

# Southside Elementary Comprehensive School Improvement Plan (CSIP) 2019 - 2020

## 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 (State your proficiency goal.): By 2023, Southside Elementary will increase the Reading proficiency from 54.0% to 58.0% proficient and distinguished and the Math proficiency from 51.4% to 55.4% proficient and distinguished.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percent of students scoring proficient or distinguished on MAP Reading from 54.8% in Fall 2019 to 59.8% in Spring 2020	KCWP 2: Design and Deliver Instruction	Teachers will increase small group instruction and differentiation to better meet the needs of individual learners and increase student engagement.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and differentiation of instruction.		None
		Increasing collaboration of Title I staff, special education staff, CSRT, Extended School Services, and specials teachers for small group instruction and KSI support.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and collaboration.		Title I Title II IDEA B District Staffing ESS Funds
		Teachers will make school visits to view high quality instruction and differentiation.	Implementation of strategies observed, assessment data that supports instructional growth using those strategies.		Title I SBDM
		Teachers will utilize and discuss formative and summative data during PLCs to create small groups and regroup as needed for differentiation.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and differentiation of instruction will be documented in PLC minutes.		None
		Teachers will utilize NWEA Pathway, Study Island, Exact Path, and other high rigorous technology resources	Analysis of NWEA Pathway, Study Island, Exact Path reports and		District Funds Title I

Goal 1 (State your proficiency goal.): By 2023, Southside Elementary will increase the Reading proficiency from 54.0% to 58.0% proficient and distinguished and the Math proficiency from 51.4% to 55.4% proficient and distinguished.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		on a daily basis to individualize and differentiate instruction.	reports from other technology resources.		
		FRYSC will support basic needs of students to increase daily attendance and help insure students are ready to learn.	FRYSC documentation of services provided to students and Advisory Council minutes.		FRYSC Funds
Objective 2 Increase the percent of students scoring proficient or distinguished on MAP Math from 50.5% in Fall 2019 to 55.5% in Spring 2020	KCWP 2: Design and Deliver Instruction	Teachers will increase small group instruction and differentiation to better meet the needs of individual learners and increase student engagement.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and differentiation of instruction.		None
		Increasing collaboration of Title I staff, special education staff, CSRT, Extended School Services, and specials teachers for small group instruction and KSI support.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and collaboration.		Title I Title II IDEA B District Staffing ESS Funds
		Teachers will make school visits to view high quality instruction and differentiation.	Implementation of strategies observed, assessment data that supports instructional growth using those strategies.		Title I SBDM
		Teachers will utilize and discuss formative and summative data during PLCs to create small groups and regroup as needed for differentiation.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and differentiation of instruction will be documented in PLC minutes.		None

Goal 1 (State your proficiency goal.): By 2023, Southside Elementary will increase the Reading proficiency from 54.0% to 58.0% proficient and distinguished and the Math proficiency from 51.4% to 55.4% proficient and distinguished.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will utilize NWEA Pathway, Study Island, Exact Path, and other high rigorous technology resources on a daily basis to individualize and differentiate instruction.	Analysis of NWEA Pathway, Study Island, Exact Path reports and reports from other technology resources		District Funds Title I
		FRYSC will support basic needs of students to increase daily attendance and help insure students are ready to learn.	FRYSC documentation of services provided to students and Advisory Council minutes.		FRYSC Funds

