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 school goals include the following:
  - For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal:					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

1: Proficiency

Goal 1 By May 2024, Martin County Middle School will increase the combined reading and math proficiency indicator, as measured by the Kentucky State Assessments, for all students from %46.1 to %66.1

All strategies, activities, measures, and monitoring will be modified while schools operate remotely.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **Objective 1:** By May 2022, Martin County Middle School will increase proficiency rates for math from 15% to 25%	**Strategy 1:** Learning Culture and Environment: Teachers and administration will collaborate to create a learning environment that will ensure that students are learning in an optimal setting. Student and teacher attendance, enrichment programs, and behavior programs will be monitored by leadership meetings, Student Assistance Team (SAT) meetings, and Infinite Campus reporting to ensure that quality teaching and learning can occur in each classroom.	**Activity 1:** Professional Learning Community Teachers will meet weekly with content area teams to discuss summative assessment data, formative assessments completed, formative assessments that will be completed the following week, high yield strategies used that were successful, and curricular alignment reviews (periodically). Administration will implement PLC protocol while ensuring data is part of the PLC process and ensure that assessments are designed and reviewed at weekly meetings to ensure that priority standards are aligned with assessment questions and prompts.	Summative assessments; K-PREP results; MAP results	PLC minutes All teachers and principal Ongoing	0
		Activity 2: Behavioral Support Program The Leadership committee meets monthly to discuss and review data to identify trends that will help reduce disruptions in the academic process that will result in positive behavior throughout the school. Teachers teach targeted social skills monthly that will help improve behavior in students. Students are taught expectations at the beginning of the year and review these expectations throughout the year. Teachers use an established list of	Behavioral reports	Leadership teams, administrator, and all staff	0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		interventions based on intensity of offenses to reduce negative behavior. Teachers meet in PLC's weekly to review data of targeted students that may need special attention and need to be checked on by a teacher on a weekly basis in order to prevent the need for intense intervention.			
		Activity 3: Students that have been screened and selected as high potential learners will meet with the talented and gifted educator weekly to complete enrichment activities in their identified areas.	Gifted and talented	Gifted and talented program	0
		Activity 4: Attendance To improve proficiency rating, MCMS will improve attendance by reaching a 97% attendance rating and having no more that 5 tardies per student each 9-week period. The Leadership committee meets monthly to review data and identify trends that will help reduce attendance. Weekly, monthly, grading period, and school year incentives are available to students for perfect attendance. Attendance will be monitored through Infinite Campus attendance reports.	Infinite campus reports	Administration and all staff	0
		Activity 4: After School Activities Martin County Middle School was	KPREP, MAP, summative	All staff and administration, 21 century teachers, title 1 teacher Mrs. Butcher	21st century

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		awarded the 21st Century Community Learning Center grant. This grant provides students with an after school program Monday-Thursday and for two weeks during the summer. Students participating in the program receive a healthy snack, homework help, RTI, enrichment, meal, and transportation home. Teachers work with students in their deficit areas during academic remediation and homework help. Activity 5 Title I family nights and parent workshops are in place to communicate with parents in order to address barriers to learning. These activities teach how to help their child/children be successful in school and encourage parents to be involved in their child's education.	assessments		Title 1
Objective 2: By May 2022, Martin County Middle School will increase reading proficiency rates from 31.1% to 41.1% 0	**Strategy 2** Design and Deployment of Standards: In order to obtain a proficiency in reading and math, the curriculum needs to be aligned with Kentucky Core Academic Standards. Teachers updated curriculum maps within content areas to develop a common time frame to teach standards in each grade level. This also allows teachers to plan instruction and	**Activity 1:** Tier I Instruction Tier I instruction will be implemented in regular classrooms. Teachers will deliver instruction based on pre-assessment and formative assessment data. Teachers will provide high yield strategies and high-quality instruction to meet individual needs. Teachers will analyze formative assessment and summative assessment data of all students and provide intervention for those who need additional support. Title I funds have been used to obtain	Summative assessments; K-PREP results; MAP results	Summative assessments; K-PREP results; MAP results	0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	assessments collaboratively. This will be monitored through Professional Learning Community meeting minutes and agendas and evaluated by team leads and administration in leadership meeting in May 2022. Administration and teachers will also monitor curriculum maps each semester and at the beginning of each school year (see Design and Delivery strategy). Category: Learning Systems	an additional science teacher, Denise Butcher, whose primary focus is delivering instruction for students .scoring below benchmark			
	Strategy 3: Design, Align, and Delivery of Support Processes: Leadership and teachers collaborate to develop a systematic approach in order to design and deliver core instruction by adopting and implementing select research-based high yield/impact instructional strategies that increase overall student achievement and increase proficiency rating as measured by K-PREP. The instructional process also includes a review of curriculum maps each semester and at the beginning of each school year. Category: Learning Systems	**Activity 1:** Tier I Instruction Tier I instruction will be implemented in regular classrooms. Teachers will deliver instruction based on pre-assessment and formative assessment data. Teachers will provide high yield strategies and high-quality instruction to meet individual needs. Teachers will analyze formative assessment and summative assessment data of all students and provide intervention for those who need additional support. Title I funds have been used to obtain an additional science teacher, Denise Butcher, whose primary focus is delivering instruction for students .scoring below benchmark	KPREP, summative assessments, MAP data	All staff and administrators, Title one teacher Mrs. Butcher	Title 1

