## **REFERENCES**

- Adelman, H., & Taylor, L. (2016). ESSA, equity of opportunity, and addressing barriersto learning [Policy Brief]. Los Angeles, CA: UCLA Center for Mental Healthin Schools. Retrievedfrom http://smhp.psych.ucla.edu/pdfdocs/essaanal.pdf
- Alderman, M. K. (2008). Motivation for achievement:
  Possibilities for teaching and learning (3rd ed.). New
  York, NY: Routledge. Alliance for Excellent Education.
  (2016). Every Student Succeeds Act primer: Personalized
  learning. Retrievedfrom http://all4ed.org/wpcontent/uploads/2016/04/ESSAPrimer- PersonalizedLearning.pdf
- American Academy of Pediatrics Committee on School Health. (2013). Out-of-school suspension and expulsion. Pediatrics, 131(3), 1000–1007. https://doi.org/10.1542/peds.2012-3932
- American Psychological Association Coalition for Psychology in Schools and Education. (2015). Top 20 principles from psychology for preK–12 teaching and learning. Retrievedfrom http://www.apa.org/ed/schools/teaching-learning/top-twenty-principles.pdf
- American Psychological Association Zero Tolerance Task Force. (2008). Are zerotolerance policies effective in schools? An evidentiary review and recommendations. American Psychologist, 63, 852–862.
  - https://doi.org/10.1037/0003-066X.63.9.852
- American School Counselor Association. (2015). The school counselor and student mental health. Retrievedfrom https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\_StudentMentalHealth.pdf
- Anderman, E. M., & Anderman, L. H. (2014). Classroom motivation (2nd ed.). Boston, MA: Pearson.
- Ansary, N. S., Elias, M. J., Greene, M. B., & Green, S. (2015).

  Guidance for schools selecting anti bullying approaches:
  Translating evidence-based strategies tocontemporary implementation realities. Educational Researcher, 44, 27–36. <a href="https://doi.org/10.3102/0013189X14567534">https://doi.org/10.3102/0013189X14567534</a>
- Association for Supervision and Curriculum Development. (2012). Making the case for educating the whole child. Alexandria, VA: Author. Retrievedfrom http://www.wholechildeducation.org/assets/content/mx-resources/WholeChild-MakingTheCase.pdf
- Association for Supervision and Curriculum Development. (2015). Poverty and education: From a war on poverty to the majority of public school students living in poverty. Retrievedfrom http://www.ascd.org/ASCD/pdf/siteASCD/wholechild/

- spring2015wcsreport.pdf
- Au, W. (2007). High-stakes testing and curricular control: A qualitative meta synthesis.
- Educational Researcher, 36, 258–267. https://doi.org/10.3102/0013189X07306523
- Barr, R. D., & Gibson, E. L. (2013). Building a culture of hope: Enriching schools with optimism and opportunity. Bloomington, IN: Solution Tree.
- Bartfeld, J. S., & Ahn, H.-M. (2011). The school breakfast program strengthens household food security among low-income households with elementary children. The Journal of Nutrition, 141, 470–475. https://doi.org/10.3945/jn.110.130823
- Bartlett, J. D., Smith, S., & Bringewatt, E. (2017). Helping young children who have experienced trauma: Policies and strategies for early care and education. New York, NY: Columbia University, National Center for Child Poverty. Retrieved from http://www.nccp.org/publications/pdf/text 1180.pdf
- Basch, C. E. (2011). Healthier students are better learners: A missing link in school reforms to close the achievement gap. Journal of School Health, 81, 593–598. <a href="https://doi.org/10.1111/j.1746-1561.2011.00632.x">https://doi.org/10.1111/j.1746-1561.2011.00632.x</a>
- Bear, G. G. (2010a). Discipline: Effective school practices. Bethesda, MD: National Association of School Psychologists.
- Bear, G. G. (2010b). School discipline and self- discipline: A practical guide to promoting prosocial student behavior. New York, NY: The Guildford Press.
- Bear, G. G., Yang, C., Mantz, L. S., & Harris, A. B. (2017).
  School-wide practices associated with school climate in elementary, middle, and high schools.
  Teaching and Teacher Education, 63, 372–383.
  <a href="https://doi.org/10.1016/j.tate.2017.01.012">https://doi.org/10.1016/j.tate.2017.01.012</a>
- Benard, B. (2004). Resiliency: What we have learned. San Francisco, CA: WestEd.
- Benson, L., Harkavy, I., Johanek, M. C., & Puckett, J. (2009). The enduring appeal of community schools. American Educator, 33, 22–47.
- Best practices in engaging diverse families. (2016).

