

## 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.

At Ballard Co. Elementary Economically disadvantaged students underperformed non-economically disadvantaged students in reading by 16%. Economically disadvantaged students underperformed non-economically disadvantaged students in math by 30%. No students scored distinguished in On Demand Writing. Fifty one percent of students in grades 3-5 scored below proficiency in reading. Fifty six percent of students in grades 3-5 scored below proficiency in math.

At Ballard Co. Middle School according to the data we are putting a laser light focus on our special education needs population and our free and reduced student population. We will be looking at a mentoring program, number of hours they spend with a highly qualified teacher, involvement in our after school program level up academy morning and after school tutoring, progress monitoring, more descriptive approach, moving away from holistic teaching and increasing parental involvement. Last year we made great improvements in Reading with 60.8% of our students scoring P/D in reading however, in math only 37.3% of our students score P/D. Math is definitely a focus for BCMS this year. We are sending our teachers to more intensive PD through the WKEC, we are drilling down to the mastery of standards, assigning student time with interventionist, providing before and afterschool tutoring, and completing a school wide program for students to learn and retain multiplication facts.

At Ballard Memorial HS according to the 2022-23 Kentucky School Report Card, Ballard Memorial High School focus areas will be as follows:

On-Demand Writing

\*43.3% of students scored Proficient/Distinguishes

\*Only 3 students scored Distinguished

Science

\*14% of students scored Proficient/Distinguished

\*39% of students scored Novice

Overall ACT Growth

\*Increased composite from 18.0 to 18.5

\*Continued growth in all areas

### 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 1: Design and Deploy Standards**

Does our district continually assess, review, and revise curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?

\*District PD on vertical alignment and standards stop lighting for skills and evidence (Spring 2022)

\*PLCs at building level

\*Unit plans

#### **KCWP 4: Review, Analyze and Apply Data**

Does our district communicate and 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?

\*PD days for assessment analysis

\*PLCs with data analysis

\*I-Ready, Mastery Prep, EOCs assessments, Edulastic, Desmos

#### **KCWP 5: Design, Align and Deliver Support**

Has our district established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?

\*Data checks

\*I-Ready, Mastery Prep, Edulastic, Desmos

\*Walkthroughs, Evals

### Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Green	Increase
State Assessment Results in science, social studies and writing	Green	Increase
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	Yellow	Increase
Postsecondary Readiness (high schools and districts only)	Blue	Increase
Graduation Rate (high schools and districts only)	Yellow	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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> 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 (State your reading and math goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2024, Increase the percent of students scoring proficient and distinguished to the following:  Reading: BCES 55, BCMS 62 and BMHS 60  Math: BCES 45, BCMS 45 and BMHS 68	KCWP1: Design and Deliver Instruction All teachers will continue to focus on delivering quality instruction that is prescriptive in nature to address the individual needs of the learner and use a collaborative process to analyze data and make instructional decisions.	<p>Activity – District Instructional Leaders A district instructional team led by content leaders from math, English, science and social studies will work across the district providing instructional support to teachers and lead district learning team meetings.</p> <p>Activity – Professional Learning Communities All teachers within the district will participate regularly in meetings designed to analyze data and determine the appropriate level of support for individual students.</p> <p>Activity – Unit Planning All math and reading unit plans will be updated by December 2024.</p> <p>Participation with WKEC with specific PDs for teachers, coaching through WKEC for teachers, and visiting other successful teachers in the area and state for newer teaching/learning strategies.</p>	Increased students meeting proficiency on math and reading assessments.	<ul style="list-style-type: none"> <li>*I-Ready Diagnostics and Pathways – Assessments given August, December, and April</li> <li>*Simple Solutions</li> <li>*Really Great Reading Progress Monitoring Assessments</li> <li>*Bridges Math K-2</li> <li>*ESGI progress monitoring</li> <li>*Mastery Prep</li> <li>*Unit Plans</li> <li>*PLC Process</li> <li>*Walkthroughs</li> </ul>	Title I, II, IV, ESSER and 21st Century

Goal 1 (State your reading and math goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data A collaborative process will be used to analyze data and make instructional decisions.	Activity – Professional Learning Communities All teachers within the district will participate regularly in meetings designed to analyze data and determine the appropriate level of support for individual students.	Increased students meeting proficiency on math and reading assessments.	*PLC Process *Progress Monitoring data with I-Ready, ESGI, Mastery Prep, Really Great Reading K-5, Bridges Math K-2	Title I, II, IV, ESSER and 21st Century
Objective 2					



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

Goal 2 (State your science, social studies, and writing goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2024, Increase the percent of students scoring proficient and distinguished to the following:  Science: BCES 45, BCMS 40, and BMHS 25  Social Studies: BCES 45, BCMS 40, and BMHS 45  Writing: BCES 31, BCMS 52 and BMHS 46	KCWP1: Design and Deliver Instruction All teachers will continue to focus on delivering quality instruction that is prescriptive in nature to address the individual needs of the learner and use a collaborative process to analyze data and make instructional decisions.	<p>Activity – District Instructional Leaders A district instructional team led by content leaders from math, English, science, and social studies will work across the district providing instructional support to teachers and lead district learning team meetings.</p> <p>Activity – Unit Planning All math and reading unit plans will be updated by December 2024.</p> <p>Activity – Participation with WKEC with specific PDs for teachers, coaching through WKEC for teachers, and visiting other successful teachers in the area and state for newer teaching/learning strategies.</p> <p>Activity – Professional Learning Communities All teachers within the district will participate regularly in meetings designed to analyze data and determine the appropriate level of support for individual students.</p>	Increased students meeting proficiency on science, social studies and writing assessments.	<ul style="list-style-type: none"> <li>*ESGI progress monitoring</li> <li>*Mastery Prep</li> <li>*Unit Plans</li> <li>*PLC Process</li> <li>*Walkthroughs</li> </ul>	Title I, II, IV, ESSER and 21st Century