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Activity 2: Data Analysis Teachers will use Grade Cam reports from pre-assessments to plan and modify instruction. Teachers will analyze pre-assessments and summative assessments in weekly PLC meetings. Formative assessment data will also be analyzed to guide instruction and provide effective strategies for students. Analysis of data will also be used in RTI classes as seen in novice reduction goal.	KPREP, summative assessments, MAP data	All staff and administrators	Title 1
	Strategy 4: Design and Deliver Assessment Literacy Leadership and teachers collaborate to create a system to communicate students' state assessment results, track progress of various assessments, and set goals for state assessment.	**Activity 1:** Operation Student Goal Setting Students will meet individually with teachers to receive the student's state assessment results and motivate students to improve assessment scores. Teacher and student will discuss state assessment results from previous grades. They will discuss MAP results and progress. The student will set goals for both KPREP and MAP. RTI progress monitoring will also be reviewed by looking at Exact Path data and goals will be set based on their current learning path. Conference will occur after winter MAP testing to evaluate progress of MAP.	KPREP, summative assessments, MAP data	All staff and administrators	0

Goal 1 By May 2024, Martin County Middle School will increase the combined reading and math proficiency indicator, as measured by the Kentucky State Assessments, for all students from %46.1 to %66.1

All strategies, activities, measures, and monitoring will be modified while schools operate remotely.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Activity 2: Instructional Process An instructional process has been created to ensure teachers are providing high yield strategies in the classroom. Teachers have been provided with an instructional process checklist to ensure they are holding students to high academic expectations daily.	KPREP, summative assessments, MAP data	All staff and administrators	0

2: Separate Academic Indicator

Goal 2 By May 2024, Martin County Middle School will increase the Separate Academic Indicator score from 44.1 to 64.1, as measured by the Kentucky State Assessments (science and writing). There was no social studies scores reported this year so goals will change next year when social studies is added in. All strategies, activities, measures, and monitoring will be modified while schools operate remotely.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 **Objective 1:** By May 2022, Martin County Middle School will have social studies proficiency rate at 50% **Objective 2:** By May 2022, Martin County Middle School will increase writing proficiency rates from 23.3% to 33.3% as measured by the state administered writing assessment.	**Strategy 1:** Design and Deliver Instruction MCMS will ensure that the instructional program is intentional and of the highest quality by providing the most appropriate and effective high yield strategies to be implemented in the classroom through professional development.	**Activity 1: Instructional Academies** Teachers will attend bi-monthly instructional academies led by school Title I director, and principal, Brent Haney. During academies, teachers will learn high yield strategies and Kagan structures that can be utilized in all content areas. Teachers will observe their peers utilizing strategies in the classroom and will follow up with how the strategies impact student learning.	KPREP	PLC meetings, summative assessments, all teachers	0
Objective 3: By May 2022, Martin County Middle School will increase science proficiency rates from 10.5% to 20.5%, as measured by the state administered science assessment.		**Activity 2: District Curriculum Coach**. In instructional academies and monthly staff meetings, teachers will present high-yield strategies to other teachers to use in their content areas. The high-yield strategies taught will be used for reading, writing, vocabulary, and grammar. Teachers will be required to use these strategies in the future. This will be reflected in lesson plans and PLC documentation. Bi-monthly teacher showcases certain teachers will present activities that they have done in their rooms to other	June 2022 Meeting agendas	All teacher and administrators	0

