

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.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- 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.

1: Proficiency Goal

Goal 1: **Proficiency:** By 2023-2024, Rector A. Jones Middle School, will increase the percentage of students who scored proficient/distinguished in reading from **38.6% proficient to 52.6%** and increase the percentage of students who scored proficient/distinguished in math from **19.4% proficient to 37.7%** as measured by the state-required academic assessment.

Improvement Priority #1

Implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning (e.g., curriculum alignment, monitoring instructional practices, data analysis and use, professional learning). (Primary Standard 1.7, Secondary Standard 3.1)

Improvement Priority #2

Develop and monitor a systematic process to effectively implement a curriculum based on high expectations that prepares students for their next level of learning. Use research-based instructional practices that are responsive to individual student needs, clearly inform students of learning expectations and standards of performance, and integrate frequent checks for understanding and specific and timely feedback to students. (Primary Standard 2.5, Secondary Standard 2.7)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase reading proficiency from <u>38.6% to 41.4%</u> and increase math proficiency from <u>19.4% to 23.1%</u> by 2019-2020 as measured by state required academic assessments.</p>	<p>KCWP 2: Design and Deliver Instruction Sustain a systematic approach to design and deliver instruction in reading and math, by ensuring Tier I is the highly effective, and provided to all students in the classroom. (IP #1 and #2)</p>	<p>PRACTICE</p> <ul style="list-style-type: none"> Teachers will plan together in PLCs weekly Teachers will participate in job-embedded PD weekly on high yield instructional strategies Teachers will effectively use an instructional process aligned to district guiding documents (Priority Standards, LTs, & Success Criteria) Teachers use the DuFour PLC model Teachers will participate in differentiated professional learning that extends the learning from daily PLC, providing time for 	<p>Lesson Plans (JET Set)</p> <p>Walk-through data</p> <p>PLC Agenda</p> <p>PLC Minutes</p> <p>PDSA</p> <p>Professional Learning Plan SY20-21</p>	<p>30-60-90 Day Plan</p>	<p>Professional Learning \$20,000.01 (SIF-C SY20-21)</p>

		purposeful reflection, inquiry, and collaborative classroom learning.			
		<p>PROCESS</p> <ul style="list-style-type: none"> OSSI Coaches (District level) work collaboratively with Jones coaches and teachers to design and deliver instruction through informal and formal PLC. OSSI and Jones coaches ensure support of highly effective instruction through the student centered coaching model. 	<p>Minutes of weekly meetings</p> <p>Teacher reflection via survey</p> <p>Observations</p> <p>Student level data pre/post assessments</p>	30-60-90 Day Plan	
		<p>PROCESS</p> <p>Teachers will ensure that students have opportunities to intentionally engage with text every day in class to develop language skills.</p>	<p>Lesson Plan (Jet Set)</p> <p>Walkthroughs</p>	30-60-90 Day Plan	\$0
		<p>PRACTICE</p> <p>Teachers ensure daily informal or formative assessments occur aligned to their priority standards and modifications are made to instruction based on evidence collected</p>	<p>Lesson Plans (JET Set)</p> <p>Walkthrough Data</p> <p>PLC Agenda/Minutes</p>	30-60-90 Day Plan	\$0
	<p>KCWP 3: Design & Deliver Assessment Literacy</p> <p>Ensure appropriate assessment design is used to best evaluate the level of student earning (selected response, written response,</p>	<p>PRACTICE</p> <p>Teachers will use the backward design process through administering benchmark assessments aligned to the district priority standards and units of study. This practice will emphasize the use of daily formative</p>	<p>TE21/CASE for Reading & Math</p> <ul style="list-style-type: none"> 3 Times a year Writing Included Aligned to KAS <p>Jones Curriculum Map</p>	30-60-90 Day Plan	\$40,000 District Supported