  Arlington, VA: Hanover Research. Retrievedfrom http://www.pthvp.org/ wp-content/uploads/2016/10/Engaging- Diverse-Families.pdf

- Bloom, B., Cohen, R. A., & Freeman, G. (2012). Summary health statistics for U.S. children: National Health Interview Survey, 2011. Vital Health Statistics, 10(254), 1–80. Retrievedfrom https://www.cdc.gov/nchs/data/series/sr\_10/sr10\_254.pdf
- Boschma, J., & Brownstein, R. (2016, February). The concentration of poverty in Americanschools. The Atlantic. Retrievedfrom https://www.theatlantic.com/education/archive/2016/02/concentration-poverty-american-schools/471414/
- Broader, Bolder Approach to Education. (2016). A broader, bolder education policy framework: Executive summary. Retrievedfrom https://www.boldapproach.org/app/uploads/2016/02/bba\_statement\_bulletpoints\_final.pdf
- Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In R. M. Lerner & W. Damon (Eds.), Handbook of child psychology: Vol. 1. Theoretical models of human development (6th ed.) (pp. 793–828). Hoboken, NJ: Wiley.
- Bjorklund, D. F. (2012). Children's thinking: Cognitive development and individual differences (5th ed.). Belmont CA: Wadsworth.
- Cardichon, J., & Darling-Hammond, L. (2017). Advancing educational equity for underserved youth: How new state accountability systems can support school inclusion and student success. Palo Alto, CA: Learning Policy Institute. Retrievedfrom https://learningpolicyinstitute.org/sites/default/files/product-files/Advancing\_Educational\_
  Equity Underserved Youth REPORT.pdf
- Centers for Disease Control and Prevention. (2002). The socialecological model: A framework for violence prevention. Atlanta, GA: U.S. Department of Health and Human Services. Retrievedfrom https://www. cdc.gov/violenceprevention/pdf/sem\_framewrk-a.pdf
- Centers for Disease Control and Prevention. (2009). School connectedness: Strategiesfor increasing protective factors among youth. Atlanta, GA: U.S. Department of Health and Human Services. Retrievedfrom https://www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf
- Centers for Disease Control and Prevention. (2011). School health guidelines to promote healthy eating and physical activity. Morbidity and Mortality Weekly Report, 60(5), 1–75.
- Chenoweth, K. (2016, May). ESSA offers changes that can continue learning gains. Phi Delta Kappan, 97(8), 38–42. <a href="https://doi.org/10.1177/0031721716647017">https://doi.org/10.1177/0031721716647017</a>

- Child Trends DataBank. (2013a). Neighborhood safety:
  Child Trends' original analyses of data from the
  National Survey of Children's Health. Retrieved
  from http://www.childtrends.
  org/?indicators=neighborhood-safety
- Child Trends DataBank. (2013b). Young adult depression original analysis by Child Trends of National Health Interview Survey data 1998–2011.

  Retrievedfrom https://www.childtrends.org/indicators/young-adult-depression/
- The Children's Aid Society. (n.d.). Retrievedfrom http://www.childrensaidsociety.org/
- City Connects. (2016). The impact of City Connects:
  Student outcomes, progress report 2016.
  Retrievedfrom http://www.
  bc.edu/content/dam/files/schools/lsoe/
  cityconnects/pdf/City%20Connects%20
  Progress%20Report%202016.pdf
- Claro, S., Paunesku, D., & Dweck, C. (2016). Growth mindset tempers the effects of poverty on academic achievement. Proceedings of the National Academy of Sciences, 113(31), 8664–8668. https://doi.org/10.1073/pnas.1608207113
- Coalition for Community Schools. (n.d.). What is a community school? Washington, DC: Institute for Educational Leadership. Retrievedfrom http://www.communityschools.org/aboutschools/what\_is\_a\_community\_school.aspx
- Collaborative for Academic, Social, and Emotional Learning. (2017). Core SEL competencies. Chicago, IL: Author. Retrievedfrom http://www.casel.org/corecompetencies/
- Communities in Schools. (n.d.). Retrievedfrom https://www.communitiesinschools.org/
- Cornelius-White, J. H. D., & Harbaugh, A. P. (2010).
  Learner-centeredinstruction: Building
  relationships for student success. Thousand
  Oaks, CA: SAGE Publications.
  <a href="https://doi.org/10.4135/9781483349183">https://doi.org/10.4135/9781483349183</a>
  - rling-Hammond I Rae S Cook-Harvey C M
- Darling-Hammond, L., Bae, S., Cook-Harvey, C. M., Lam, L., Mercer, C., Podolsky, A.,& Stosich,
- L. (2016). Pathways to new accountability through the
  Every Student Succeeds Act. Palo Alto, CA:
  Learning Policy Institute. Retrievedfrom
  https://learningpolicyinstitute.org/
  sites/default/files/product-files/Pathways\_ NewAccountability \_Through\_Every \_
  Student\_Succeeds\_Act\_04202016.pdf