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2023 Southside Elementary School will increase the percent of Proficient and distinguished students by 2% in Social Studies, 2% Science, and 2% On-Demand Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percent of students scoring proficient or distinguished on KPREP Social Studies from 59.2% in 2019 to 61.2% in 2020	KCWP 2: Design and Deliver Instruction	Teachers will increase small group social studies instruction and differentiation to better meet the needs of individual learners and increase student engagement.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and differentiation of social studies instruction.		None
		Increasing collaboration of classified staff and special education staff for small group instruction.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and collaboration.		SBDM Funds IDEA B
		Teachers will utilize Study Island, and other high rigorous technology resources on a daily basis to individualize and differentiate instruction.	Analysis of Study Island reports and reports from other technology resources		District Funds
		Teachers will collaborate with other social studies teachers within and outside of the school	Implementation of strategies observed, assessment data that supports instructional growth using those strategies.		None
		FRYSC will support basic needs of students to increase daily attendance and help insure students are ready to learn.	FRYSC documentation of services provided to students and Advisory Council minutes.		FRYSC Funds

Goal 2 (State your separate academic indicator goal.): By 2023 Southside Elementary School will increase the percent of Proficient and distinguished students by 2% in Social Studies, 2% Science, and 2% On-Demand Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase the percent of students scoring proficient or distinguished on KPREP On-Demand Writing from 47.4% in 2019 to 49.4% in 2020	KCWP 2: Design and Deliver Instruction	Teachers will increase small group on-demand writing instruction and differentiation to better meet the needs of individual learners and increase student engagement.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and differentiation of on-demand writing instruction.		None
		Increasing collaboration of classified staff and special education staff for small group instruction.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and collaboration.		SBDM Funds IDEA B
		Teachers will increase timed writing opportunities to prepare students for timed writing assessments.	Writing samples and data		None
		Teachers will collaborate with other writing teachers within and outside of the school	Implementation of strategies observed, assessment data that supports instructional growth using those strategies.		None
		FRYSC will support basic needs of students to increase daily attendance and help insure students are ready to learn.	FRYSC documentation of services provided to students and Advisory Council minutes.		FRYSC Funds
	Objective 3 Increase the percent of students scoring proficient or distinguished on KPREP Science	KCWP 2: Design and Deliver Instruction	Teachers will increase small group science instruction and differentiation to better meet the needs of individual learners and increase student engagement.	Ongoing assessment data that demonstrates student growth resulting from small group instruction	

Goal 2 (State your separate academic indicator goal.): By 2023 Southside Elementary School will increase the percent of Proficient and distinguished students by 2% in Social Studies, 2% Science, and 2% On-Demand Writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
from 55.8% in 2019 to 57.8% in 2020			and differentiation of science instruction.		
		Increasing collaboration of classified staff and special education staff for small group instruction.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and collaboration.		SBDM Funds IDEA B
		Teachers will utilize Study Island, and other high rigorous technology resources on a daily basis to individualize and differentiate instruction.	Analysis of Study Island reports and reports from other technology resources		District Funds
		Teachers will collaborate with other science teachers within and outside of the school.	Implementation of strategies observed, assessment data that supports instructional growth using those strategies.		None
		FRYSC will support basic needs of students to increase daily attendance and help insure students are ready to learn.	FRYSC documentation of services provided to students and Advisory Council minutes.		FRYSC Funds

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.): By 2023 Southside Elementary will increase the percentage of students in the Economically Disadvantaged subgroup demonstrating proficiency in Reading to 35.1% and Math to 18.9%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percent of students scoring proficient or distinguished on MAP Reading from 36.9% in Fall 2019 to 41.9% in Spring 2020 for students in the Economically Disadvantaged subgroup.	KCWP 2: Design and Deliver Instruction	Teachers will increase small group instruction and differentiation to better meet the needs of individual learners and increase student engagement.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and differentiation of instruction.		None
		Increasing collaboration of Title I staff, special education staff, CSRT, Extended School Services, and specials teachers for small group instruction and KSI support.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and collaboration.		Title I Title II IDEA B District Staffing ESS Funds
		Teachers will make school visits to view high quality instruction and differentiation.	Implementation of strategies observed, assessment data that supports instructional growth using those strategies.		Title I SBDM
		Teachers will utilize and discuss formative and summative data during PLCs to create small groups and regroup as needed for differentiation.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and differentiation of instruction will be documented in PLC minutes.		None
		Teachers will utilize NWEA Pathway, Study Island, Exact Path, and other high rigorous technology resources	Analysis of NWEA Pathway, Study Island, Exact Path reports and		District Funds Title I