Goal 2 By May 2024, Martin County Middle School will increase the Separate Academic Indicator score from 44.1 to 64.1, as measured by the Kentucky State Assessments (science and writing). There was no social studies scores reported this year so goals will change next year when social studies is added in.
All strategies, activities, measures, and monitoring will be modified while schools operate remotely.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		teachers.			
		Activity 3: Mentor Meetings All first through third year teachers will attend scheduled mentor meetings. Instructional strategies, resources, and Kagan structures will be presented during mentor meetings. Teachers will place strategies in their interactive teacher notebook and will be expected to utilize them in their classroom.	KPREP	Ongoing Mentor meeting agendas	0
		Activity 4: Web Based Resources This school year, Martin County Middle School is utilizing new resources to assist students in reading, math, science, social studies, and writing including USA Test Prep and Khan Academy. These resources provide students with standards based practice and feature instructional tutorials, open ended question practice, games, and practice assessments.	USA Test Prep Data KPREP	Ongoing Lesson Plans	Title 1 funds
		Activity 5: Writing required in weekly lesson plans Teachers are required to provide instruction in the form of a writing activity at least three times per week. Writing can include essays, narratives, extended responses, short	KPREP	Ongoing lesson plans	0

Goal 2 By May 2024, Martin County Middle School will increase the Separate Academic Indicator score from 44.1 to 64.1, as measured by the Kentucky State Assessments (science and writing). There was no social studies scores reported this year so goals will change next year when social studies is added in.

All strategies, activities, measures, and monitoring will be modified while schools operate remotely.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		answer questions, graphic organizers, framed writing, or on-demand writing pieces.			

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 Free & Reduced Lunch By May 2022, Martin County Middle School will increase the Proficient & Distinguished scoring percentage of students qualifying for free/reduced lunch from 43% to 53% in reading and math.	**Strategy 1: Design and Deliver Instruction** – Aside from other Tier II classes, students in achievement gap will receive a high level of learning through Tier III instruction. Special education teachers will deliver intense instruction in the area of reading and math. The criteria for the class is a novice rating on K-PREP and MAP instruction by students				
		Activity 1: Tier III Instruction for Students with Disabilities A Tier III class has been created within the schedule for seventh grade special education and free and reduced students in the area of reading through the program Math 180. This is an intervention program designed for special education students that includes small-group instruction.	KPREP results	Math 180 data MAP scores All teachers Math intervention teacher USA test prep	0
		Activity 2: Tier III Instruction for Gap Students in Reading Three-Tier III classes have been created within the schedule for seventh grade gap student. This intervention program is a blended learning model that includes rotations that are designed to address all levels of intervention. The rotation includes teacher-led instruction, scaffold practice, and small-group interaction.	KPREP results	Math 180 data MAP scores	ESS Flex Focus Title I
			KPREP results	Special education teachers	0
		Activity 3: High-hit Students Special education students in all grades have been identified as "high-hit." These students will receive intense instruction in test-taking strategies once	KPREP	Ongoing	21st CCLC funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		a week.			
		Activity 4: 21st CCLC Targeted gap students are encouraged to attend the 21st CCLC after school program. The program provides students with homework help, academic remediation, and enrichment activities. Teachers work with targeted students to ensure they are meeting their academic goals.	KPREP Summative Assessment	Ongoing lesson plans	ESS Flex focus
		Activity 5: Reading Milestones Students will receive Tier II Response to Intervention while working on the Reading Milestones program for reading/and or math. This program creates a learning path for students based on their current MAP scores.	KPREP Summative Assessment	Ongoing lesson plans	Title 1 funding

4: Growth

Goal 4 By May 2024, Martin County Middle School will increase the percent of students making gains on the KPREP assessment by 10%. All strategies, activities, measures, and monitoring will be modified while schools operate remotely.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May 2022, the overall academic index in growth will increase by 3.3%.	**Strategy 1:** Review, analyze, and apply data – Develop a systematic approach to effectively review, analyze, and apply data results of K-PREP, MAP, progress monitoring in RTI, Infinite Campus grades, and formative assessments on a weekly basis in order to monitor the intentional strategies that will impact the students scoring novice in reading.	**Activity 1: Data Notebooks** Teachers will use data notebooks for RTI classes to monitor progress. The data will be used to drive instruction. Teachers will use a data sheet that includes K-PREP, MAP, progress monitoring in RTI, and 9-week grades from Infinite Campus, and other relative data points. Notebooks will be utilized during Operation Student Goal Setting.	KPREP MAP Exact Path	All teachers	0
		Activity 2: Tier II RTI Class Time has been created in the schedule for Tier II RTI classes in Math. Deficit areas in math have been identified through MAP data for each student scoring novice or apprentice on K-PREP. Students who are novice or apprentice AND are not in reading RTI will receive instruction in the areas of real numbers and algebra. Teachers and students will keep track of RTI data with data notebooks.	KPREP MAP RTI progress monitoring	All teachers	Title I
		Activity 3: RTI Process An RTI process has been created by the leadership team to establish criteria for students entering and exiting RTI Tier II classes in reading. This program allows students to work on their current learning path based on data from the MAP assessment. If students meet benchmark in that class and if students are novice or apprentice in math, he/she	KPREP MAP RTI progress monitoring	All teachers	0