- David, J. L. (2011, March). High-stakes testing narrows the curriculum. Educational Leadership, 68(6), 78–80.
- DePaoli, J. L., Balfanz, R., Bridgeland, J., Atwell, M., & Ingram, E. S. (2017). Building a grad nation: Progress and challenge in raising high school graduation rates. Retrievedfrom http://new.every1graduates.org/wp-content/uploads/2017/05/2017-BGN-Report-vFINAL.pdf
- Digest of Education Statistics. (2016). Number and percentage of public school students eligible for free or reduced-price lunch, by state. Washington, DC: National Center for Education Statistics. Retrieved from https://nces.ed.gov/programs/digest/d15/tables/dt15\_204.10.asp
- Dignity in Schools. (n.d.). The Every Student Succeeds Act (ESSA) FAQ on school climate and discipline reform. Retrieved from http://www.dignityinschools.org/sites/default/files/1-28%20DSC%20ESSA%20FAQ%20Final.pdf
- Dobbie, W., & Fryer, R. G. (2011). Are high- quality schools enough to increase achievement among the poor? Evidence from the Harlem Children's Zone. American Economic Journal: Applied Economics, 3(3), 158–187. https://doi.org/10.1257/app.3.3.158
- Dobbie, W., & Fryer, R. G. (2015). The medium- term impacts of high-achieving charter schools. Journal of Political Economy, 123, 985–1037. https://doi.org/10.1086/682718
- Dryfoos, J. G. (2008, April). Centers of Hope: Full-service community schools can improve the lives of children in poverty. Educational Leadership, 65(7), 38–43.
- Duffee, J. H., Kuo, A. A., & Gitterman, B. A. (2016). Poverty and child health in the United States. Pediatrics, 137(4), 59–72. https://doi.org/10.1542/peds.2016-0339
- Duncan, G. J., Magnuson, K., & Murnane, R. J. (2016).

  Reforming preschools and schools. Academic Pediatrics, 16(3), S121–S127. <a href="http://doi.org/10.1016/j.acap.2015.12.003">http://doi.org/10.1016/j.acap.2015.12.003</a>
- Duncan, G. J., & Murnane, R. J. (2014a, March). Growing income inequality threatens Americaneducation. Phi Delta Kappan, 95(6), 8–14.
- https://doi.org/10.1177/003172171409500603

  Duncan, G. J., & Murnane, R. J. (2014b, April). Meeting the educational challenges of income inequality. Phi Delta Kappan, 95(7), 50–54.
  - https://doi.org/10.1177/003172171409500712
- Duncan, G. J., & Murnane, R. J. (2014c). Restoring opportunity: The crisis of inequality and the challenge for American education. Cambridge, MA: Harvard Education Press.

- Dunst, C. J., Bruder, M. B., & Hamby, D. W. (2015).

  Metasynthesis of in-service professional development research: Featuresassociated with positive educator and student outcomes.

