Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

In the African American subgroup 61% scored novice in Math

In the students with disability subgroup 77% scored novice Reading

Overall Language attainment for Hispanic students declined by 14.1 with 53% scoring novice in Reading.

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.

KCWP 2: Design and Deliver Instruction - Provide LRE for students with disability. Utilize research based curriculum and instructional supports to foster growth and achievement in our subgroups. Particularly in our "students with disabilities" subgroup for example as 77% scored Novice in reading on KSA in 2023. Additionally, our Hispanic students' language attainment declined by 14.1 points.
KCWP 4: Review, Analyze and Apply Data - Implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning. As evidenced in PLC's, DCA's, Pre-Assessments, Formative and Summative assessments we are analyzing growth data and making appropriate rigor as well as interventions to target instructional practices to ensure learning. Provide programming meetings for analyzing assessment Data to monitor achievement and intervention methods. Provide training and professional development as well as showcase teacher practices so teachers can improve their effectiveness and improve student performances.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	41.9	-2
State Assessment Results in science, social studies and writing	41.9	-.8
English Learner Progress	22.3	-10.3
Quality of School Climate and Safety	57.4	-2.7
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

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
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.	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. *Six Sigma, Shipley, Baldridge, etc.).*	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	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.	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.

Updated June 2023

1: State Assessment Results in Reading and Mathematics

Goal 1: By 2027 the goals for Henry F Moss Middle School will be to have a score of 62.3 for All Students in Reading and a score of 45.9 for All Students in Math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 In order to be on pace for Reading achievement goals we need to improve our overall score from 31 in 2023-24 to 41.4 in 24-25 on the Kentucky State Assessment	Design and Deliver Instruction on the various aspects of iReady in order to provide instructional activities targeting students' needs.	Conducting PLC's to discover teacher uses and implementation of specific interventions built into the current curricular supports	Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on iReady, DCA, KSA	N/A
	Design and Deliver Instruction to assist struggling readers to learn to read the English Language and master content	Provide training on the Google Read Write to our staff and follow up with our students.	Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on iReady, DCA, KSA	N/A
	Review, Analyze and Apply Data weekly to determine next steps for instruction based on student performances and teaching the state standards to the appropriate depths of learning.	Conduct weekly guided planning to ensure standards are taught to correct levels.	Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on iReady, DCA, KSA	N/A
Objective 2 In order to be on pace for our Math achievement goals we need to improve our overall Math score from 21 in 2023-24 to 29.3 in '24-'25 on the Kentucky State Assessment	Design and Deliver Instruction various aspects of iReady in order to provide instructional activities targeting students' needs.	Conducting PLC's to discover teacher uses and implementation of specific interventions built into the current curricular supports	Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on iReady, DCA, KSA	N/A
	Review, Analyze and Apply Data weekly to determine next steps for instruction based on student performances and teaching the state standards to the appropriate depths of learning.	Conduct weekly guided planning to ensure standards are taught to correct levels.	Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on iReady, DCA, KSA	N/A

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

Goal 2: By 2027 the goals for Henry F Moss Middle School will be to have a score of 55.5 for All Students in Social Studies, a score of 42.9 for All Students in Writing and a score of 37.7 for All Students in Science.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Our SS, Science, Writing Indicator score dropped to 41.1 in 2023-24. Our goal is to raise the indicator score to 50 in 2024-25.	Design and Deliver Instruction ensuring students are utilizing a common writing practice for Essay style writing (Open Response and for On-Demand)	Conduct training and continued supports for implementing RACE and Kathy Vaughn On Demand Smackdown 2.0	Increase in writing capacities in daily writing activities and assessments	Monitor monthly grade level and class progress on Formative and Assessment data, DCA, KSA	4000 Title 1
		Conduct writing challenges and/or scrimmages and teach student the scoring process	Increase in writing capacities in daily writing activities and assessments	Monitor monthly grade level and class progress on Formative and Assessment data, DCA, KSA	N/A
	Review, Analyze and Apply Data weekly to determine next steps for instruction based on student performances and teaching the state standards to the appropriate depths of learning.	Conduct weekly guided planning to ensure standards are taught to correct levels.	Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on Formative and Assessment data, DCA, KSA	N/A
	Review, Analyze and Apply Data provided by KDE team to help drive instruction and instructional practices.	KDE will provide a review and subsequently a 30, 60, and 90 day plan to help provide direction for improvements.	Walkthrough data, Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on Formative and Assessment data, DCA, KSA	N/A
		KDE review team will provide walkthrough data to the admin and staff to help drive improvements.	Walkthrough data, Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on Formative and Assessment data, DCA, KSA	N/A
Objective 2					

