

## 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.

One area of concern is that 36% of our students are writing at a proficient/distinguished level.

We will work to decrease the 30% novice rate to 25% and decrease the 25% apprentice numbers to 20% as it pertains to our reading strategies.

Similarly we want to decrease the number of novice students by 10% to 30%

We also will continue to work to address the areas of concern for our students that are designated as SPED students to increase achievement in all areas.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 2: Design and Deliver Instruction – we will continue to address this through our intentional instructional support, through the PLC processes as well as through the intentional literacy practices.

KCWP 4: Review, Analyze, and Apply Data Results – we will address this through our PLC processes.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	53.8	+4.8 Updated June 2023
State Assessment Results in science, social studies and writing	53.6	+7.6
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	62.7	+4.8
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

1: State Assessment Results in Reading and Mathematics

<p>Goal 1 (State your reading and math goal.):</p> <p><i>Goal 1A: By 2026, Bluegrass Middle School will increase the combined percentage of students scoring proficient and distinguished in reading from 45% to 55% by 12/1/2026 as measured by the state assessment.</i></p> <p><i>Goal 1B: By 2026, Bluegrass Middle School will increase the combined percentage of students scoring proficient and distinguished in math from 30% to 43.5% by 12/1/2026 as measured by the state assessment.</i></p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:  <i>By 2024 Bluegrass Middle School will increase the combined percentage of students scoring proficient and distinguished in reading from 45% to 50%</i>  <i>By 2024 Bluegrass Middle School will increase the combined percentage of students coring proficient and distinguished in math from 30% to 35%</i>	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Assessment Literacy  KCWP 4: Review, Analyze and Apply Data	The PLCs will continue to review and revise curriculum maps to include pacing structures (by the day) based upon the Combined Document and the Blueprint for Kentucky Common Core Content Assessment. Activities will also be aligned and congruent with the Combined Document and include levels of learning 100% of all PLCs will follow the expectation. Results will be monitored through direct contact with teachers and student work.	Student results on I-ready, CERT assessments, common assessments, PD agendas, attendance rosters, PLC minutes,	Bi-weekly PLC Meetings NTN Journey Mapping Instructional Leadership Meeting Minutes Leadership Team Meeting Minutes Lesson plans Review of common assessments and rubrics Walkthrough data/observation.	None
		PLCs will develop Common Assessments by grade and content levels..			District Funding/PPA

Goal 1 (State your reading and math goal.):

*Goal 1A: By 2026, Bluegrass Middle School will increase the combined percentage of students scoring proficient and distinguished in reading from 45% to 55% by 12/1/2026 as measured by the state assessment.*

*Goal 1B: By 2026, Bluegrass Middle School will increase the combined percentage of students scoring proficient and distinguished in math from 30% to 43.5% by 12/1/2026 as measured by the state assessment.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2:  <i>By 2024 Bluegrass Middle School will increase the combined percentage of students scoring proficient and distinguished in reading from 45% to 50%</i>  <i>By 2024 Bluegrass Middle School will increase the combined percentage of students coring proficient and distinguished in math from 30% to 35%</i>	KCWP 1: Design and Deliver Instruction  KCWP 4: Review, Analyze and Apply Data	Teachers will continue to attend PLCs, professional development, cadres and review assessment data	Increased instructional rigor leading to increased proficiency scores	Instructional Leadership Team Meetings Professional Learning Plans Faculty Meeting Minutes Student Surveys	District Funding/PPA
		Teachers will experience routine rounds of intentional feedback aligned to the HCS instructional focus areas			
		Utilizing the instructional clock developed by administrators and teacher leaders - teachers will create their lessons and unit plans	Increased engagement in lessons Increased level of rigor Increased bell to bell teaching		
		Teachers will utilize PBL/PrBL teaching to address student needs as identified on assessment data/student knows and needs to knows.			
Objective 3:  <i>By 2024 Bluegrass Middle School will increase the combined percentage of students scoring proficient and distinguished in reading from 45% to 50%</i>  <i>By 2024 Bluegrass Middle School will increase the combined percentage of</i>	KCWP 1: Design and Deliver Instruction  KCWP 4: Review, Analyze and Apply Data	ELA Teachers will develop the RUN the RACE and PEEL Protocol and teach this to other content areas through a faculty meeting	Increased movement of “bubble” students (minus 10 on the cut score) towards proficiency.	Scores on ERQs Standardized practices observed in classrooms Instructional Leadership Meeting Minutes Leadership Team Meeting Minutes Lesson plans Walkthrough data/observation.	District Funding/PPA
		ELA teachers in conjunction with instructional leaders will develop a CLOSE reading strategy that allows students to read and annotate texts with fidelity.			

