# 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.

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| * **Elementary Science and Math**
* **Middle School Science and Math**
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**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.

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| * **Design and deploy instruction is a key area of concern as we work to improve and enhance our delivery of quality instruction through the use of technology, improved parental involvement, and buy-in from key stakeholders including families, community members, and all staff members.**
* **Review and analysis of key data points, including KSA scores, benchmark assessment data, attendance data, disciplinary data, and school climate surveys are areas used to determine where we can improve most.**
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**Indicator Scores**

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

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| **Indicator** | **Status** | **Change** |
| State Assessment Results in reading and mathematics |  |  |
| State Assessment Results in science, social studies and writing |  |  |
| English Learner Progress |  |  |
| Quality of School Climate and Safety |  |  |
| Postsecondary Readiness (high schools and districts only) |  |  |
| Graduation Rate (high schools and districts only) |  |  |

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| --- | --- | --- |
| **Indicator** | **Status** | **Change** |
| State Assessment Results in reading and mathematics |  |  |
| State Assessment Results in science, social studies and writing |  |  |
| English Learner Progress |  |  |
| Quality of School Climate and Safety |  |  |
| Postsecondary Readiness (high schools and districts only) |  |  |
| Graduation Rate (high schools and districts only) |  |  |
| **Indicator Robinson Middle School** | **Status** | **Change** |
| State Assessment Results in reading and mathematics |  |  |
| State Assessment Results in science, social studies and writing | 76.2 | 11.7 |
| English Learner Progress | n/a |  |
| Quality of School Climate and Safety | 68.3 | -1.7 |
| Postsecondary Readiness (high schools and districts only) | n/a |  |
| Graduation Rate (high schools and districts only) | n/a |  |

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| **Indicator Robinson Elementary** | **Status** | **Change** |
| State Assessment Results in reading and mathematics | 73 | 2.7 |
| State Assessment Results in science, social studies and writing | 69.3 | 4.9 |
| English Learner Progress | n/a |  |
| Quality of School Climate and Safety | 78.8 | 3.3 |
| Postsecondary Readiness (high schools and districts only) | n/a |  |
| Graduation Rate (high schools and districts only) | n/a |  |
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|  | 78.5 | 4.7 |

## 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. |
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| **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](https://education.ky.gov/school/stratclsgap/Pages/default.aspx) 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.  |

## 1: State Assessment Results in Reading and Mathematics

| **Goal 1 (State your reading and math goal.):** **Elementary:** 62% of Elementary students will score P/D in Reading. 48% of Elementary students will score P/D in Math.**Middle School:** 66% of Middle School students will score P/D in Reading. 58% of Middle School students will score P/D in Math. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Reading scores within our school will increase percentage of P/D by at least 2% | KCWP 2, 3, 4, 5 | Reading improvement plans will be implemented for all students in grades K – 3 who are significantly below grade level. | Decrease in number of students who qualify for reading improvement plans. | Monitor reading improvement plan data, including severity of issues as well as number of students who qualify.  | N/A |
| Primary specialist in reading will provide Tier 2/3 interventions to students scoring below benchmark 3 – 5 times weekly.  | Improved scores on iReady benchmark testing throughout the year. Decrease in the number of reading plans. | iReady data, RtI data, number of students receiving interventions will decrease.  | DistrictSave the ChildrenHindman Settlement School |
| STAR phonics utilized by Save the Children staff to identify children who may benefit from their services. | Increased Lexile levels being pulled for those services. | STAR diagnostic data, SAVE data, Renaissance place reading level data. | DistrictSave the Children |
| Universal screener will be given to all students three times throughout the school year. | Student growth as measured through iReady documentation. | iReady data | Purchased through District. |
| Professional Development specific to reading goals throughout the district offered to all Language Arts teachers. | Improved reading scores on district-issued screeners, improved exit criteria scores, district assessment data, and KSA scores. | Walkthrough instruments; results of various screeners offered throughout the year; exit criteria. | Provided through the district. |
| Five data days will be utilized throughout the year so that school leaders can analyze and disaggregate benchmark and KSA data to determine areas of opportunity and strengths.  | School leaders and teachers demonstrate understanding of pertinent test data. | Sign-in sheets; improved conversations regarding building wide data. | District |
| Technology-based interventions for students. | Improved reading scores on district-administered assessments as well as benchmark tests. | No Red Ink/iReady data | District |
| Weekly PLCs for teachers to discuss data as well as strategies and their effectiveness. | Increased cooperation among teachers; improved understanding of classroom data. | Sign-in sheets; agendas | N/A |
| Objective 2Math scores within our school will increase the percentage of P/D by at least 2%. | KCWP 2, 3, 4, 5  | Math improvement plans will be implemented for all students in grades K – 3 who are significantly below grade level. | Decrease in number of students who qualify for Math Improvement plans. | Monitor math improvement plan data, including severity of issues as well as number of students who qualify. | N/A |
| Universal screener will be given to all students three times throughout the school year. | Student growth as measured through iReady documentation. | iReady documentation | District funded. |
| Professional Development specific to math goals throughout the district offered to all Math teachers. | Improved math scores on district-issued screeners, improved exit criteria scores, district assessment data, and KSA scores. | Walkthrough instruments; results of various screeners offered throughout the year; exit criteria. | District funded. |
| Five data days will be utilized throughout the year so that school leaders can analyze and disaggregate benchmark and KSA data to determine areas of opportunity and strengths.  | School leaders and teachers demonstrate understanding of pertinent test data. | Sign-in sheets; improved conversations regarding building wide data. | District funded. |
| Technology-based interventions for students. | Improved math scores on district-administered assessments as well as benchmark tests. | iReady data; Successmaker data; Reflex data | District/building funding. |
| Weekly PLCs for teachers to discuss data as well as strategies and their effectiveness. | Increased cooperation among teachers; improved understanding of classroom data. | Sign-in sheets; agendas. | N/A |

