scoring proficient in science from 10.9% to 45% as demonstrated on KPREP.		2.Incorporate pre-assessments regularly in the instructional lesson design process to address student pre- and misconceptions and inform instructional needs.	Students evidence increased proficiency on common assessments and learning checks.	<p>PLCs bring pre-assessment data to PLC meetings for analysis prior to instructional unit design.</p> <p>PLCs bring common assessment data to PLC meetings following each common assessment to compare to pre-assessment data and inform instructional next steps.</p> <p>PLCs bring learning check data to PLC meetings following learning checks to compare to pre- and common assessment data and determine intervention needs.</p>	\$5000.00 (Title I)
Objective 3		3.Adopt evidence-based Social	Students evidence	PLCs bring common assessment	General Funds

<p>By 2020, NHS will increase the number of 7th and 8th grade students scoring proficient in social studies from 22.5% to 50% as demonstrated on KPREP.</p>		<p>Studies curriculum resource materials in collaboration with District Admin. that align with new Social Studies standards.</p> <p>4. Self-audit current Social Studies courses to determine course needs aligned with new Social Studies standards, middle and high school, as new proficiency assessments will take place during SY 20-21.</p>	<p>increased proficiency on common assessments and learning checks.</p> <p>Social Studies essential standards are aligned by grade level class/course with new standards, including course standard progressions.</p>	<p>data to PLC meetings following each common assessment to inform instructional next steps and intervention needs.</p> <p>PLCs bring learning check data to PLC meetings following learning checks to inform instructional next steps and intervention needs.</p> <p>.</p>	
<p>Objective 4 By 2020, NHS will increase the number of 9th through 12th students scoring proficient in writing from 34.9% to 50% as demonstrated on KPREP.</p>		<p>5. Create a writing committee to articulate, implement, monitor, and refine schoolwide writing expectations.</p>	<p>Students evidence increased proficiency from pre-assessment to final on-demand writing practice.</p>	<p>ELA teachers will examine an on-demand pre-assessment at the beginning of the school year to calibrate and determine an instructional plan for the year.</p> <p>Students will participate in live-scoring events twice per school year (once per semester).</p>	
<p>Objective 5 By 2020, NHS will increase the number of 9th through 12th students scoring proficient in science from 18.1% to 45% as demonstrated on the Integrated Science test.</p>		<p>6. Incorporate pre-assessments regularly in the instructional lesson design process to address student pre- and misconceptions and inform instructional needs.</p>	<p>Students evidence increased proficiency on common assessments and learning checks.</p>	<p>PLCs bring pre-assessment data to PLC meetings for analysis prior to instructional unit design.</p> <p>PLCs bring common assessment data to PLC meetings following each common assessment to compare to pre-assessment data and inform instructional next steps.</p> <p>PLCs bring learning check data to PLC meetings following learning checks to compare to pre- and common assessment data and determine intervention needs.</p>	<p>\$5000.00 (Title I)</p>

3: Achievement Gap

Goal 3 :

By 2023, NHS will increase the number of 7th and 8th grade scoring proficient in reading and math for subgroups.

- Students with disabilities scoring proficient in reading from 13.3% to 70% as demonstrated on K-PREP.
- Students with disabilities scoring proficient in math from 20% to 70% as demonstrated on K-PREP.

By 2023, NHS will increase the number of 9th through 12th grade scoring proficient in reading and math for subgroups.

- Students with disabilities scoring proficient in reading from 18.2% to 70% as demonstrated on K-PREP and ACT.
- Students with disabilities scoring proficient in math from 20% to 70% as demonstrated on K-PREP and ACT.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, NHS will decrease the number of 7th and 8th grade SPED students scoring novice in reading from 66.7% to 50% as demonstrated on KPREP.	Practice: Design and Delivery of Instruction Process: Review, Analyze, and Apply Data	1.All ELA, including Special Education Teachers, will be trained on effective use of Reading Plus in order to implement with high fidelity. Training will include effective progress monitoring to determine explicit next steps for instruction.	Teachers share Reading Plus data weekly in PLCs.	All teachers trained and monitoring data for effectiveness and fidelity Data will reflect the program implemented with fidelity and student data points will be evaluated for net growth	~\$1000.00 (IDEA)
Students set goals and monitor their own progress and collaborate with mentors and teachers to determine their progressive path to meeting goals.					
Objective 2 By 2021, NHS will decrease the number of 7th and 8th grade SPED students scoring novice in math from 73.3% to 50% as demonstrated on KPREP.		2.Teachers and Administration will ensure intentional implementation of Reading Plus during Tier III RtI. Students will set goals quarterly that will reflect valid growth for that student.	Students set goals in Reading Plus and use the tools of Reading Plus to determine their trajectory to academic success.	A system established to measure program and strategy effectiveness communicated identifying significant increase in grade level growth. Student data monitored by teachers and shared in PLC routinely (Bimonthly) and conference conducted with students on current data.	
Objective 3 By 2021, NHS will decrease the number of 9th - 12th grade SPED students scoring novice in reading from 72.7% as measured by ACT, to 50%, as		3. Special Education lead	All teachers know and can	Training and Support given	\$2000.00