  Educational Researchand Reviews, 10, 1732–1744. https://doi.org/10.5897/ERR2015.2306
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82, 405–432. https://doi.org/10.1111/j.1467-8624.2010.01564.x
- Dweck, C. (2006). Mindset: The new psychology of success. New York, NY: Random House.
- Elias, M. J., &, Haynes, N. M. (2008). Social competence, social support, and academic achievement in minority, low-income, urban elementary school children. School Psychology Quarterly, 23, 474–495. <a href="https://doi.org/10.1037/1045-3830.23.4.474">https://doi.org/10.1037/1045-3830.23.4.474</a>
- Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, L. (2009). School, family, and community partnerships: Your handbook for action (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Every Child Succeeds Act (ESSA) of 2015, Public Law No. 114-95, S.1177, 114th Cong. (2015).Retrieved from https://www.congress. gov/114/plaws/publ95/PLAW-114publ95. pdf
- Fantuzzo, J., Bulotsky-Shearer, R., McDermott, P., McWayne, C., Frye, D., & Perlman, S. (2007). Investigation of dimensions of social- emotional classroom behavior and school readiness for low-income urban preschool children. School Psychology Review, 36, 44–62. Retrievedfrom http://repository.upenn.edu/gse\_pubs/124/
- Federal Funding. (n.d.). Washington, DC: Coalition for Community Schools. Retrievedfrom http://www.communityschools.org/policy advocacy/federal funding.aspx
- García, E., & Weiss, E. (2016). Making whole child education the norm: How research and policy initiatives can make social and emotional skills a focal point of children's education. Washington, DC: Economic Policy Institute. Retrievedfrom http://www.epi. org/files/pdf/107051.pdf
- Gay, G. (2010). Culturally responsive teaching: Theory, research, and practice. New York, NY: Teachers College Press.

- Gibson, E. L., & Barr, R. D. (2015). Building a culture of hope for youth at risk: Supporting learners with optimism, place, pride, and purpose. National Youth-At-Risk Journal, 1(1), 22–30. https://doi.org/10.20429/nyarj.2015.010103
- Goldstein, D. (2014). The teacher wars: A history of America's most embattled profession. New York, NY: Doubleday.
- G o r s k i , P. C . ( 2013a, S e p t e m be r ) . Building pedagogy of engagement for students in poverty. Phi Delta Kappan, 95(1), 48-52.

## https://doi.org/10.1177/003172171309500109

- Gorski, P. C. (2013b). Reaching and teaching students in poverty: Strategies for erasing the opportunity gap. New York, NY: Teachers College Press, Columbia University.
- Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2015). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. Journal of Educational and Psychological Consultation, 25, 1–29. https://doi.org/10.1080/10474412.2014.929950
- Gregory, A., & Cornell, D. (2009). "Tolerating" adolescent needs:
  Moving beyond zero tolerance policies in high school.
  Theory Into Practice, 48, 106–113.
  https://doi.org/10.1080/00405840902776327
- Gregory, A., Cornell, D., & Fan, X. (2011). The relationship of school structure and support to suspension ratesfor Black and White high school students. American Educational Research Journal, 48, 904–934. https://doi.org/10.3102/0002831211398531
- Gregory, A., Cornell, D., & Fan, X. (2012). Teacher safety and authoritative school climate in high schools. American Journal of Education, 118, 401–425. https://doi.org/10.1086/666362
- Gregory, A., Cornell, D., Fan, X., Sheras, P., Shih, T., & Huang, F. (2010). Authoritative school discipline: High school practices associated with lower student bullying and victimization. Journal of Educational Psychology, 102, 483–496. <a href="https://doi.org/10.1037/a0018562">https://doi.org/10.1037/a0018562</a>
- Harris, D. (2007). High-flying schools, student disadvantage, and the logic of NCLB. American Journal of Education, 113, 367–394. https://doi.org/10.1086/512737
- Healthy Schools Campaign. (2016). Opportunities to support student health in the new Every Student Succeeds Act. Retrievedfrom https://healthyschoolscampaign.org/policy/education/opportunities-to-support-student-health-in-the-new-every-student-succeeds-act/
- Henderson, A. T. (2015). Quick brief on family engagement in Every Student Succeeds Act (ESSA) of 2015. Providence, RI: Annenberg Institute for School Reform. Retrieved

uploads/2016/06/FCE-in-ESSA-in-Brief.pdf
Heers, M., Klaveren, C. V., Groot, W., & van den Brink,
H. M. (2016). Community schools: What we
know and what we need to know. Review of
Educational Research, 86, 1016–1051.

from https://ra.nea.org/wp-content/

- https://doi.org/10.3102/0034654315627365
- Jain, S., Buka, S. L., Subramanian, S. V., & Molnar, B. E. (2012). Protective factors for youth exposed to violence: Role of developmental assets in building emotional resilience. Youth Violence and Juvenile Justice, 10, 107–129. https://doi.org/10.1177/1541204011424735
- Jensen, E. (2013, May). How poverty affects classroom engagement. Educational Leadership, 70(8), 24–30.
- Jensen, E. (2016). Poor students, rich teaching: Mindsets for change. Bloomington, IN: Solution Tree Press.
- Jerald, C. D. (2001). Dispelling the myth revisited:

  Preliminary findings from a nationwide analysis of "high-flying" schools. Washington, DC:

  Education Trust.
- Jia, Y., Konold, T. R., & Cornell, D. (2016). Authoritative school climate and high school dropout rates. School Psychology Quarterly, 31, 289–303. http://doi.org/10.1037/spq0000139
- Jiang, Y., Granja, M. R., & Koball, H. (2017). Basic facts about low-income children: Children under 18 years, 2015. New York, NY: Columbia University, National Center for Children in Poverty. Retrieved from http:// www.nccp.org/publications/pub\_1170.html
- Johnson, L. B. (1964). Annual message to the congress on the state of the union. Retrieved from http://www.presidency.ucsb.edu/ws/?pid=2678
- Jones, S. D., & Workman, E. (2016). ESSA's well-rounded education. Denver, CO: Education Commission of the States. Retrievedfrom http://www.ecs.org/ec-content/uploads/ESSAs-Well-Rounded-Education-1.pdf
- Jones, S. M., Bouffard, S. M., & Weissboard, R. (2013, May). Educators' social and emotional skills vital to learning. Phi Delta Kappan, 94(8), 62–65. https://doi.org/10.1177/003172171309400815

- Kahlenberg, R. D. (2012–2013). High-flying high- poverty schools. American Educator, 6, 8–9,40. Retrievedfrom http://files.eric.ed.gov/ fulltext/EJ995901.pdf
- Klein, J., Cornell, D., & Konold, T. (2012). Relationships between bullying school climate and student risk behaviors. School Psychology Quarterly, 27, 154–169. https://doi.org/10.1037/a0029350
- Krug, E., Dahlberg, L. L., Mercy, J. A., Zwi, A. B., & Lozano, R. (Eds.). (2002). World report on violence and health: Summary. Geneva, Switzerland: World Health Organization. Retrievedfrom http://www.who.int/violence injury\_ prevention/violence/ world report/en/summary\_en.pdf https://doi.org/10.1016/S0140-6736(02)11133-0
- Ladd, H. F. (2012). Education and poverty: Confronting the evidence. Journal of Policy Analysis & Management, 31, 203–227. <a href="https://doi.org/10.1002/pam.21615">https://doi.org/10.1002/pam.21615</a>
- Ladd, H. F. (2013). To help disadvantaged children learn, we must acknowledge that poverty hampers education. Cambridge, MA: Scholars Strategy Network. http://www.scholarsstrategynetwork.org/sites/default/files/ssn\_key\_findings\_ladd\_on\_education\_and\_poverty\_1.pdfLadd, H. F., Noguera P., Reville, P., & Starr, J. (2016, May 16). Student poverty isn't an excuse: It'sa barrier. Education Week, 35(30), 22–23. Retrievedfrom http://www.edweek.org/ew/articles/2016/05/11/student-poverty-isnt-an-excuse-its-a.html?r=1549048315
- Lacour, M., & Tissington, L. D. (2011). The effects of poverty on academic achievement. Educational Researchand Reviews, 8, 522–527. Retrievedfrom http://www.academicjournals.org/article/article1379765941\_Lacour%20and%20 Tissington.pdf
- Lee, P. C., & Stewart, D. E. (2013). Does a socio- ecological school model promote resilience in primary schools?

  Journal of School Health, 83, 795–804.

  <a href="https://doi.org/10.1111/josh.12096">https://doi.org/10.1111/josh.12096</a>
- Leithwood, K. A., & Riehl, C. (2003). What we know about successful school leadership. Division A of American Educational Research Association. Retrievedfrom http://olms.cte.jhu.edu/olms2/data/ck/file/What\_we\_know\_about\_SchoolLeadership.pdf
- Mann, R., & Mays, A. (2016). State ESSA plans to support student health and wellness: A frameworkfor action. Chicago, IL: Healthy Schools Campaign. Retrievedfrom http://www.dialogue
  4health.org/uploads/resources/State-ESSA-Framework.pdf

- Martin, J. E. (2017). Teachers want social- emotional learning as the ESSA accountability factor.
  Retrievedfrom http://connect.
  proexam.org/tessera-blog/teachers-want-social-emotional-learning-as-the-essa-accountability-factor
- McCombs, B. L., & Miller, L. (2007). Learner- centered classroom practices and assessments:

  Maximizing student motivation, learning, and achievement. Thousand Oaks, CA: Corwin Press.
- Miller, J. P. (2007). The holistic curriculum (2nd ed.). Toronto, Canada: OISE Press.
- Miller, P. M. (2011). A critical analysis of the research on student homelessness. Review of Educational Research, 81, 308–337.
- Milner, H. R. IV, & Tenore, F. B. (2010). Classroom management in diverse classrooms. Urban Education, 45, 560–603.
  - https://doi.org/10.1177/0042085910377290
- Mohan, E., & Shields, C. M. (2014). The voices behind the numbers: Understanding the experiences of homeless students. Critical Questions in Education, 5(3), 189–202.
- Moore, K. A. et al. (2014). Making the grade: Assessing the evidence for integrated student supports. (Publication#2014–07). Besthesda, MD: Child Trends. Retrieved from https:// childtrendsciw49tixgw5lbab.stackpathdns.com/wpcontent/uploads/2014/02/2014-07ISSPaper2.pdf
- Mullainathan, S., & Shafir, E. (2014). Freeing up intelligence. Scientific American Mind, 25(1), 58 63.

  <a href="https://doi.org/10.1038/scientificamericanmind-0114-58">https://doi.org/10.1038/scientificamericanmind-0114-58</a>
- Murphy, M., Redding, S., & Twyman, J. S. (Eds.) (2016). Handbook on personalized learning for states, districts, and schools. Charlotte, NC: Information Age Publishing, Inc.
- National Association of School Psychologists. (n.d.).

  ESSA school climate for school psychologists.

  Retrievedfrom https://

  www.nasponline.org/research-and-policy/
  current-law-and-policy-priorities/policypriorities/the-every-student-succeeds-act/ essaimplementation-resources/essa- school-safetyfor-decision-makers
- National Center for Education Statistics. (2017). The condition of education: Concentration of public school students eligible for free or reduced-

- price lunch. Retrievedfrom https://
  nces.ed.gov/programs/coe/indicator\_clb. asp
- National Health Education Standards. (2016). Retrievedfrom https://www.cdc.gov/ healthyschools/sher/standards/index.htm
- No Child Left Behind Act of 2001, P.L. 107-110, 20 U.S.C. § 6319 (2002).
- Noguera, P. A. (2011, November). A broader and bolder approach uses education to break the cycle of poverty. Phi Delta Kappan, 93(3), 8–14. https://doi.org/10.1177/003172171109300303
- Noguera, P. A., & Wells, L. (2011). The politics of school reform:
  A broader and bolder approach for Newark. Berkeley
  Review of Education, 2(1), 5–25. Retrievedfrom
  http://steinhardt.nyu.edu/scmsAdmin/
  media/users/zs374/PDFs/eScholarship\_UC\_
  item 9mj097nv.pdf
- Oakes, J., Maier, A.,& Daniel, J. (2017). Community schools: An evidence-based strategyfor equitable school improvement. Boulder, CO: National Education Policy Center. Retrievedfrom http://www.communityschools.org/assets/1/AssetManager/Community%20 Schools%20An%20Evidence%20Based%20 Strategy.pdf
- OECD Family Database. (2016). Child poverty. Retrievedfrom http://www.oecd.org/els/ soc/CO\_2\_2\_Child\_Poverty.pdf
- Pane, J. F., Steiner, E. D., Baird, M. D., & Hamilton,S. (2015).

  Continued progress: Promising evidence on personalized learning. Santa Monica, CA: RAND Corporation. Retrievedfrom http://www.rand.org/pubs/research\_reports/RR1365.html https://doi.org/10.7249/RR1365
- Parrett, W. H., & Budge, K M. (2012). Turning high-poverty schools into high-performing schools. Alexandria, VA: ASCD.
- PTA. (2009). PTA national standards for family- school partnerships. Retrievedfrom https://s3.amazonaws.com/rdcms-pta/files/production/public/National\_Standards\_Implementation\_Guide\_2009.pdf
- Putnam, F. W. (2006). The impact of trauma on child development. Juvenile and Family Court Journal, 57(1), 1–11. https://doi:10.1111/j.1755-6988.2006.tb00110.x
- Rea, D. W., & Zinskie, C. D. (2015). Making the American dream a reality for all youth: Introduction to the first issue of