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1 In the African American subgroup 61% scored novice in Math in 2023-24. Our goal is to reduce the percentage of AA scoring novice to 41% in 2025.	Design and Deliver Instruction to assist struggling readers to learn to read the English Language and master content	Provide training on the Google Read Write to our staff and follow up with our students.	Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on iReady, DCA, KSA	N/A	
	Review, Analyze and Apply Data provided by KDE team to help drive instruction and instructional practices.	KDE will provide a review and subsequently a 30, 60, and 90 day plan to help provide direction for improvements.	Walkthrough data, Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on Formative and Assessment data, DCA, KSA	N/A	
		KDE review team will provide walkthrough data to the admin and staff to help drive improvements.	Walkthrough data, Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on Formative and Assessment data, DCA, KSA	N/A	
Objective 2 In the students with disability subgroup 77% scored novice Reading. Our goal is to reduce the percentage of students with disability scoring novice in Reading to 55%	Design and Deliver Instruction to assist struggling readers to learn to read the English Language and master content	Provide training on the Google Read Write to our staff and follow up with our students.	Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on iReady, DCA, KSA	N/A	
	Review, Analyze and Apply Data provided by KDE team to help drive instruction and instructional practices.	KDE will provide a review and subsequently a 30, 60, and 90 day plan to help provide direction for improvements.	Walkthrough data, Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on Formative and Assessment data, DCA, KSA	N/A	
		KDE review team will provide walkthrough data to the admin	Walkthrough data, Formative, Summative	Monitor monthly grade level and class progress on Formative and Assessment data, DCA, KSA	N/A	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		and staff to help drive improvements.	assessments as well as KSA			
Objective 3 Overall Language attainment for Hispanic students declined by 14.1 with 53% scoring novice in 2023-24 in Reading. Our goal is to reduce the percent scoring novice to 30% in 2024-25.	Design and Deliver Instruction to assist struggling readers to learn to read the English Language and master content	Provide training on the Google Read Write to our staff and follow up with our students.	Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on iReady, DCA, KSA	N/A	
	Review, Analyze and Apply Data provided by KDE team to help drive instruction and instructional practices.	KDE will provide a review and subsequently a 30, 60, and 90 day plan to help provide direction for improvements.	Walkthrough data, Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on Formative and Assessment data, DCA, KSA	N/A	
		KDE review team will provide walkthrough data to the admin and staff to help drive improvements.	Walkthrough data, Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on Formative and Assessment data, DCA, KSA	N/A	

4: English Learner Progress

Goal 4: By 2027 the goals for Henry F Moss Middle School will be to have a score of 27 as our English Learner Indicator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Our English Learner Indicator dropped from 23.3 to 12 in 2023-2034. Our goal is to have a score of 30 in 2024-25	Review, Analyze and Apply Data to determine the best groupings to address the needs of our various populations in order to provide equal access to the curriculum.	Change the schedule and student groupings to ensure that students are placed in an environment that challenges them to learn the English language	Walkthrough data, Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on Formative and Assessment data, DCA, KSA	N/A
	Review, Analyze and Apply Data to determine the best groupings to address the needs of our various populations in order to provide equal access to the curriculum.	Provide instructional supports for language acquisition in a timely fashion while not removing students from core instruction.	Walkthrough data, Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on Formative and Assessment data, DCA, KSA	N/A
		Provide training to staff on effective methods and activities for teaching EL students.	Walkthrough data, Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on Formative and Assessment data, DCA, KSA	N/A
	Review, Analyze and Apply Data provided by KDE team to help drive instruction and instructional practices.	KDE will provide a review and subsequently a 30, 60, and 90 day plan to help provide direction for improvements.	Walkthrough data, Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on Formative and Assessment data, DCA, KSA	N/A
		KDE review team will provide walkthrough data to the admin and staff to help drive improvements.	Walkthrough data, Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on Formative and Assessment data, DCA, KSA	N/A
Objective 2					