Goal 3 (State your achievement gap goal.): By 2023 Southside Elementary will increase the percentage of students in the Economically Disadvantaged subgroup demonstrating proficiency in Reading to 35.1% and Math to 18.9%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		on a daily basis to individualize and differentiate instruction.	reports from other technology resources		
		FRYSC will support basic needs of students to increase daily attendance and help insure students are ready to learn.	FRYSC documentation of services provided to students and Advisory Council minutes.		FRYSC Funds
Objective 2 Increase the percent of students scoring proficient or distinguished on MAP Math from 40.2% in Fall 2019 to 45.2% in Spring 2020 for students in the Economically Disadvantaged subgroup.	KCWP 2: Design and Deliver Instruction	Teachers will increase small group instruction and differentiation to better meet the needs of individual learners and increase student engagement.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and differentiation of instruction.		None
		Increasing collaboration of Title I staff, special education staff, CSRT, Extended School Services, and specials teachers for small group instruction and KSI support.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and collaboration.		Title I Title II IDEA B District Staffing ESS Funds
		Teachers will make school visits to view high quality instruction and differentiation.	Implementation of strategies observed, assessment data that supports instructional growth using those strategies.		Title I SBDM
		Teachers will utilize and discuss formative and summative data during PLCs to create small groups and regroup as needed for differentiation.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and differentiation of instruction will be		None

Goal 3 (State your achievement gap goal.): By 2023 Southside Elementary will increase the percentage of students in the Economically Disadvantaged subgroup demonstrating proficiency in Reading to 35.1% and Math to 18.9%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			documented in PLC minutes.		
		Teachers will utilize NWEA Pathway, Study Island, Exact Path, and other high rigorous technology resources on a daily basis to individualize and differentiate instruction.	Analysis of NWEA Pathway, Study Island, Exact Path reports and reports from other technology resources		District Funds Title I
		FRYSC will support basic needs of students to increase daily attendance and help insure students are ready to learn.	FRYSC documentation of services provided to students and Advisory Council minutes.		FRYSC Funds

#### 4: Growth

Goal 4 (State your growth goal.): By 2023, Southside Elementary School will increase the percent of students that attain a minimum of one year's typical growth from 46.2% in SY 17-18 to 56.2 in SY 22-23 in Reading and from 43.1% in SY 17-18 to 53.1 in SY 22-23 in Math as measured by Fall to Spring MAP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percent of students in grades K-5 that attain a minimum of one year's typical growth from 54% in SY 18-19 to 59% in SY 19-20 in Reading as measured by Fall to Spring MAP.	KCWP 2: Design and Deliver Instruction	Teachers will increase small group instruction and differentiation to better meet the needs of individual learners and increase student engagement.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and differentiation of instruction.		None
		Increasing collaboration of Title I staff, special education staff, CSRT, Extended School Services, and specials teachers for small group instruction and KSI support.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and collaboration.		Title I Title II IDEA B District Staffing ESS Funds
		Teachers will make school visits to view high quality instruction and differentiation.	Implementation of strategies observed, assessment data that supports instructional growth using those strategies.		Title I SBDM
		Teachers will utilize and discuss formative and summative data during PLCs to create small groups and regroup as needed for differentiation.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and differentiation of instruction will be documented in PLC minutes.		None
		Teachers will utilize NWEA Pathway, Study Island, Exact Path, and other high rigorous technology resources	Analysis of NWEA Pathway, Study Island, Exact Path reports and		District Funds Title I