	performance assessment personal communication). (IP#2)	assessments and “naming and claiming” to support core instruction and inform the work in Tier 2.			
		PRACTICE Teachers will analyze data through PLCs using CFA/Benchmark assessment to drive next steps in instruction.	PLC Data Analysis Walkthroughs	30-60-90 Day Plan	\$0
	KCWP 1: Design and Deploy Standards Ensure that all students have access to the same outlined, high expectations and continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. (IP #1 and #2)	PRACTICE: Math teachers will implement a math curriculum that aligns to KAS standards and ensures congruence between the standards, learning intentions, and assessment measures.	PLC’s Agenda and Minutes Curriculum CASE Data	30-60-90 Day Plan	\$81,408.00 (SIF-C SY20-21)
Objective 2					

2: Separate Academic Indicator

Goal 2: **Separate Academic Indicator:** By 2023-2024, Rector A. Jones Middle School will increase the percentage of students who scored proficient/distinguished in science from **9.5% proficient to 30.1%**, in social studies from **32.8% proficient to 48.1%**, and in writing from **7.1% to 28.2%** by 2023-2024 as measured by the state-required academic assessment.

Improvement Priority #1

Implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning (e.g., curriculum alignment, monitoring instructional practices, data analysis and use, professional learning). (Primary Standard 1.7, Secondary Standard 3.1)

Improvement Priority #2

Develop and monitor a systematic process to effectively implement a curriculum based on high expectations that prepares students for their next level of learning. Use research-based instructional practices that are responsive to individual student needs, clearly inform students of learning expectations and standards of performance, and integrate frequent checks for understanding and specific and timely feedback to students. (Primary Standard 2.5, Secondary Standard 2.7)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase science proficiency from <u>9.5% to 13.6%</u> , increase social studies proficiency from <u>32.8% to 35.9%</u> , and increase writing proficiency from <u>7.1% to 11.3%</u> by 2019-2020 as measured by state required academic assessments.	KCWP 2: Design and Deliver Instruction Sustain a systematic approach to design and deliver instruction in reading and math, by ensuring Tier I is highly effective, and provided to all students in the classroom. (IP #2)	PRACTICE Teachers will provide students with opportunities to write for authentic purposes, analyze rich text, use rubrics and success criteria, exemplars, collaborate with peers, and improve critical thinking skills that will address on-demand writing prompts, extended response questions, lab reports, & essays and research papers.	Rubrics Success Criteria Student Work Samples	30-60-90 Day Plan	\$5,000 PD & Training- Title 1 Funds
		PRACTICE Teachers will implement a school-wide common writing process (CER/Claim/Evidence/Reasoning) that allows students to demonstrate learning.	CASE writing data Common Unit Assessments	30-60-90 Day Plan	\$2,000 PD & Training- Title 1 Funds
	KCWP 1: Design and Deploy Standards Ensure that all students have access to the same outlined, high expectations and	PRACTICE Science teachers will implement a science curriculum that aligns to NGSS standards and ensures congruence between the standards,	Curricular Units PLC Agenda and Minutes	30-60-90 Day Plan	Amplify Science \$54,621 (SIF-C SY20-21)

	<p>continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. (IP #1 and #2)</p>	<p>learning intentions, and assessment measures.</p> <p>Social Studies teachers will utilize an instructional resource, such as History Alive, to develop all social studies curricular units using backward design to ensure congruence between standards, learning intentions and assessments measures.</p>	<p>JET SET</p> <p>CASE Data</p>		
Objective 2					

3: Achievement Gap

Goal 3: **Gap:** By 2023-2024, Rector A. Jones Middle School will increase the percentage of students who scored proficient/distinguished in targeted gap groups as measured by state-required academic assessment(s) :

- **Students with an IEP:** from **7.6% proficient to 28.6%** in reading and from **5.1% proficient to 26.7%** in mathematics
- **English Language Learners:** from **11.1% proficient to 31.3%** in reading and from **8.7% proficient to 29.5%** in mathematics
- **Free/reduced:** from **34.7% proficient to 49.5%** in reading and from **16.8% proficient to 35.7%** in mathematics