5: Quality of School Climate and Safety

Goal 5: By 2027 the goals for Henry F Moss Middle School will be to have a score of 69.5 on the QSCS.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Improve our QSCS from a 54.7 in 23-24 to a 65 in 24-25.	Provide and reinforce clear expectations throughout the building.	Staff designed expectations are posted, taught, retaught and reinforced.	Discipline data	Weekly discipline data is shared and PBIS committee discusses data monthly and makes recommendations for improving.	N/A
		Provide a process for dismissing students that is safe, orderly and supervised	Student feedback on surveys and discipline referrals	Modify existing process and analyze data. Make modifications as needed.	N/A
	Review, Analyze and Apply Data provided by KDE team to help drive instruction and instructional practices.	KDE will provide a review and subsequently a 30, 60, and 90 day plan to help provide direction for improvements.	Walkthrough data, Formative, Summative assessments as well as KSA	Monitor monthly grade level and class progress on Formative and Assessment data,, DCA, KSA	N/A
	Create a positive and engaging environment where students feel connected and successful with personal goals being assessed.	Conduct a relationship mapping process with all staff and claim students with little to no positive adult interaction	Conduct a mapping process in the fall and follow up in the spring to see if gaps exist	Provide timely check ups on targeted students and adults to see if connections are happening.	N/A
		Set structures in place where students are engaged and recognized for individual and group achievement. Visit RCA and Paducah Middle School to implement systems to engage students more at Moss.	Increased positive referrals and decreased discipline referrals. Increased ADA.	Monitor ADA and PBIS team as well as FRYSC use of positive reinforcements	FRYSC Grant. Title 2 and Title 1
Objective 2					

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):

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

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

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

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

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

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

Components of Turnaround Leadership Development and Support:

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: We have invited KDE review team to provide feedback currently as they are able to do walkthtoughs and such. We also have KDE committee come for an abbreviated review/audit scheduled for Jan. 2025. We have additional supports from our district EL and Sped. teams. Our teachers are receiving co teaching training as well as implementation of Google Read Write.

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:

We have not been staffed fully in both our sped and EL Departments. We are better now than the past few years. We look to complete hiring the final two teacher positions in December (one for EL and one for sped) We have placed teams poorly and pulled students out of core classes (not providing equal access to curriculum). We are starting a new schedule and changing student schedules in Jan. 2025.
We also have a KDE team coming to do a formal review process in January and will use that feedback to make needed changes.

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:

We also have failed to make students feel valued and safe based on the QSCS. We have sent on set of 6 and plan for two more sets of 6 staff member to attend a Ron Clark 2 day experience. We also sent 8 staff members to Paducah MIddle School to discover what we need to do differently to improve the learning environment.

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:

Immersion of EL Students. Our prior schedule did not achieve this.
Equal access to content: Our prior schedule did not achieve this
Co-Teaching for both EL and Sped students: Our prior schedule and staffing levels did not achieve this effectively

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.	☒
Train staff to co-teach	Wagner, M. (2024). Students' Perceptions of Instruction in Co-Teaching Classrooms: A Systematic Literature Review and Thematic Analysis Thousand Oaks, California.	☐
Train students/staff on Google Read/Write		☐
Provide equal access to content		☐
Provide a safe and positive learning environment		☐

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team:
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 **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:**

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.	☒
		☐
		☐
		☐
		☐