

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

- o Postsecondary Readiness
- o Graduation Rate

Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in reading and mathematics

Goal 1: By May 2023 North Park will demonstrate an increase in percent proficient and distinguished students as measured by iReady score for Kindergarten students.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May 2023, there will be an increase in percent proficient and distinguished Kindergarten students in Reading – 22% to 32%</p>	KCWP1	<p>Ensure monitoring measure are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.</p> <ul style="list-style-type: none"> Title 1 School Wide Program 	<p>Walkthroughs, Observation documents, fidelity checks.</p> <p>Principal, Asst. Principal</p>	January – May 2023	Title 1 PPA
		<p>Ensure the curricular delivery and assessment measures provide for all pertinent information needs of students.</p> <ul style="list-style-type: none"> Walkthroughs, observations Title I, ESS, ESL MTSS monitoring process ESGI assessment/monitoring tool 	<p>Walkthroughs, Observation documents, fidelity checks.</p> <p>Teachers, Special Education Teachers</p>	January – May 2023	Title 1
	KCWP2	<p>Develop a clearly defined MTSS school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, goal measurement, and progress monitoring checks.</p> <ul style="list-style-type: none"> MTSS district process 	<p>MTSS data Reviews in Data Chats</p> <p>Counselor, MTSS Teachers, Behaviorist</p>	January-May 2023	PPA
		<p>Ensure ongoing professional development in the area of best</p>	<p>Growth Plans, Student gains, Behavior referral</p>	January – May 2023	PPA

Goal 1: By May 2023 North Park will demonstrate an increase in percent proficient and distinguished students as measured by iReady score for Kindergarten students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <ul style="list-style-type: none"> ● Professional Learning Opportunities- individual PD, video self-observation and reflection, PLC meetings ● Technology to be used with professional learning activities for classroom teachers to improve classroom instructional practices and reflection on instruction which will result in increased student outcomes. ● Orton Gillingham ● Multi Sensory Learning Strategies ● Technology resources ● Kagan Strategies ● Elevate Strategies ● Book Studies ● Classroom Cross Visits 	<p>data, classroom walkthroughs, Principal, Asst Principal</p>		
		<p>Ensure that curricular delivery assessment measures provide for all pertinent information needs for students.</p> <ul style="list-style-type: none"> ● Use classroom assessment data to inform teacher’s instructional decisions. (Orton 			

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Gillingham Multi Sensory Learning Strategies, iReady Math Classroom Assessment, ESGI testing, iReady)</p> <ul style="list-style-type: none"> • Use collection of assessment artifacts to inform next steps for individual students and groups of students (running records, ESGI, iReady, writing samples, etc) 			
		<p>Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments.</p> <ul style="list-style-type: none"> • Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. • Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning. 			

Goal 1: By May 2023 North Park will demonstrate an increase in percent proficient and distinguished students as measured by iReady score for Kindergarten students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed, <ul style="list-style-type: none"> ● ESS/MTSS monitoring ● Data chats 			
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. <ul style="list-style-type: none"> ● Use of effective teaching strategies for all students ● Kinesthetic learning ● Early Numeracy Strategies – KCM ● Orton Gillingham ● Multi Sensory Learning Strategies 			
	KWPC3	Develop a progress monitoring system to monitor standards mastery for each student. <ul style="list-style-type: none"> ● ESGI-Literacy Skills continuum, Kindergarten Skills, iReady Math Classroom Assessments, MTSS, Enrichment/Intervention groupings/schedule, iReady assessment 	MTSS Data Review at PLC Data Chats Counselor, MTSS teacher, Principal, Assistant Principal	January-May 2023	PPA