Improvement Priority #1

Implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning (e.g., curriculum alignment, monitoring instructional practices, data analysis and use, professional learning). (Primary Standard 1.7, Secondary Standard 3.1)

Improvement Priority #2

Develop and monitor a systematic process to effectively implement a curriculum based on high expectations that prepares students for their next level of learning. Use research-based instructional practices that are responsive to individual student needs, clearly inform students of learning expectations and standards of performance, and integrate frequent checks for understanding and specific and timely feedback to students. (Primary Standard 2.5, Secondary Standard 2.7)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students who scored proficient/distinguished in targeted gap groups as measured by state-required academic assessment(s) : <ul style="list-style-type: none"> ● Students with an IEP: from 7.6% proficient to 11.8% in reading and from 5.1% proficient to 9.4% in mathematics ● English Language Learners: from 11.1% proficient to 15.1% in reading and from 8.7% proficient to 12.9% in mathematics 	KCWP 2 Design and Deliver Instruction Develop a systematic approach for the design and delivery of effective Tier 1 instruction for all students. (IP #1 & #2)	PROCESS/PRACTICE The administrative team will ensure a co-teaching approach is implemented and will effectively provide co-teaching professional learning opportunities in the use of evidence based practices in the classroom to remove barriers for students with IEP's and PSP.	Walkthroughs Observation (PDSA displayed in classroom with phases as implemented) Evaluations	30-60-90 Day Plan	\$5,000 Title 1 Funds
		PROCESS The school leadership team and district OSSI team will ensure the process and protocols for special education and PSP procedures and compliance are developed, communicated, and followed across all settings.	Walkthroughs Progress Monitoring Reports	30-60-90 Day Plan	\$3,000 Title 1 Funds

<ul style="list-style-type: none"> Free/reduced: from 34.7% proficient to 37.7% in reading and from 16.8% proficient to 20.6% in mathematics 		<p>PROCESS: The school leadership team will ensure that curricular delivery and assessment measures provided for all pertinent information needs for students that are English language learners. (EBP)</p>	<p>Lesson Plans</p> <p>Walkthroughs</p> <p>Universal benchmark reports</p> <p>Progress Monitoring Reports</p>	30-60-90 Day Plan	\$86,854.45- School Improvement Fund Grant (SIF SY19-20)
	<p>KCWP 5: Design, Align, Deliver Support Implement and sustain a continuous improvement process to design, align, and deliver support services that focus on language and literacy skills needed for English Learners; listening, reading, writing, and speaking in English for academic purposes. (IP #1)</p>	<p>PRACTICE: Teachers will collaborate with para educators to implement evidence based intervention strategies focused on language and literacy skills for English Learners in making content comprehensible, providing structured opportunities for engaging students in academic discussions about the content, using instructional tools strategically to clarify and anchor the content, and teaching explicitly academic vocabulary that is central for understanding the content.</p>	<p>PLC Agenda and Minutes</p> <p>Observations</p> <p>CASE benchmark data</p> <p>Data from ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners).</p>	30-60-90 Day Plan	\$26,706.11(SIF-C SY20-21)
Objective 2					

4: Growth

Goal 4: Growth: By 2023-2024, Rector A. Jones Middle School will decrease the percentage of students scoring below proficiency in reading from 61.1% to 30.55% and in math from 82.5% to 41.25% as measured by the state-required academic assessment.