Goal 4 (State your growth goal.): By 2023, Southside Elementary School will increase the percent of students that attain a minimum of one year's typical growth from 46.2% in SY 17-18 to 56.2 in SY 22-23 in Reading and from 43.1% in SY 17-18 to 53.1 in SY 22-23 in Math as measured by Fall to Spring MAP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		on a daily basis to individualize and differentiate instruction.	reports from other technology resources		
		FRYSC will support basic needs of students to increase daily attendance and help insure students are ready to learn.	FRYSC documentation of services provided to students and Advisory Council minutes.		FRYSC Funds
Objective 2 Increase the percent of students in grades K-5/K-8/6-8 that attain a minimum of one year's typical growth from 49% in SY 18-19 to 54% in SY 19-20 in Math as measured by Fall to Spring MAP.	KCWP 2: Design and Deliver Instruction	Teachers will increase small group instruction and differentiation to better meet the needs of individual learners and increase student engagement.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and differentiation of instruction.		None
		Increasing collaboration of Title I staff, special education staff, CSRT, Extended School Services, and specials teachers for small group instruction and KSI support.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and collaboration.		Title I Title II IDEA B District Staffing ESS Funds
		Teachers will make school visits to view high quality instruction and differentiation.	Implementation of strategies observed, assessment data that supports instructional growth using those strategies.		Title I SBDM
		Teachers will utilize and discuss formative and summative data during PLCs to create small groups and regroup as needed for differentiation.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and differentiation of instruction will be		None

Goal 4 (State your growth goal.): By 2023, Southside Elementary School will increase the percent of students that attain a minimum of one year's typical growth from 46.2% in SY 17-18 to 56.2 in SY 22-23 in Reading and from 43.1% in SY 17-18 to 53.1 in SY 22-23 in Math as measured by Fall to Spring MAP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			documented in PLC minutes.		
		Teachers will utilize NWEA Pathway, Study Island, Exact Path, and other high rigorous technology resources on a daily basis to individualize and differentiate instruction.	Analysis of NWEA Pathway, Study Island, Exact Path reports and reports from other technology resources		District Funds Title I
		FRYSC will support basic needs of students to increase daily attendance and help insure students are ready to learn.	FRYSC documentation of services provided to students and Advisory Council minutes.		FRYSC Funds

## 5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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.): By 2023, Southside Elementary will increase the percent of kindergarten and first grade students that are transition ready from 45.9% to 55.9% according to grade level benchmarks on MAP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of kindergarten and first grade students who are transition ready from 45.9% to 55.9% by spring of 2020 according to	KCWP 2: Design and Deliver Instruction	Teachers will increase small group instruction and differentiation to better meet the needs of individual learners and increase student engagement.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and differentiation of instruction.		None
		Increasing collaboration of Title I staff, special education staff, and specials teachers for small group instruction and KSI support.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and collaboration.		Title I IDEA B District Staffing
		Teachers will make school visits to view high quality instruction and differentiation.	Implementation of strategies observed, assessment data that supports instructional growth using those strategies.		Title I SBDM
		Teachers will utilize and discuss formative and summative data during PLCs to create small groups and regroup as needed for differentiation.	Ongoing assessment data that demonstrates student growth resulting from small group instruction and differentiation of instruction will be documented in PLC minutes.		None
		Teachers will utilize Study Island, and other high rigorous technology resources on a daily basis to	Analysis of Study Island reports and reports		District Funds



Goal 7 (State your separate goal.): By 2023, Southside Elementary will increase the percent of kindergarten and first grade students that are transition ready from 45.9% to 55.9% according to grade level benchmarks on MAP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		individualize and differentiate instruction.	from other technology resources		
		FRYSC will support basic needs of students to increase daily attendance and help insure students are ready to learn.	FRYSC documentation of services provided to students and Advisory Council minutes.		FRYSC Funds

## 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:

<b>Components Of Turnaround Leadership Development And Support:</b>
<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>
<b>Identification Of Critical Resources Inequities:</b>
<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>

**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"/>
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		<input type="checkbox"/>
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		<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
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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