Goal 2 (State your science, social studies, and writing goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data A collaborative process will be used to analyze data and make instructional decisions.	Activity – Professional Learning Communities All teachers within the district will participate regularly in meetings designed to analyze data and determine the appropriate level of support for individual students.	Increased students meeting proficiency on science, social studies and writing assessments.	*ESGI progress monitoring *Mastery Prep and USA Test Prep *Unit Plans *PLC Process *Walkthroughs	Title I, II, IV, ESSER and 21st Century
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 Increase the number of economically disadvantage student gap group scoring proficient in Reading and Math	KCWP 2 Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	RTI pull out sessions are designed to address individualized reading and math deficits.	Decrease gap group numbers of those specific groups	I-Ready assessment will be given 3 times per year	Title I, II, IV, ESSER and 21st Century	
		KCWP 5: Design, Align, and Deliver Support	I-Ready utilized to identify student weaknesses and gaps	Classroom grade; monitoring of program/module completion	I-Ready assessment will be given 3 times per year	Title I, II, IV, ESSER and 21st Century
	KCWP 6: Establishing Learning Culture and Environment					
		PLC process	PLC minutes and evidence by teachers	PLC monthly meetings	Title I, II, IV, ESSER and 21st Century	
Objective 2 Decrease the percentage of special education students scoring novice in Reading and Math	KCWP 2 Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	The Assistant Superintendent of Instruction will work with the Director of Special Education and the Principals to identify areas of need and develop a comprehensive plan to address the special education achievement gap. The plan will be monitored weekly.	Increased number of students with disabilities scoring proficient and distinguished at BCES, BCMS, and BMHS	I-Ready assessment will be given 3 times per year  Weekly meeting with principals  Quarterly district level meetings	Title I, II, IV, ESSER and 21st Century	
		KCWP 5: Design, Align, and Deliver Support	Mentoring, Progress Monitoring, RTI Detailed Plan, Schedule	Classroom grade; monitoring of	PLC Meeting minutes  Weekly meeting with principals	Title I, II, IV, ESSER and 21st Century

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Changes, Success Lab, and Academic Coaches	program/module completion	Quarterly district level meetings	
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By May 2024, the Quality of School Climate and Safety Score will increase to 70 for BMHS, BCMS 75, and BCES 82	KCWP 6: Establishing Learning Culture and Environment	Students will be given a sample survey of questions related to the Quality of School Climate and Safety. These surveys will be given twice each year school wide, and questions/answers will be discussed with students as an effort to improve the Climate and Safety at BMHS	Results from Quality of School Climate and Safety Score of 2024 KSA Assessment.	Results of surveys completed twice yearly	
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  Collaboration to improve transition readiness between BCMS and BMHS students	KCWP 5: Design, Align, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	8 <sup>th</sup> grade CTC night in collaboration with Bomber Palooza to ensure that students understand the pathways that are offered at BMHS.	Increased number of students promoted to 9 <sup>th</sup> grade.	8/15/2023 6/1/2024	
Objective 2  By May 2024 BMHS will maintain a Blue Rating on the Post-Secondary Indicator.	KCWP 6: Establishing Learning Culture and Environment	<p>A list of students has been given to their current pathway teacher to target for Industry Certification or EOP Assessment preparation.</p> <p>Certain students will be targeted for Exceptional Work Experience for Transition Readiness.</p> <p>Students not meeting ACT benchmarks in Math, Reading, or English will be pulled for remediation/intervention. These students will be retested with either the ACT or the KYOTE exam (or both).</p> <p>The Alternately Assessed teacher has been contacted regarding</p>	Increase in the number of students who are CCR ready.	<p>Pathway instructor will monitor student progress through classroom activity, iCEV program, NOCTI, or other pathway-specific testing route.</p> <p>Students who have not passed an industry certification will work within their program area to obtain CCR status.</p> <p>Students who need math remediation will utilize I-Ready. Students identified in need of English remediation will utilize RTI time with an English teacher.</p> <p>Alt assess teacher will monitor the progress of alt assess students by classroom data.</p>	Title Money, Perkins, Four Rivers Foundation

Goal 6 (State your postsecondary goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		moving two students toward transition readiness.			



7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By May 2024, increase the graduation goal from 91% to 93%		Counselor will complete senior audit in August 2023.	Completion of all senior audits. (documentation)	Documentation	
		Counselor will meet with seniors who are not on track to graduate in August 2023.	Completion of task. (documentation)	Documentation	
		Seniors not on track to graduate will be enrolled in credit recovery.	Students set up on credit recovery.	Student monitored on the A-Pex system.	ESSER
		Counselor will meet with at-risk students (juniors and seniors).	Completion of task (documentation)	Documentation	
		Counselor will work with seniors on graduation plan, filling out necessary applications, FAFSA, and any other needed steps.	FAFSA nights set up and counselor documentation of task completion	Documentation	
		Counselor will complete senior audit in January 2024 and place students in credit recovery accordingly.	Completion of all senior audits with documentation	Documentation	
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:

<b>Components of Turnaround Leadership Development and Support:</b>
<p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b></p>
<b>Identification of Critical Resources Inequities:</b>
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<p><b>Consider:</b> 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.</p> <p><b>Response:</b></p>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<p><b>Consider:</b> 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?</p> <p><b>Response:</b></p>
<p>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.</p>

### 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"/>
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		<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:

<b>Turnaround Team:</b>
<p><b>Consider:</b> 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><b>Response:</b></p>
<b>Identification of Critical Resources Inequities:</b>
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p>

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