

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.

Our priority concern will be to reduce the gap between disabled students and non-disabled students in reading and math. 95.7% of our disabled population scored below benchmark on the Math ACT and 74% scored below benchmark on the Reading ACT. The disparity between disabled and non-disabled as well as economically disadvantaged students will remain a priority for Madison Southern at this time.

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.

RTI in reading/writing
RTI in math
Transition ready

Indicator Scores

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

| Indicator | Status | Change |
|---|--------------------|--------------------|
| State Assessment Results in reading and mathematics | High | Maintain |
| State Assessment Results in science, social studies and writing | Very High | Increase |
| English Learner Progress | No reportable data | No reportable data |
| Quality of School Climate and Safety | High | Increase |
| Postsecondary Readiness (high schools and districts only) | Very High | Increase |
| Graduation Rate (high schools and districts only) | High | Increase |

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 : By May 2027, Madison Southern High School will increase the percentage of students scoring at, or above, proficiency in reading and math by 5% 60% to 65%. Our current index score in this area for all students is 79.4 and for disabled students is 43.5 | | | | | |
|---|---|--|---|-----------------------------|--------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: By May 2024, MSHS will increase percentage of students scoring at or above proficiency in reading from 60% to 61%. | Learning targets are clear and posted for students following the CCI (Continuous Classroom Improvement) model. | Teachers will construct, refer to, and ensure teaching is aligned to the learning target posted. | Daily learning target / CCI posted. | Administration and Teachers | PD, District |
| | | | | | |
| | Teaching is adjusted based on student responses to various DOK questioning. | Blooms’ questioning levels will be utilized to determine level of understanding in the classroom. | Formative assessments | Teachers | PD, School |
| | | | | | |
| | Teacher monitors student learning before, during, and after instruction (formative and summative). High-yield instructional strategies are used in the classroom. | Ensure formative & summative assessment measures are within the lesson planning practices for before/during/after instruction. | Common Plan, New Teacher Cadre, and lesson planning | Teachers | PD, School |
| | | | | | |
| KSA, CERT, and ACT data will be utilized to drive instruction and classroom procedures. | Use common plan to ask data questions (What can we learn from this data to drive our instruction?) | Reviewed in Common Plan | Administration and Teachers | PD, School | |
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| Objective 2 | | | | | |
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2: State Assessment Results in Science, Social Studies and Writing

| Goal 2 : By May, 2027, Madison Southern High School will decrease the number of students scoring in the novice range by 5% from 31% to 26% for all students and from 34% to 29% disabled students. Our current index score for all students is 43.4 and for disabled students is 40.0. | | | | | | |
|--|---|--|---|-----------------------------|---------------------|--|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding | |
| Objective 1: By May 2024, Madison Southern will decrease the percentage of students scoring novice in Science/Social Studies/Writing by 1% from 31% to 30%. | Ensure academic standards are aligned to clear and concise learning targets. Systems are in place to readjust the curriculum to meet student needs based on assessment results. | Teachers will ensure assignments and activities reflect the learning targets. | Teaching activities align to the learning targets posted. | Administration and teachers | District and school | |
| | | Common assessments formulated in KSA format and given throughout the year. | Assessments are utilized and data is reviewed between common classes. | Administration and Teachers | District and school | |
| | Review, analyze, and apply data. What systems are in place to ensure mastery is achieved? How will teachers use that data to improve student performance and provide interventions for those that do not achieve mastery? | Teachers will use released test items and test prep resources to identify areas of need and areas of strength. | Percentages of questions that are correct. | Administration and teachers | District and school | |
| | | Teachers will adjust curriculum based off of student needs. | Review post exam and determine next steps. | Administration and teachers | District and school | |
| | Review state academic standards in writing and ensure that writing assignments are aligned to the standards. What systems are in place to ensure mastery is achieved in writing? | Students will utilize examples of work based on released test samples to determine their own writing levels and needs. | Proficiency in writing | Admin, teachers, students | District and school | |
| | | Students will write against a rubric and grade their own work based on that rubric that's worded and aligned with state testing standards. | Proficiency in writing | Admin, teachers, students | District and school | |
| | Objective 2 | | | | | |
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3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school’s underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school’s climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Goal 3. By July 2027, Madison Southern High School will decrease the number of students with an IEP scoring novice on combined science, social studies, writing state assessments by 5%.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|--|---|--|-----------------------------|---------------------|
| Objective 1: By May 2024, MSHS will reduce the number of students with an IEP scoring Novice in science, social studies and writing by 1% | Ensure that academic standards in science are being taught using appropriate language | Language is based on KSA released items for science and used commonly to assist in student understanding. | KSA results compared to previous year. | Administration and teachers | District and school |
| | KSA type questions are used in bell work, classroom, and RTI. | The format and style of exams and exam questions are modeled after KSA. | KSA results compared to previous year. | Administration and teachers | District and school |
| | Ensure that academic standards in social studies are being taught using appropriate language | Language and word choice usage is based on KSA released items for social studies. | KSA results compared to previous year. | Administration and teachers | District and school |
| | Academic Time is utilized using KSA style questioning. | Teachers utilize KSA style activities so students interact with exam questions. | KSA results compared to previous year. | Administration and teachers | District and school |
| | Ensure that academic standards in writing are being taught using appropriate language | Language and word choice are based on KSA released items for writing. | KSA results compared to previous year. | Administration and teachers | District and school |
| | Objective 2 | | | | |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-------------|----------|------------|--------------------|---------------------|---------|
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| Objective 3 | | | | | |
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4: English Learner Progress