Goal 4 By May 2024, Martin County Middle School will increase the percent of students making gains on the KPREP assessment by 10%.
All strategies, activities, measures, and monitoring will be modified while schools operate remotely.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		will enter math RTI class.			
		Activity 4: Novice Reduction Classes in Reading Three seventh grade and three eighth grade novice reduction classes have been established. Students were selected in these classes by the following criteria: 1. Novice or apprentice on K-PREP 2. Novice or apprentice on MAP These Tier III math classes implement Math 180 or an extra math class in the day. This intervention program includes whole-group instruction, small-group instruction, student application with technology, and independent reading. Students are assessed through formative assessments in student app, daily small-group lessons and through summative assessments through unit assessments.	KPREP MAP	Read 180 data	0
		Activity 5: Operation Student Goal Setting Students will meet individually with teachers to receive the student's state assessment results and motivate students to improve or maintain assessment scores. Teacher and student will discuss state assessment results from previous grades. They will discuss MAP results and progress. The student will set goals for both KPREP and MAP. RTI progress monitoring will also be reviewed and goals will be set	KPREP MAP	All teachers	0

Goal 4 By May 2024, Martin County Middle School will increase the percent of students making gains on the KPREP assessment by 10%.
All strategies, activities, measures, and monitoring will be modified while schools operate remotely.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		for future RTI assessments. A second conference will occur after winter MAP testing to evaluate progress of MAP goal.			
	Strategy 2: Review, analyze, and apply data – Develop a systematic approach to effectively review, analyze, and apply data results of K-PREP, MAP, progress monitoring in RTI, Infinite Campus grades, and formative and summative assessments on a weekly basis in order to monitor the intentional strategies that will impact the students scoring novice in math. Category: Other – Data Analysis	**Activity 1: RTI Classes Math** RTI classes have been created in the schedule to reduce the percentage of students scoring novice in math on K-PREP. The criteria for students entering the class included: 1. Novice or apprentice rating on K-PREP 2. Novice or apprentice on MAP Students' deficit areas were identified through MAP data. Classes are based on their deficit areas. Deficit areas include operations, geometry, statistics, and real numbers. Teachers use Exact Path to monitor progress of students.	KPREP, summative assessments	All teachers	0
		Activity 2: Data Notebooks Teachers will use data notebooks for RTI classes to monitor progress. The data will be used to drive instruction. Teachers will use a data sheet that includes K-PREP, MAP, progress monitoring in RTI, and 9-week grades	KPREP	Math Interventionist teacher	

Goal 4 By May 2024, Martin County Middle School will increase the percent of students making gains on the KPREP assessment by 10%.
 All strategies, activities, measures, and monitoring will be modified while schools operate remotely.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		from Infinite Campus, pre-assessments, and progress monitoring. Student notebooks will also be implemented. Students will record their pre-assessment, set a goal, and track their own progress.			
		Activity 3: Operation Student Goal Setting Implement student participation in conducting student/teacher data and goal setting conferences. Students will meet individually with teachers to receive the student's state assessment results and motivate students to improve or maintain assessment scores. Teacher and student will discuss state assessment results from previous grades. They will discuss MAP results and progress. The student will set goals for both KPREP and MAP. RTI progress monitoring will also be reviewed and goals will be set for future RTI assessments. A second conference will occur after winter MAP testing to evaluate progress of MAP goal.	KPREP, summative assessments, MAP	All teachers and administrators	0

5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

7: Other (Optional)

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

Special Considerations for Targeted Support and Improvement (TSI) 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:**
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:**

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐
		☐
		☐
		☐

Additional Actions That Address the Causes of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Documenting Evidence under ESSA" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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