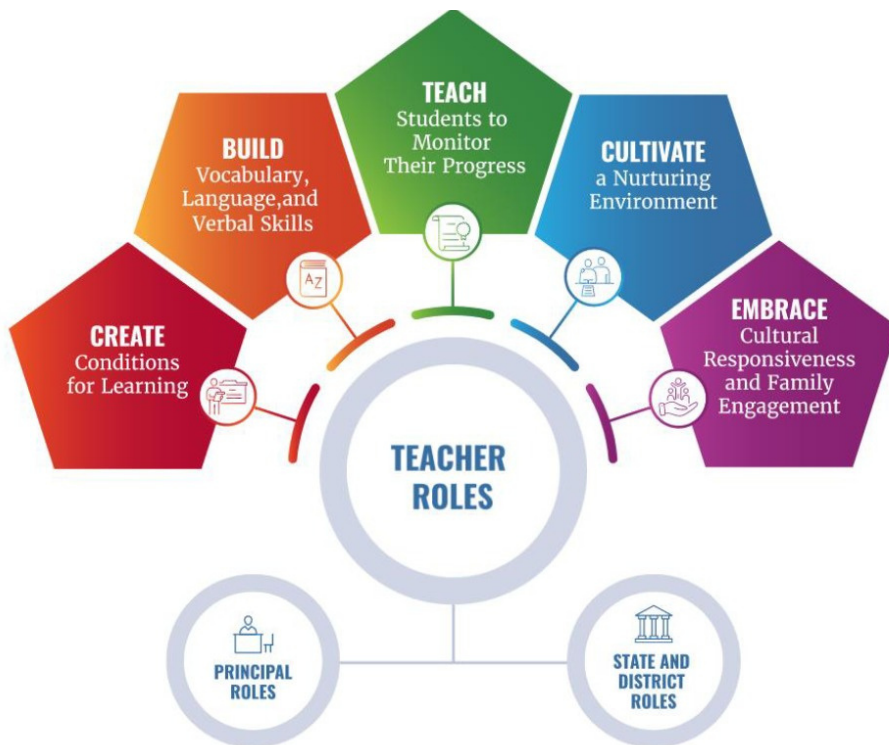# Supporting Students in Poverty with High-Impact Instructional Strategies Toolkit

This toolkit contains evidence-based and immediately actionable strategies that teachers can use to address the unique needs of students in high-poverty settings.
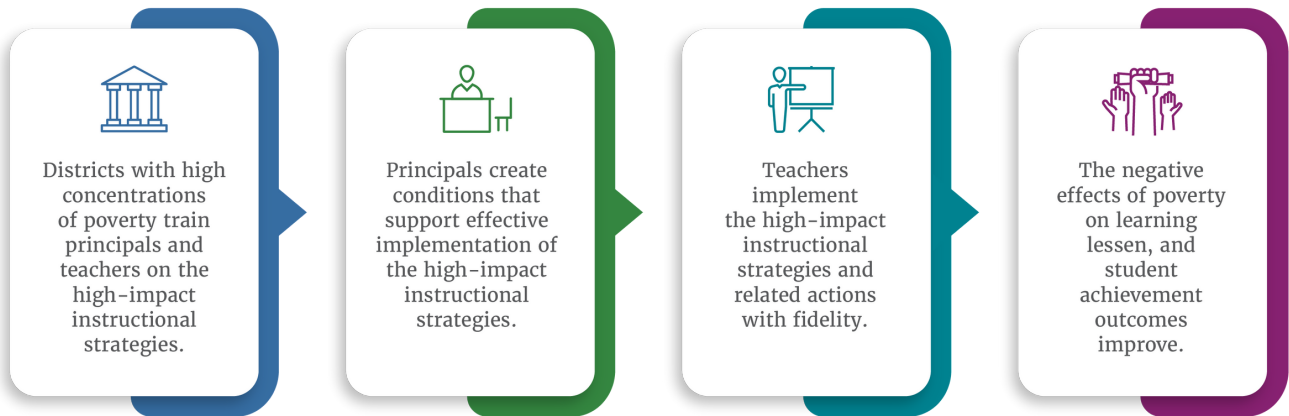

Who Does the Toolkit Support?
- Principals and teachers in high-poverty areas
- Principals and teachers in struggling, low-performing schools
- Principals and teachers new to the profession
- State agency and district leaders supporting low-performing schools
- State agency and district leaders supporting schools in high-poverty areas

The toolkit is built around five high-impact strategies that are broken down into evidence-based Instructional Actions that teachers can employ in the classroom. The framework sets up state and local agency leaders as well as principals to support teachers and ultimately benefit students.

Why this toolkit works...

Districts with high concentrations of poverty train principals and teachers on the high-impact instructional strategies.

Principals create conditions that support effective implementation of the high-impact instructional strategies.

Teachers implement the high-impact instructional strategies and related actions with fidelity.

The negative effects of poverty on learning lessen, and student achievement outcomes improve.

The toolkit includes:

- Printable PDF guides for teachers that detail how to implement each of the 24 Instructional Actions
- Five guides detailing how principals can support teachers in the implementation of the strategies and actions
- A chart outlining ways district and state agency leaders can create the conditions to support principals and teachers in high-poverty schools

Building teacher expertise is key to changing academic outcomes for students!

What are Instructional Actions?

Instructional Actions are simple, evidenced-based approaches that teachers can implement in their classrooms to support students every day. For example:

- Planning lessons with a purpose
- Prioritizing relationship building
- Building on prior knowledge