Improvement Priority #1

Implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning (e.g., curriculum alignment, monitoring instructional practices, data analysis and use, professional learning). (Primary Standard 1.7, Secondary Standard 3.1)

Improvement Priority #2

Develop and monitor a systematic process to effectively implement a curriculum based on high expectations that prepares students for their next level of learning. Use research-based instructional practices that are responsive to individual student needs, clearly inform students of learning expectations and standards of performance, and integrate frequent checks for understanding and specific and timely feedback to students. (Primary Standard 2.5, Secondary Standard 2.7)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Decrease the percentage of students scoring below proficiency in reading from 61.1% to 54.99% and in math from 82.5% to 74.25% by 2019-2020 as measured by the state-required academic assessment.	KCWP 2: Design and Deliver Instruction: Ensure that all students have access to the same outlined, high expectations and continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions to ensure 80% of students are 80% successful in Tier 1 instruction. (IP#2)	PROCESS The grade level administrator will consistently review through PLCs the expectations for standards, learning targets, success criteria, high yield instructional strategies, exemplars, formative assessment, feedback, and reflection (Instructional Process).	PLC Agenda/Minutes Faculty Agenda/Minutes	30-60-90 Day Plan	\$0
		PROCESS Teachers will ensure that vertical and horizontal curriculum mapping is occurring through collaborative planning and is monitored by common PLC expectations (e.g., agendas, minutes, next steps with support, lesson plans).	Agendas Minutes w/next steps Lesson Plans Curriculum Maps	30-60-90 Day Plan	\$0
	KCWP 5: Design, Align, Deliver Support: Implement and sustain a continuous improvement process to design, align, and	PROCESS: The administrative team will ensure a RTI model is implemented and monitored to support both academic and behavior	Progress monitoring data sheets for Reading Plus/PowerUP Lexia/ ALEKS/ LLI	30-60-90 Day Plan	Reading Plus/ Power Up \$51,718.50 (SIF-C SY20-21)

	deliver support services that use data to monitor growth toward proficiency and to support student learning. (IP #1)	interventions for Tier 2 and Tier 3 for all students.			Chrome Books \$30,000 (SIF-C SY20-21)
		PROCESS: The leadership team will implement and support (scheduling, coaching, resources, and professional learning) an Intervention Team to meet individual student academic/behavioral needs at each grade level.	Weekly PLC agenda and minutes Progress monitoring data Schedule	30-60-90 Day Plan	Literacy Interventionist \$81,872.94 (SIF -C SY20-21)
		PRACTICE: The Intervention Team and the Leadership Team will monitor students in Tier 2 and Tier 3 through PLCs to track progress towards the goal of proficiency.	Weekly PLC agenda and minutes Progress monitoring data Schedule	30-60-90 Day Plan	
Objective 2					

5: Transition Readiness

Goal 5: Transition Readiness: By 2023-2024, Rector A. Jones will increase the percentage of students who are “transition ready” in reading from **38.6% to 52.6%** and in math from **19.4% to 37.7%** as measured by the state-required academic assessment.

Improvement Priority #1

Implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning (e.g., curriculum alignment, monitoring instructional practices, data analysis and use, professional learning). (Primary Standard 1.7, Secondary Standard 3.1)

Improvement Priority #2

Develop and monitor a systematic process to effectively implement a curriculum based on high expectations that prepares students for their next level of learning. Use research-based instructional practices that are responsive to individual student needs, clearly inform students of learning expectations and standards of performance, and integrate frequent checks for understanding and specific and timely feedback to students. (Primary Standard 2.5, Secondary Standard 2.7)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students who are “transition ready” in reading from 38.6% to 41.4% and in math from 19.4% to 23.1% by 2019-2020, as measured by the state-required academic assessment.	KCWP 6: Establishing Learning Culture and Environment Develop a systematic approach that establishes a safe, supportive and positive learning culture and environment. Maintain an atmosphere that allows students to learn at the optimum level to increase the percentage of students who meet benchmarks and successfully transition to the next level. (IP #1)	PRACTICE The Administrative Team will meet monthly to ensure that school wide expectations (PBIS) of students are clearly defined, and that group norms have been established within the school and classroom. These practices should align with the student code of conduct.	PLC Data Intervention Data Student Name/Claim	30-60-90 Day Plan	\$0
		PRACTICE School leadership will assure consideration and addressment of non-academic barriers to learning are addressed through the implementation of a Social and Emotional Learning curriculum. (EBP)	Lesson Plans Walkthroughs Student data/platform	30-60-90 Day Plan	\$4111.50 (SIF 19-20-spent)
		PROCESS/PRACTICE The school leadership team will implement and sustain a systematic	Lesson Plans Walkthroughs	30-60-90 Day Plan	