<p>demonstrated on KPREP 10th grade Reading Proficiency.</p> <p>Objective 4 By 2021, NHS will decrease the number of 9th - 12th grade SPED students scoring novice in math from 70.7%, as measure by ACT, to 50%, as demonstrated on KPREP 10th Grade Reading Proficiency.</p>	<p>teachers will collaborate with PLC Leads to create a plan of action for a process that ensures Special Education student data is monitored effectively and efficiently in order to create actionable next steps to meet students' needs in classrooms and prevent barriers to their learning.</p>	<p>effectively communicate student data when they meet in order to make next steps based on current conditions to desired state</p>	<p>pertaining to high quality strategies, effective progress monitoring, and appropriate accommodations and modifications to students and a system implemented that measures their effectiveness.</p>	<p>(IDEA)</p>	
	<p>4. Special Education Teachers will attend content level PLCs at least monthly during the STUDY phase of the PLC to review data of student data and to suggest appropriate strategies that will enhance the learning for students.</p>	<p>The master schedule provides time for special education teachers to work in collaboration with ELA and Math PLCs.</p>	<p>PLC's will have inclusive conversations of how to support students to increase achievement.</p> <p>Data will be collected and shared on strategies that are working or not, with measures of success.</p>		
	<p>5. Core teachers will monitor data routinely (bi-weekly) in collaboration with Special Education Teachers to examine the needs of content/academic strategies, behavior strategies, or organizational strategies.</p>	<p>Routine monitoring with high level strategies (accommodations, modifications, explicit academic strategy) is implemented with fidelity.</p>	<p>Strategies will be documented for time and intensity of the selected strategy monitored for effectiveness (bi-weekly).</p> <p>Special Education collaborator(s) will meet at least quarterly with all caseload students' regular education teachers to inform them of student needs in order to demonstrate proficiency.</p> <p>Student academic data monitored and goals set with students to set new goal.</p>		

4: Growth

Goal 4:
By 2023, NHS will demonstrate categorical growth that results in 70% of students scoring proficient/distinguished in **Reading** and 70% of students scoring proficient/distinguished in **Math** as measured by the K-PREP Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2020, NHS will demonstrate categorical growth that results in 55% of students scoring proficient/distinguished in Reading as measured by the K-PREP Assessment.</p> <p>Objective 2 By 2020, NHS will demonstrate categorical growth that results in 55% of students scoring proficient/distinguished in Math as measured by the K-PREP Assessment.</p>	<p>Establishing Learning Culture and Environment</p> <p>Review, Analyze, and Apply Data Results</p>	<p>1. Intentionally incorporate intervention courses in math, reading, and social/emotional learning into the master schedule beyond a traditionally scheduled one-period intervention.</p> <p>2. Admin will provide opportunities for PLC Leads to build leadership capacity in monthly PLC Lead (ILT) meetings.</p> <p>3. Ensure congruence of assessment and standard to inform the study and act portion of the PLC process and subsequently the validity of data.</p>	<p>Decreased failure rate</p> <p>Increase proficiency in intervention programs (IXL, Reading Plus and Flocabulary).</p> <p>Increased proficiency on learning checks (benchmark assessments)</p> <p>Decreased suspension rate</p> <p>PLC Leads facilitate and own PLC work.</p> <p>PLCs make data-driven decisions.</p> <p>Increased standard/assessment alignment.</p> <p>Teachers understand the coherence of standards well enough to determine relevant implications of assessment and program data on Core, Tier I, Tier II, and/or Tier III instructional needs.</p>	<p>Suspension rate will be monitored during monthly during Behavior PLC.</p> <p>Admin team will examine student growth data biquarterly (MAP data, Learning Checks, & Common Classroom Assessments)</p> <p>Teachers bring intervention program (IXL, Reading Plus, Flocabulary) data to PLCs monthly to examine and determine next steps for instruction.</p> <p>PLC Leads and Admin use Teams Systems Check tool quarterly.</p> <p>Triangulation of classroom data with learning check (benchmark assessment), MAP, and accountability data.</p>	<p>\$2000.00 (Title I)</p>