Goal 1: By May 2023 North Park will demonstrate an increase in percent proficient and distinguished students as measured by iReady score for Kindergarten students.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Develop a tracking system for monitoring of student achievement progress by learning target and by standard. <ul style="list-style-type: none"> • Create and monitor a “Watch List: for students performing below proficiency. 	MTSS Data Review at PLC Data Chats Counselor, MTSS teacher, Principal, Assistant Principal	January – May 2023	PPA
	KWPC4	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. <ul style="list-style-type: none"> • Data Chats, PLCs 	KSI Data Review at PLC Data Chats All teachers, Counselor, Principal, Assistant Principal	January – May 2023	PPA
		Utilize a protocol and monitoring/documentation tool for tiered interventions movement considerations. Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems. <ul style="list-style-type: none"> • MTSS process 	KSI Data Review at PLC Data Chats All teachers, Counselor, Principal, Assistant Principal		PPA
Objective 2 By May 2022, there will be an increase in percent proficient and distinguished Kindergarten students in Math. NPES Overall – 18%-28%	KCWP1	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.	Walkthroughs, Observation documents, fidelity checks Principal, Asst Principal	January – May 2023	Title 1 PPA

Goal 1: By May 2023 North Park will demonstrate an increase in percent proficient and distinguished students as measured by iReady score for Kindergarten students.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> Title 1 school Wide Program 			
		<p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs of students.</p> <ul style="list-style-type: none"> Walkthroughs, Observations Title 1, ESS, ESL MTSS monitoring process ESGI assessments/monitoring tool 	<p>Walkthroughs, Observation documents, fidelity checks</p> <p>Teachers, Special Education Teachers</p>	January – May 2023	Title 1
	KCWP2	<p>Develop a clearly defined MTSS school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, interventions programs/strategies, goal measuring, and progress monitoring checks</p> <ul style="list-style-type: none"> MTSS district process 	<p>MTSS data reviews in Data Chats</p> <p>Counselor, MTSS Teacher, Behaviorist</p>	January – May 2023	PPA
		<p>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <ul style="list-style-type: none"> Professional Learning Opportunities – individualizes PD, Swivl self-observation and reflection, PLC meetings 	<p>Growth Plans, Student gains, Behavior referral data, classroom walkthroughs.</p> <p>Principal, Assistant Principal</p>		

Goal 1: By May 2023 North Park will demonstrate an increase in percent proficient and distinguished students as measured by iReady score for Kindergarten students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> ● Technology to be used with professional learning activities for classroom teachers to improve classroom instructional practices and reflection on instruction which will result in increased student outcomes. ● Orton Gillingham ● Multisensory Learning Strategies ● Technology resources ● Picture Perfect Science ● Kagan Strategies ● Elevate Strategies ● Book Studies ● Classroom Cross visits 			
	KCWP2	<p>Ensure that curricular delivery and assessment measures provide for all pertinent information need for students.</p> <ul style="list-style-type: none"> ● Use classroom assessment data to inform teacher’s instructional decisions. (Orton Gillingham Multi-Sensory Learning Strategies, iReady Math Classroom Assessment, ESGI testing, iReady Diagnostic) ● Use collection of assessment artifacts to inform next steps 	<p>Data reviewed at Data Chats/PLCs</p> <p>All Teachers, Counselor, Principal, Assistant Principal</p>	January-May 2023	PPA

Goal 1: By May 2023 North Park will demonstrate an increase in percent proficient and distinguished students as measured by iReady score for Kindergarten students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		for individual students and groups of students (running records, ESGI, iReady, writing samples, etc.)			
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed and if so, what those adjustments are. <ul style="list-style-type: none"> ● Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. ● Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance a promote a culture of/for learning. 	Counselor, MTSS Teacher, Principal, Assistant Principal		
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. <ul style="list-style-type: none"> ● ESGI /MTSS monitoring ● Data Chats. 	Monthly Review of MTSS folders Counselor, MTSS Teacher, Principal, Assistant Principal	January – May 2023	