## the National

- Youth-At-Risk Journal. National Youth-At-Risk Journal, 1(1). https://doi.org/10.20429/nyarj.2015.010101
- Reardon, S. (2011). The widening academic achievement gap between the rich and the poor: New evidence and possible explanations.
  - G. J. Duncan & R. J. Murnane (Eds.), Whither opportunity? Rising inequality, schools, and children's life chances (pp. 91–115). New York, NY: Russell Sage Foundation. Reardon, S. F. (2013, May). The widening income achievement gap. Educational Leadership,70(8), 10–16.
  - Reardon, S. F., Robinson-Cimpian, J. P., & Weathers, E. S. (2014). Patterns and trends in racial/ethnic and socioeconomic academic achievement gaps. In H. A. Ladd & M. E. Goertz (Eds.), Handbook of research in education finance and policy (2nd ed.) (pp. 491–509).
  - Mahwah, NJ: Lawrence Erlbaum. Redd, Z.,
    Boccanfuso, C., Walker, K., Princiotta, D.,
    Knewstub, D., & Moore, K. A.
    (2012).Expanding time for learning both inside
    and outside the classroom: A review of the
    evidence base. Washington, DC: Child Trends.
    Retrievedfrom
    - http://www.wallacefoundation.org/knowledgecenter/ Documents/Expanding-Time% 20 for-Learning-Both-Inside-and-Outside-the-Classroom.pdf
  - Redding, S., Murphy, M., & Sheley, P. (Eds.) (2011).
    Handbook on family and community
    engagement. Retrievedfrom
    http://www.schoolcommunitynetwork.org/dow
    nloads/ FACEHandbook.pdf
  - Reform Support Network. (2014). Strategiesfor community engagement inschool turnaround. Washington, DC: U. S. Department of Education. Retrievedfrom https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/strategies-for-community-engagement-in-
  - Rose, L. T. (2016). The end of average: How we succeed in a world that values sameness. San Francisco, CA: HarperOne.
  - Rose, M. (2015). School reform fails the test. American Scholar, 84(1), 18–30.

school-turnaround.pdf

Rothstein, R. (2004, November). The achievement gap: Closing the achievement gap requires more

- than just improving schools. Educational Leadership, 62(3), 40–43.
- Rothstein, R. (2008, April). Whose problem is poverty? Educational Leadership, 65(7), 8–13.
- Rothstein, R. (2010). How to fix our schools: It'smore complicated, and more work, than the Klein-Rhee 'manifesto' wants you to believe. (Policy Brief #286). Washington, DC: Economic Policy Institute. Retrieved from http://files.eric.ed.gov/fulltext/ED516800. pdf
- Rothstein-Fisch, C., & Trumball, E. (2008). Managing diverse classrooms: How to build on students' cultural strengths. Alexandria, VA: Association for Supervision and Curriculum Development.
- Schanzenbach, D. W. (2014). Does class size matter? Boulder, CO: National Education Policy Center. Retrievedfrom https://www.classsizematters.org/wp-content/uploads/2014/02/207632499-Pb-Class-Size.pdf
- Schneider, J. (2017, July). Why Americans think so poorly of the country's schools. The Atlantic. Retrievedfrom https://www.theatlantic.com/education/archive/2017/07/the-education-perception-gap/533898/
- Schneider, J., Jacobsen, R., White, R., & Gehlback, H. (2017, April). Building a better measure of school quality. Phi Delta Kappan, 98(7), 43–48. https://doi.org/10.1177/0031721717702631
- SHAPE America. (2015). Appropriate practicesin school-based health education. Reston, VA:Societyof Healthand Physical Educators. Retrievedfrom http://www.shapeamerica. org/publications/ pr oducts/ uploa d/
- Appropriate-Pract ices-in-School-Ba sed- Health-Education.pdf Share Our Strength. (2012). Hunger in our schools: Teachers report 2012. Washington, DC: Author. Retrievedfrom http://join. strength.org/site/DocServer/2012-teacher-report-final.pdf?docID=8901
- Sirin, S. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. Review of Educational Research, 75(3), 417–453. https://doi.org/10.3102/00346543075003417
- Skiba, R., & Peterson, R. (2003). Teaching the social curriculum: School discipline as instruction. Preventing School Failure, 47, 66–73. <a href="https://doi.org/10.1080/10459880309604432">https://doi.org/10.1080/10459880309604432</a>
- Stevens, K. (n.d.). What is personalized learning? Washington, DC: U.S. Department of Education Office of Educational Technology. Retrievedfrom https://medium.com/personalizing-the-learning-experience-insights/what-is-

## personalized-learning-bc874799b6f

- Suitts, S. (2015). A new majority: Low-income students now a majority in the nation's public schools. Research Bulletin. Atlanta, GA:
  Southern Education Foundation.Retrieved from http://files.eric.ed.gov/fulltext/ED555829.pdf
- Suitts, S. (2016, November). Students facing poverty: The new majority. Educational Leadership, 74(3), 36–40.
- 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. Child Development, 88(4), 1156–1171. https://doi.org/10.1111/cdev.12864
- Teasley, M. L. (2014). Shifting from zerotolerance to restorative justice in schools. Children & Schools, 36, 131–133.