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

| **Goal 2 (State your science, social studies, and writing goal.):****Elementary:** 32% of students will score P/D in Science. 58% of elementary students will score P/D in Social Studies. 60% of elementary students will score P/D in Combined Writing.**Middle School:** 46% of students will score P/D in Science. 50% of students will score P/D in Social Studies. 76% of students will score P/D in Combined Writing. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1The percentage of students scoring P/D in Science will increase by at least 2% in elementary and middle school. | KCWP 2, 3, 4, 5 | District PLCs will be held monthly to address specific needs of teachers in the discipline and provide rigorous strategies to improve science scores. | Increased understanding of students needs is evident in lessons being taught. | Sign-in sheets; agendas; walkthrough data. | District |
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| Objective 2The percentage of students scoring P/D in Social Studies will increase by at least 2% in elementary and middle school. | KCWP 2, 3, 4, 5 | District PLCs will be held monthly to address specific needs of teachers in the discipline and provide rigorous teaching strategies to improve social studies scores. | Increased understanding of students needs is evident in lessons being taught. | Sign-in sheets; agendas; walkthrough data. | District |
| Use of technology-based subject matter. | Edulastic completion and comprehension.  |  |  |
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| Objective 3The percentage of students scoring P/D in Combined Writing will increase by at least 2% in elementary and middle school. | KCWP 2, 3, 4, 5 | District PLCs will be held monthly to address specific needs of teachers in the discipline and provide rigorous strategies to improve science scores.  | Increased understanding of students needs is evident in lessons being taught. | Sign-in sheets; agendas; walkthrough data. | District |

## 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** |
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| Objective 1Number of students performing at novice level will decrease by 3%. | KCWP 1, 2, 3, 4, 5 | Monthly PLCs assist teachers in developing necessary interventions and teaching strategies. | Use of research-based strategies within blended and resource classrooms. | Classroom walkthroughs | N/A |
| Teachers utilize small group and resource room instruction as needed to best meet student needs. | Student success in math and reading. | Report cards; results of iReady assessments and lessons. | iReady funded through GEARUP funds. |
| Teachers incorporate various teaching strategies in the blended classroom (parallel teaching, team teaching, etc.) | Improved gap student performance. | Classroom walkthroughs, student success measures, including grades, benchmark assessments, common assessments, and KSA data. | N/A |
| Teachers are offered various trainings throughout the year to learn new strategies for dealing with specific needs relative to autism, specific learning disabilities, and related diagnoses. | Improved student engagement and improved performance on benchmark assessments. | Classroom walkthroughs, student success measures, including grades, benchmark assessments, common assessments, office referrals, and KSA data. | N/A |

## 4: English Learner Progress

| Goal 4 (State your English Learner goal.): All ELL students will achieve proficiency. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1All ELL students will be proficient in math and reading. | KCWP 5, 6 | Students who are ELL will have a specific advisor from the district who meets with them and their families to make sure any specific needs related to their education are met. | Families feel accepted and welcome within our school. | Family resource survey results. Report cards. Benchmark assessments. | N/A |
| Small and 1-1 instruction will be used with ELL students any time it is deemed necessary. | Improved understanding of core content in reading/math. | Benchmark assessments, classroom assessments, teacher observations. | N/A |
| Structured English immersion method will be used for collaboration models. | Students perform with proficiency on benchmark and classroom assessments. | Assessment scores; benchmark scores. | N/A |

## 5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): Robinson will perform at a Level 5 on the school climate and safety survey. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1All students will be safe and equitably treated when they come to school.  | KCWP 6 | The school has an updated safe crisis management plan that is revisited annually with all stakeholders. | SBDM meeting minutes reflect discussion and revisions of plan. | SBDM minutes. | N/A |
| The school has a school resource officer available in emergency situations. | SCM plans, as well as school safety walkthroughs. | Walkthroughs. | N/A |
| The school has an MTSS coach and team that is responsible for data review and implementation of the Character Strong (SEL) curriculum. | Improved performance in class as well as decreased ODRs. | Assessment scores; MTSS minutes; ODR documentation. | N/A |
| The school utilizes a universal screener to identify students who are at risk. | Decrease in number of students identified for intensive interventions. | Screener results; referrals to KRCC. | N/A |

## 6: Postsecondary Readiness (High School Only)

| Goal 6 (State your postsecondary goal.): N/A |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 |  |  |  |  |  |
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## 7: Graduation Rate (High School Only)

| Goal 7 (State your graduation goal.): N/A |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 |  |  |  |  |  |
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| Objective 2 |  |  |  |  |  |
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## 8: Other (Optional)

| Goal 8 (State your separate goal.): N/A |
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|  **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](https://education.ky.gov/school/evidence/Pages/default.aspx). 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](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). 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.  |[x]
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## 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:** |
| **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

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Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). 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.  |[x]
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