		approach to monitor indicators that adversely affect student success and develop action items to remove those barriers. (Mini SAT)	Student data/platform			
		PROCESS/PRACTICE The school leadership will develop, implement and monitor an advisory/mentoring program in which every student has access to social and emotional curriculum to promote a positive and proactive learning culture. (Mindful Monday)	Lesson Plans Walkthroughs Student data/platform	30-60-90 Day Plan		
		PROCESS/PRACTICE The leadership team and UA teachers will develop and implement a 6th Grade Seminar to assist with transitioning into a middle school culture.	Lesson Plans Walkthroughs Student data/platform	30-60-90 Day Plan		

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) Schools

TSI 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.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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
Best practices to teach EL students.	<p>Vaughn, S., Martinez, L. R., Wanzek, J., Roberts, G., Swanson, E., & Fall, A.-M. (2017). Improving content knowledge and comprehension for English language learners: Findings from a randomized control trial. <i>Journal of Educational Psychology</i>, 109(1), 22–34. Retrieved from https://www.meadowscenter.org/files/resources/Vaughn-2017.pdf</p> <p><i>From the abstract:</i> “Supporting the reading comprehension and content knowledge acquisition of English language learners (ELs) requires instructional practices that continue beyond developing the foundational skills of reading. In particular, the challenges ELs face highlight the importance of teaching reading comprehension practices in the middle grades through content acquisition. We conducted a randomized control trial to examine the efficacy of a content acquisition and reading comprehension intervention implemented in eighth-grade social studies classrooms with English language learners. Using a within-teacher design, in which 18 eighth-grade teachers’ social studies classes were randomly assigned to treatment or comparison conditions. Teachers taught the same instructional content to treatment and comparison classes, but the treatment classes used instructional practices that included comprehension canopy, essential words, knowledge acquisition, and team-based learning. Students in the treatment group (n = 845) outperformed students in the comparison group (n = 784) on measures of content knowledge acquisition and content reading comprehension but not general reading comprehension. Both ELs and non-ELs who received the treatment outperformed those assigned to the BAU comparison condition on measures of content knowledge acquisition (ES = 0.40) and content-related reading comprehension (ES = 0.20). In addition, the proportion of English language learners in classes moderated outcomes for content knowledge acquisition.”</p> <p>Additional evidence based practices research can be found at Gersten, R., & Baker, S. (2000). What We Know about Effective Instructional Practices for English-Language Learners. <i>Exceptional Children</i>, 66(4), 454–470. https://doi.org/10.1177/001440290006600402</p>	<input checked="" type="checkbox"/>
Teacher Support: Teacher Efficacy and Explicit and Systematic Teaching Strategies	Brinson , Dana, and Lucy Steiner. “Building Collective Efficacy: How Leaders Inspire Teachers to Achieve.” <i>Issue Brief</i> , Oct. 2007, pp. 1–6.	<input type="checkbox"/>
Social and Emotional Learning SEL	Taylor, R.D., Oberle, E., Durlak, J.A., & Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: a meta-analysis of follow-up effects. <i>Child Development</i> , 88(4): 1156–1171. Retrieved from https://assets.ctfassets.net/98bcvzcrxclo/4fczeTrnDWUA0AU4MwcWE4/701d2881435ef0adbfd50a767f0e4623/sel-has-positive-lasting-impact-for-k-12-students-2017.pdf	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>