students coring proficient and distinguished in math from 30% to 35%					
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2: State Assessment Results in Science, Social Studies and Writing

<p>Goal 2:</p> <p>By 2026, Bluegrass Middle School will increase the number of students scoring proficient/distinguished in science from 19% to 23%</p> <p>By 2026, Bluegrass Middle School will increase the number of students scoring proficient/distinguished in social studies from 26% to 32%.</p> <p>By 2026, Bluegrass Middle School will increase the number of students scoring proficient/distinguished in writing from 36% to 45%</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Strong Instructional Processes</p> <p>By 2024, Bluegrass Middle School will increase the percentage of students scoring proficient/distinguished in Science from 19% to 21%</p> <p>By 2024, Bluegrass Middle School will increase the percentage of students scoring proficient/distinguished in social studies from 26% to 29.5%</p> <p>By 2024, Bluegrass Middle School will increase the percentage of students scoring proficient/distinguished in writing from 36% to 40%.</p>	<p>KCWP 1: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p>	Teachers will continue to attend PLCs, professional development, cadres and review assessment data	<p>Increased instructional rigor leading to increased proficiency scores</p>	<p>Instructional Leadership Team Meetings</p> <p>Professional Learning Plans</p> <p>Faculty Meeting Minutes</p> <p>Student Surveys</p>	<p>No Funding Needed</p>
		Administrators will analyze and routinely review data collected through walkthroughs to evaluate feedback and plan instructionally for the week/month/year			
		Administrators will communicate this data through appropriate feedback			
		Utilizing the instructional clock developed by administrators and teacher leaders - teachers will create their lessons and unit plans			
<p>Objective 2: Strong Literacy Practices</p> <p>By 2024, Bluegrass Middle School will increase the percentage of students scoring</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>Teachers will be trained in the RACE protocol as well as the PEEL protocol and will implement this with fidelity in their classes.</p>	<p>Increased levels of writing proficiency across the content areas.</p>	<p>Scores on ERQs</p> <p>Standardized practices observed in classrooms</p> <p>Instructional Leadership Meeting Minutes</p> <p>Leadership Team Meeting Minutes</p> <p>Lesson plans</p>	<p>None needed</p>

<p><i>Goal 2:</i></p> <p><i>By 2026, Bluegrass Middle School will increase the number of students scoring proficient/distinguished in science from 19% to 23%</i></p> <p><i>By 2026, Bluegrass Middle School will increase the number of students scoring proficient/distinguished in social studies from 26% to 32%.</i></p> <p><i>By 2026, Bluegrass Middle School will increase the number of students scoring proficient/distinguished in writing from 36% to 45%</i></p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><i>proficient/distinguished in Science from 19% to 21%</i></p> <p><i>By 2024, Bluegrass Middle School will increase the percentage of students scoring proficient/distinguished in social studies from 26% to 29.5%</i></p> <p><i>By 2024, Bluegrass Middle School will increase the percentage of students scoring proficient/distinguished in writing from 36% to 40%.</i></p>	KCWP 5: Design, Align and Deliver Support	Each content will commit to one to two intentional extended response and/or document based questions that will utilize standard practices to		Walkthrough data/observation.	