Goal 1: By May 2023 North Park will demonstrate an increase in percent proficient and distinguished students as measured by iReady score for Kindergarten students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. <ul style="list-style-type: none"> ● Use of effective teaching strategies for all students ● Kinesthetic learning ● Early Numeracy Strategies-KCM ● iReady Math Classroom ● Orton Gillingham ● Multi Sensory Learning Strategies) 	Classroom Walkthroughs, observations Teachers, Principal, Assistant Principal	January – May 2023	PPA
	KWPC3	Develop a progress monitoring system to monitor standards mastery for each student <ul style="list-style-type: none"> ● ESGI – Literacy Skills continuum, Kindergarten Skills, iReady Math Classroom Assessment, MTSS Enrichment/Intervention groupings/schedule, iReady 	MTSS Data Review at PLCs Data Chats Counselor, MTSS Teacher, Principal, Asst Principal	January – May 2023	
		Develop a tracking system for monitoring of student achievement progress by learning target and by standard. <ul style="list-style-type: none"> ● Create and monitor a “Watch List” for students performing below proficiency. 	MTSS Data Review at PLCs Data Chats Counselor, MTSS Teacher, Principal, Asst Principal		

Goal 1: By May 2023 North Park will demonstrate an increase in percent proficient and distinguished students as measured by iReady score for Kindergarten students.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KWPC4	<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p> <ul style="list-style-type: none"> Data chats, PLCs 	<p>MTSS Data Review at PLCs Data Chats</p> <p>Counselor, MTSS Teacher, Principal, Asst Principal</p>	January – May 2023	
		<p>Utilize a protocol and monitoring documentation tool for tiered intervention movement considerations. Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.</p> <ul style="list-style-type: none"> MTSS process 	<p>MTSS Process</p> <p>Counselor, MTSS Teacher, Principal, Asst Principal</p>		

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school’s underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school’s climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, the number of students with disabilities meeting grade level will increase 10% in Reading and Math	KWPC4	Ensure that formative, interim, summative assessment results as well as universal screeners data are used appropriately to determine tiered intervention needs. Progress monitoring and ESGI/PA Phonics Continuum data will be used to determine students that are not making adequate progress	Growth on Assessments, Special Education Teachers, Regular Education Teachers.	January – May 2023	No funding required.
		Special education teachers will work with classroom teachers to prioritize standards, develop assessments as well as modified lessons and track individual student progress on the district tracking sheet.	Lesson plans, monitoring Special Education teachers, regular education teachers		No funding required
Objective 2					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.):By 2025, the English Learner Progress Indicator will increase from 56.5 to 71.5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, the English Learner Progress Indicator will increase from 56.5 to 61.5.	KCWP 2	Ensure that curricular delivery and assessment measures provide for all pertinent information needs of students. <ul style="list-style-type: none"> ● Walkthroughs, Observations ● Title 1, ESS, ESL ● MTSS monitoring process ● EL Academy ● Cooperative Learning Strategies ● Classroom Visits ● Carousel of Ideas 	Lesson plans, monitoring, teachers, ESL teachers, regular education partners	January – May 2025	Title 1 ESS
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Implement PBIS to fidelity to ensure all students have access to a safe school climate to learn and grow in.		Ensure that 2 nd Steps curricular delivery provide for all pertinent information needs of students. <ul style="list-style-type: none"> • Walkthroughs, Observations • Behavior Data 	Lesson plans, entire school staff.	January – May 2023	PPA
Objective 2					

6: Postsecondary Readiness (high school only)

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

7: Graduation Rate (high school only)

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

8: Other (Optional)

Goal 8 (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:

<p>Components of Turnaround Leadership Development and Support:</p> <p>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:</p>
<p>Identification of Critical Resources Inequities:</p> <p>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:</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <p>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:</p>
<p>Targeted Subgroups and Evidence-Based Interventions:</p> <p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response:</p>
<p>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.</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 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 eProve. Specific directions regarding the documentation requirements can be found in the “[Compliance Requirements](#)” 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.	<input checked="" type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

Evidence-based Practices

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