  <a href="https://doi.org/10.1093/cs/cdu016">https://doi.org/10.1093/cs/cdu016</a>Thapa, A., Cohen, J., Guffey, S., & Higgins- D'Alessandro, A. (2013). A review of school climate research. Review of Educational Research, 83, 357–385. <a href="https://doi.org/10.3102/0034654313483907">https://doi.org/10.3102/0034654313483907</a>
- Title I funding for community schools. (n.d.).
  Washington, DC: Coalition for Community
  Schools. Retrievedfrom http://www.
  community schools . org/ assets / 1 /
  AssetManager/Title%20I%20Funding%20
  for%20Community%20Schools%20-%20
  Final1.pdf
- Tomlinson, C. A. (2017). How to differentiate instruction in academically diverse classrooms (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Tough, P. (2016). Helping children succeed: What works and why. New York, NY: Houghton Mifflin Harcourt.
- U.S. Department of Education. (2014). Guiding principles: A resource guide for improving school climate and disciple. Washington, DC: Government Printing Office. Retrievedfrom https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pd

- Walsh, M. E., Madaus, G. F., Raczek, A. E., Dearing, E., Foley, C., An, C., .... Beaton, A. (2014). A new model for student support in high-poverty urban elementary and middle school academic outcomes. American Educational Research Journal, 51, 704–737. https://doi.org/10.3102/0002831214541669
- Walsh, M. E., Gish, J. W., Foley, C., Theodorakakis, M., & Rene, K. (2016).
- Policy brief: Principles of effective practice for integrated student support. Retrieved from http:
  /www.bc.edu/content/dam/files/
  schools/lsoe/cityconnects/pdf/Policy%20 Brief%20%20Building%20Sustainable
  %20
  Interventions%20web.pdf
  - Interventions%20web.pdf
- Weimar, M. (2013). Learner-centeredteaching: Five key changes to practice (2nd ed.). San Francisco, CA: Jossey- Bass.
- Weinstein, C., Tomlinson-Clarke, S., & Curran, (2004). Toward a conception of culturally responsive classroom management. Journal of Teacher Education, 55, 25–38.
  - https://doi.org/10.1177/0022487103259812
- Weisleder, A., Cates, C., Dreyer, B., Johnson, S. B., Huberman,
  - H. S., Seery, A. M., .... Mendelsohn, A. L. (2016). Promotion of positive parenting and prevention of socioemotional disparities. Pediatrics, 137(2), 1–9.
  - https://doi.org/10.1542/peds.2015-3239

- West, M. R. (2016). Should non-cognitive skills be included in school accountability systems? Preliminary evidence from California's CORE districts. Evidence Speaks, 1(13), 1–7. Retrievedfrom https://www.brookings. edu/wp- content/uploads/2016/07/ EvidenceSpeaksWest031716.pdf
- Westmoreland, H., Rosenberg, H. M., Lopez, M. E., & Weiss, H. (2009). Seeing is believing: Promising practicesfor how school districts promote family engagement. Retrieved from http://www.hfrp.org/family-involvement/publications-resources/seeing-is-believing-promising- practices-for-how-school- districts-promote-family- engagement
- Williams, D. T. (2010). The rural solution: How community schools canreinvigorate rural education.

  Washington, DC: Center for American Progress.

  Retrievedfrom http://

  www.ruraledu.org/user\_uploads/file/The\_
  Rural\_Solution.pdf
- Williams, J. M., Greenleaf, A. T., Albert, T., & Barnes, E. F. (2014). Promoting educational resilience among African American students at risk of school failure: The role of school counselors. Journal of School Counseling, 12(9), 1–34.
- Zinskie, C. D., & Rea, D. W. (2016). By practitioners, for practitioners: Informing and empowering practice through practitioner research.

National Youth-At- Risk Journal, 1(2). https://doi.org/10.20429/nyarj.2016.010201