| Goal 4 (State your English Learner goal.): By the end of 2026-27 school year, 100% of EL students will increase their composite score on the ACCESS assessment by at least two performance levels as defined by the English Language Progress Value Tables or achieve level 4 (highest level). | | | | | | |
|--|---|---|---|---|---|--------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding | |
| Objective 1: By May of 2024, EL students will increase their composite score on the ACCESS assessment by at least .5 performance level as defined by the English-Language Progress Value Tables. | The school will put a support system in place to ensure appropriate academic interventions are taking place to meet the needs of students in the ELL/ESL program. | Students will be provided with 20 minutes of Imagine Learning four times per week. | Imagine Learning reports, ACCESS results | Principal, Guidance Counselor, Classroom Teacher and EL teacher will collectively monitor EL Student data on a monthly basis. | District Title I | |
| | | Students will set attainable goals with the EL teacher based on ACCESS results within Ellevation. | Ellevation reports, ACCESS results | Principal, Guidance Counselor, Classroom Teacher and EL teacher will collectively monitor EL Student data on a monthly basis. | District Title III | |
| | | | Teachers will use Ellevation strategies to assist EL students in reaching their EI goals. | Ellevation reports, ACCESS results | Principal, Guidance Counselor, Classroom Teacher and EL teacher will collectively monitor EL Student data on a monthly basis. | District Title III |
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| Objective 2 | | | | | | |
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5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): By the end of 2026-27 school year, Madison Southern High School will increase the School Climate and Safety Index Score 72.2. Current index score is 67.9. | | | | | |
|---|--|---|---|---|-------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: During the 2023-24 school year, Madison Southern High School will increase the School Climate and Safety Index Score of 67.9 to 68.9 by implementation of a tiered system of Behavior and Mental Health Supports | KCWP5: Design, Align and Deliver Support - Create a school wide tiered behavioral support system. | The school MTSS Team will monitor implementation of PBIS. | PBIS checklist Office Discipline Reports / Incident Forms Universal Behavioral Screener (SRSS-IE) School Climate and Safety Survey | Monthly MTSS Meeting | District & school |
| | | The school will complete training and review school trauma informed practices. (Calm, Caring, Consistent) | District PD Attendance Office Discipline Reports/Incident Forms Universal Behavior Screener (SRSS-IE) School Climate and Safety Survey | Attendance Monthly MTSS Meeting | |
| | KCWP5: Design, Align and Deliver Support - Implementation of a school wide multi-tiered system for behavior intervention and mental health supports. | The school will utilize a menu of evidence-based practices for behavior intervention. | District resources list of interventions | Monthly MTSS meeting | |
| | | The school will implement SEL and/or Suicide Prevention Curriculum. | Office Discipline Reports/ Incident Forms Universal Behavior Screener School Climate and Safety Survey | Principal Implementation Check Monthly MTSS Meeting Master Schedule Lesson Plans | |
| | | The school will implement Relationship Building Strategy (trusted adult) – Examples 2x10 strategy, mentoring, “Glad You’re Here”, Google Check in, etc. | Office Discipline Reports/ Incident Forms Universal Behavior Screener | Principal Implementation Check Monthly MTSS Meeting | |