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:  <i>By 2024, Bluegrass Middle School will increase the number of students identified as special education scoring proficient/distinguished in reading from 14% to 20%</i>  <i>By 2024, Bluegrass Middle School will increase the number of students identified as special education scoring proficient/distinguished in Math from 12% to 18%</i>	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction	IXL and My Path will be monitored by quarterly assessments and progress reports given to the principal. Students, parents, and teachers will be communicated with if there is little to no progress	Increased student proficiency scores – specifically within GAP groupings	Bi-weekly PLCs NTN Leadership Team Meetings ILT Meetings	\$3750.00
			Increased instructional rigor leading to increased proficiency scores	Instructional Leadership Team Meetings Professional Learning Plans Faculty Meeting Minutes	
Objective 2:  <i>By 2024, Bluegrass Middle School will increase the number of students identified as special education scoring proficient/distinguished in reading from 14% to 20%</i>  <i>By 2024, Bluegrass Middle School will increase the number of students identified as special education scoring</i>	KCWP 4: Review, Analyze and Apply Data  KCWP 5: Design, Align and Deliver Support	GAP students will be placed in KSI intervention classrooms as well as work on IXL and My Path from iReady to fill the gaps in learning. These classes will be no less than 45 minutes. Students will be assessed quarterly and progress will be reviewed weekly.	IXL and My Path will be monitored by quarterly assessments and progress reports given to the principal. Students, parents, and teachers will be communicated with if there is little to no progress	Bi-weekly PLCs Monthly KSI/MTSS Meetings	\$3750

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<i>proficient/distinguished in Math from 12% to 18%</i>					
Objective 3  <i>By 2024, Bluegrass Middle School will increase the number of students identified as special education scoring proficient/distinguished in reading from 14% to 20%</i>  <i>By 2024, Bluegrass Middle School will increase the number of students identified as special education scoring proficient/distinguished in Math from 12% to 18%</i>	KCWP 5: Design, Align and Deliver Support	Teachers will name and claim students who are not meeting standards, those who are novice.	Monthly grade level meetings. Monthly faculty meetings. Monthly review of PLC meeting minutes, agendas.	Monitoring data of gap students via weekly I-Ready, progress monitoring.	None required
		Teachers will create a data analysis sheet and 30-60-90 day plan to implement with strategies that best support the students in moving forward in their learning.			

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2026, the English Learner Progress Indicator will increase from 18/low to 31/high					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, the English Learner Progress Indicator will increase from 18/low to 24 (medium)	KCWP 2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. (To include but not limited to: EL Academy, Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Thoughtful Education)  Carousel of Ideas (Elementary Curriculum) Champion of Idea (MS and HS Curriculum)	State Assessment Results ACCESS Test Results MODEL Assessment I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2024: State Assessment Score Release, School Report Card, ATSI/CSI Identification  Quarterly: District Assessment Data	Title I Title II Title III ESS District Instructional Funds

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2026, the Quality of School Climate and Safety Indicator score will increase from 62.7 (Low) to 68.0 (High)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: <i>By 2024, the Climate Index Score will increase by 5 points</i>	KCWP 6: Establishing Learning Culture and Environment	DAWG Store	Care Survey Results both Student and Staff Reduction in Major and Minor disciplinary infractions	Student feedback Parent Feedback Teacher Feedback Discipline Referrals	\$2000.00 PPA
		PBIS Expectations - All Staff members will review the common expectations of the school at the beginning of the year, after every break, and a hard reset after Winter Break			
		All Students will participate in a homeroom - academic Goal Setting and behavioral coaching, we will also add reviewing core values and community expectations, the HCS work ethic standards, a community service project, as well as SEL lessons.	Care Survey Results in the Fall, Winter, Spring Survey Results from KSA	Completion of lessons Student feedback Parent Feedback	None
		Club Days - All students will select a club offering in the fall and spring during a club rush to participate in during that semester. Clubs will meet monthly and be a variety of student interests and ideas during the school day.			
Objective 2: <i>By 2024, the Safety Index will increase by 5 points.</i>	KCWP 4: Review, Analyze and Apply Data  KCWP 5: Design, Align and Deliver Support	Teachers will receive training on effective supervision	Student, parent, and teacher survey data throughout the year, feedback from local law enforcement and SRO, IC behavior data and incident report data.	PLCs and PD agendas, discipline data, signage outside classrooms, receipts for cameras and window wrappings, SBDM minutes	No additional funding needed
		Discipline data will be examined to find trouble spots within the school			
		School safety plan will be reviewed at least twice annually			