5: Transition Readiness

Goal 5: By 2023, Newport High School will raise transition readiness from 80.4% to 100% as evidenced by ACT, KYOTE, Dual Credit, Industry Certifications, CTE EOP.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2020, Newport High School will raise transition readiness from 80.4% to 92%. <ul style="list-style-type: none"> Career Ready increase from 78% to 85%. Academic Ready increase from 32% to 50%. 	Review, Analyze, and Apply Data Results	1. CTE teachers use formative and summative data tracking sheets to determine next steps for core instruction.	Teachers use data to drive instruction The ultimate measure of success is students passing industry certifications	CTE Teachers bring data to PLCs monthly. CTE teachers collaborate with students to set goals and next steps.	
		2. CTE teachers identify, based on data, students who need intervention and schedule them into RtI groups.	Students are placed into intervention with intentionality Intervention results in student attainment of career readiness based on relevant indicator	CTE teachers use formative and summative assessment data to inform scheduling of intervention groups.	
		3. Senior students 3 or fewer points from Academic Readiness benchmarks will be moved into a targeted ELA RTI course to move them to proficiency on the Reading KYOTE Assessment. Once those students benchmark, students will continue to be moved into this group based on the next highest set of scores.	Students meeting benchmark within determined timeline(s).	The principal and BAC will meet with the HS ELA PLC before 12/13 to frontload the process. The principal and the BAC will meet with students prior to Winter Break to frontload the importance and the process with students. Students will be scheduled into new intervention groups to begin 1/6/20. Teachers will progress monitor students in intervention weekly.	
		4. In February, Junior students who scored between 230-235 on		High school ELA PLC will pull MAP data at the end of January to	

		winter Reading MAP assessment will be placed into a targeted RTI course to move them to Academic Readiness on the Reading portion of the ACT.		determine: <ul style="list-style-type: none"> ● number of students requiring specified intervention ● number of teachers for small student-teacher ratio (10:1) ● counselor will schedule students in next round of intervention 	
		5. In February, Junior students who scored between 241-249 on winter Math MAP assessment will be placed into a targeted RTI course to move them to Academic Readiness on the math portion of the ACT.		High school Math PLC will pull MAP data at the end of January to determine: <ul style="list-style-type: none"> ● number of students requiring specified intervention ● number of teachers for small student-teacher ratio (10:1) ● counselor will schedule students in next round of intervention 	
		6. Students will work towards and pass an Industry Certification beginning with 10th grade students enrolled in the pathway.	Data is tracked in GMetrix (training software) and Certiport (testing software)	Data will be tracked in GMetrix (training software) and Certiport (testing software). CTE PLC teachers will progress monitor students based on data at regularly scheduled intervals..	Perkins and local funds

6: Graduation Rate

Goal 6 (State your graduation rate goal.):
By 2023, Newport High School will raise the graduation rate from 96.7% to 100% as measured by the state 4-year cohort calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2021, Newport High School will raise the graduation rate from 96.7% to 98% as measured by the state 4 year cohort calculation.	Establishing Learning Culture and Environment	1. Implement an MTSS team to oversee and evaluate schoolwide academic and behavior systems to determine next steps for schoolwide improvements.	Improved school culture. Increased positive behavior reinforcements used daily in the classroom by all teachers. Building-wide school expectations used by all staff consistently throughout the entire school year. MTSS system includes physical and mental health supports provided by school counselor, contracted agencies, the FRYSC, 21st Century, the Homeless Coordinator, etc., based on needs of current student population as identified by relevant data.	Working Conditions Survey results Class Dojo points will be monitored by middle school teachers in monthly middle school team meetings Number of students meeting Wildcat Way expectations (absences & grades) Decreased referrals and visitors to BIC Increased positive phone calls and postcards sent home Persistence to Graduation Report	\$5000.00 (Title I)
		2. Develop a Scheduling Committee to audit current curriculum and course offerings and determine how to strategically create a master schedule based on the needs of students and new KDE accountability and graduation requirements.	Course offerings fit the context of student needs from grade-level to grade-level. Course offerings provide inherent, timely opportunities for course recovery and intervention based on student needs.	Senior Conferencing Grade Level Goal Setting ILPs Longitudinal impact on 10th grade Reading and Math proficiencies	

			<p>Increased number of students on-track to graduate in each cohort.</p> <p>Special education teachers will have dedicated time to work in collaboration with ELA and Math PLCs.</p>	<p>Longitudinal impact on ACT data</p>	
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7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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:
<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>

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"/>
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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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