| Goal 5 (State your climate and safety goal.): By the end of 2026-27 school year, Madison Southern High School will increase the School Climate and Safety Index Score 72.2. Current index score is 67.9. | | | | | |
|--|----------|---|--|----------------------|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | | School Climate and Safety Survey | | |
| | | The school will continue fostering relationships with Outside Agencies for provision of behavioral/social/mental health services. | Feedback from agencies, parents, students, and other stakeholders. | Monthly MTSS meeting | |
| Objective 2 | | | | | |
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6: Postsecondary Readiness (High School Only)

| Goal 6 (State your postsecondary goal.): By the 2026-27 school year, MSHS will review Student Guidelines for postsecondary readiness and strive to reach 96.6% as indicated by the postsecondary readiness indicator score. | | | | | |
|---|---|---|---|---|-------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: By May 2024, MSHS will increase its transition readiness score from 95 to 96. | Design, align, and deliver support to teachers. What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? How does the school leadership measure the effectiveness of current programs and initiatives implemented in classrooms and school? | Address non-academic barriers to learning and implement | Post-secondary readiness by senior year | Administrators, guidance counselors, and teachers | District & School |
| | | Ensure formative, interim, and summative assessment results are used appropriately to determine intervention needs. | Post-secondary readiness by senior year | Administrators, guidance counselors, and teachers | |
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| Goal 6 (State your postsecondary goal.): By the 2026-27 school year, MSHS will review Student Guidelines for postsecondary readiness and strive to reach 96.6% as indicated by the postsecondary readiness indicator score. | | | | | | |
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| Objective | Strategy | | Activities | Measure of Success | Progress Monitoring | Funding |
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| Objective 2: By May 2024, MSHS will increase its transition readiness score for students with an IEP from 74.2% to 76.2%. | Design, align, and deliver support to teachers. Ensure the systems we have in place ensure appropriate academic interventions are taking place to meet the needs of our special education students. | | Intentional placement during Academic Time for RTI and proven interventions and opportunities to improve in the areas of need. | Post-secondary readiness by senior year | Administrators, guidance counselors, and teachers | |
| | | | | | | |
| Objective 3: By May 2024, Scheduling will be intentional in making sure students are enrolled in a career pathway | Systems are in place to expose our freshmen to each pathway during academic time. | Ensure guidance guides students into a pathway choice beginning their sophomore year of scheduling. | Academic time (25 mins) is utilized for our 9 th grade students to rotate through pathways to gather information and have opportunity. | Post-secondary readiness by senior year | Administrators, guidance counselors, and teachers | |
| | | | Implement and commit to purposeful, monitored scheduling efforts. | Post-secondary readiness by senior year | Administrators, guidance counselors, and teachers | |
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7: Graduation Rate (High School Only)

| Goal 7 (State your graduation goal.): By 2026-2027, Madison Southern High School will increase the graduation rate to 96.3%. | | | | | |
|--|--|--|------------------------------|---------------------|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: By the end of 2023-24 school year, MSHS will increase the graduation rate from 95.6 to 95.8. | Administration will review options available to path for graduation. | Review and discuss effectiveness of credit recovery and focus & finish options currently available at the high school. | Increase in graduation rate. | Administration | School |
| | | Review and discuss other pathways to graduation (ex. Night school) to reach all students. | Increase in graduation rate. | Administration | School |
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| Objective 2 | | | | | |
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8: Other (Optional)

| Goal 8 (State your separate goal.): | | | | | |
|-------------------------------------|----------|------------|--------------------|---------------------|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

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|---|
| Components of Turnaround Leadership Development and Support: |
| Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response: |
| 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: |
| 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: |
| Targeted Subgroups and Evidence-Based Interventions: |
| Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response: |
| Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence. |

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). 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"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

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| Turnaround Team: |
| <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.

| 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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