Addendum for Schools Identified for Targeted or Comprehensive Support

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

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

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

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

Components of Turnaround Leadership Development and Support:
<p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b></p> <p><b>District Led:</b> Co-teaching training and walkthrough visits. Novice reduction form (20/50/30). Equity Institute summer PD. Specific walkthroughs for SDI and co-teach.</p> <p><b>School Led:</b> Regularly conduct SDI and co-teach walkthroughs</p>
Identification of Critical Resources Inequities:
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p> <p><b>District Led:</b> Some schools have more Support Teachers assigned to them based on student need. IDEA-B funding is based on school enrollment and programs (PASS, LI, etc). Hardin County Schools is 1:1 with chromebooks. Hardin County Schools increased the number of SPed consultants.</p> <p><b>School Led:</b> Schools must lay down the special education schedule first before creating a master schedule to maximize staff (i.e. do not allocate the same teacher for co-teaching &amp; resource during the same block, minimize the number of co teaching teams). Inclusion is the priority in scheduling. SpEd teachers will be assigned to their content area they are best in and be paired</p>

with the same regular teacher annually. Administration will give specific feedback on the SDI walkthrough to support the SpEd teachers. Allow release time for reg ed and SpEd teachers to co-plan and develop transitional activities.
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<p><b>Consider:</b> Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p><b>Response:</b></p> <p><b>District Led:</b> The district expects schools to utilize Direct/Explicit Instruction (DEI) with lessons designed to follow the Gradual Release of Responsibility Model. The district has provided and will continue to provide training on explicit instruction, modeling, reinforcement, and multi-sensory teaching strategies. Station teaching has been emphasized with all schools. Training on appropriate accommodations is provided by the district.</p> <p><b>School Led:</b> Monitor that accommodations are provided for every instructional task. Ensure all students are provided access to grade level standards. Regularly conduct and give specific feedback in co-teach walkthrough.</p> <ol style="list-style-type: none"><li>1. Admin will regularly complete an SDI/Co-teaching walkthrough three times on our Special Education teachers each week.</li><li>2. As an administrative team we will disaggregate the data to see trends and influences.</li><li>3. Using that baseline data we will commit to two co-teaching practices:<ol style="list-style-type: none"><li>i) Station Teaching</li><li>ii) Parallel Teaching</li></ol></li><li>1. We will train and support teachers on those co-teaching models using available resources</li><li>2. We will review the instructional materials (lesson plans) for learning targets, SDI, and materials.</li><li>3. We will work during our instructional walkthroughs to provide feedback</li><li>4. Admin team will work with SPED teachers to determine classroom placements that meet the students needs the best way.</li></ol>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<p><b>Consider:</b> Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p><b>District Led:</b> Implemented a district-wide Trauma Informed Care initiative. Surveys such as KARE, PBIS, KSA, Impact are given to students and/or staff annually. The Student Services Department uses a Student Services Data Collection tool (reviewed with principals several times a year). The Superintendent has several Advisory Groups and meets with parents of special education students and minority students, parents and community members (KARE Committee).</p> <p><b>School Led:</b> Community involvement to represent various sub-populations (i.e. mentoring groups, assemblies, guest speakers, etc.). Principals have an inclusion focus.</p> <p><b>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.</b></p>

### TSI/ATSI Evidence-based Practices

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

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE's [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
Train Staff to Implement a Strong Literacy Education Program	Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). <i>Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027)</i> . Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc">http://ies.ed.gov/ncee/wwc</a> .	<input type="checkbox"/>
Train Staff to Implement Strong Literacy Practices with an emphasis on diverse learning populations	Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). <i>Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007)</i> . Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="https://whatworks.ed.gov/">https://whatworks.ed.gov/</a> .	<input type="checkbox"/>
Train Staff on a SEL Program to implement in classrooms	Page, B. & D'Agostino, A. (2005). <i>Connect with Kids: 2004–2005 Study Results for Kansas and Missouri</i> . Available from: Compass Consulting Group, LLC. 5726 Fayetteville Road, Suite 203, Durham, NC 27713	<input type="checkbox"/>
Teaching Secondary Students to write effectively	Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively (NCEE 2017-4002)</i> . Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a> .	<input type="checkbox"/>
MTSS	McCart, A., & Miller, D. (2019). <i>Leading equity-based MTSS for all students</i> . Corwin	
Co Teaching Model	Bauwens, Jeanne, Jack J. Hourcade, and Marilyn Friend. <i>Cooperative teaching: A model for general and special education integration</i> . Remedial and Special education 10.2 (1989): 17-22.	
Deeper Learning	New Tech Network: <i>Driving Systems Change and Equity Through Project-Based Learning</i> by Julie Adams and DeAnna Duncan (2019).	

