

District: NLRSD

Superintendent: Mr. Bobby Acklin

School: Glenview

Principal: Takecia Campbell

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# Elementary Needs Assessment

2018-2019 School Year

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## Step 1: Identify Data

Schoolwide Grade Comparison & Analysis Reading Data									
Grade Level	Grade Level Reading			NWEA			ACT Aspire Interims		
	Percentage of Students Reading On/Above Grade Level (Using DRA levels/GRG)		Percentage of Students Scoring On/Above the Reading RIT Score Average			Percentage of Students Scoring Ready or Exceeding in Reading			
	End of Q1 K - n/a 1 - Level 5/6 2 - Level 18/20 3 - Level 30 4 - Level 40 5 - Level 50	End of Q2 K - n/a 1 - Level 8 2 - Level 24 3 - Level 34 4 - Level 40 5 - Level 50	End of Q3 K - Level 2/3 1 - Level 12 2 - Level 24/28 3 - Level 36 4 - Level 40 5 - Level 50	Fall National Norm K - 141 1 - 161 2 - 175	Winter National Norm K - 151 1 - 172 2 - 184	Spring National Norm K - 158 1 - 178 2 - 189	Interim I 3 - 160 and above 4 - 160 and above 5 - 162 and above	Interim II 3 - 160 and above 4 - 160 and above 5 - 162 and above	Interim III 3 - 160 and above 4 - 160 and above 5 - 162 and above
K				87%	41%	13%	24%		
1	33%	58%	66%	27%	14%	.09%			
2	40%	42%	34%	36%	19%	23%			
3	26%	23%	23%				.07%	16%	20%
4	39%	48%	59%				.11%	20%	22%
5	51%	60%	68%				.09%	12%	16%

Schoolwide Grade Comparison & Analysis English Language Data									
Grade Level	Grade Level Reading			NWEA			ACT Aspire Interims		
	Percentage of Students Reading Below Grade Level (Using DRA levels/GRG)		Percentage of Students Scoring Under the Reading RIT Score Average			Percentage of Students Scoring Close or In Need of Support in Reading			
	End of Q1 K - n/a 1 - Level 5/6 2 - Level 18/20 3 - Level 30 4 - Level 40 5 - Level 50	End of Q2 K - n/a 1 - Level 8 2 - Level 24 3 - Level 34 4 - Level 40 5 - Level 50	End of Q3 K - Level 2/3 1 - Level 12 2 - Level 24/28 3 - Level 36 4 - Level 40 5 - Level 50	Fall National Norm K - 141 1 - 161 2 - 175	Winter National Norm K - 151 1 - 172 2 - 184	Spring National Norm K - 158 1 - 178 2 - 189	Interim I 3 - 159 and below 4 - 159 and below 5 - 161 and below	Interim II 3 - 159 and below 4 - 159 and below 5 - 161 and below	Interim III 3 - 159 and below 4 - 159 and below 5 - 161 and below
K				13%	59%	87%	76%		
1	67%	42%	34%	73%	86%	99%			
2	60%	58%	68%	64%	81%	77%			
3	74%	77%	77%				99%	84%	80%
4	61%	52%	41%				89%	80%	78%
5	49%	40%	32%				99%	88%	84%

Schoolwide Grade Comparison & Analysis Math Data								
Grade Level	Percentage of Students Scoring A,B, or C on Report Cards			NWEA Percentage of Students Scoring Above the Math RIT Score Average			ACT Aspire Interims Percentage of Students Scoring Ready or Exceeding in Math	
	1Q	2Q	3Q	Fall National Norm K - 140 1 - 162 2 - 177	Winter National Norm K - 152 1 - 174 2 - 186	Spring National Norm K - 159 1 - 181 2 - 192	Interim I 3 - 160 and above 4 - 160 and above 5 - 157 and above	Interim II 3 - 160 and above 4 - 160 and above 5 - 157 and above
K				29%	24%	18%		
1	96%	96%	95%	25%	13%	15%		
2	84%	82%	98%	38%	17%	27%		
3	93%	98%	98%				14%	23%
4	67%	81%	66%				.06%	.04%
5	54%	56%	56%				23%	33%
								28%

Grade Level	Percentage of Students Scoring D and F on Report Cards			NWEA Percentage of Students Scoring Under the Math RIT Score Average			ACT Aspire Interims Percentage of Students Scoring Close or Need of Support in Math		
	1Q	2Q	3Q	Fall National Norm K - 140 1 - 162 2 - 177	Winter National Norm K - 152 1 - 174 2 - 186	Spring National Norm K - 159 1 - 181 2 - 192	Interim I 3 - 159 and below 4 - 159 and below 5 - 156 and below	Interim II 3 - 159 and below 4 - 159 and below 5 - 156 and below	Interim III 3 - 159 and below 4 - 159 and below 5 - 156 and below
K				71%	76%	82%			
1	4%	4%	4%	75%	87%	85%			
2	16%	18%	2%	62%	83%	73%			
3	7%	2%	2%				86%	77%	63%
4	33%	19%	34%				99%	99%	74%
5	46%	44%	44%				77%	67%	72%

Schoolwide Grade Comparison & Analysis						
Science Data						
Grade Level	Report Cards			ACT Aspire Interims		
	Percentage of Students Scoring A, B, or C			Percentage of Students Scoring Ready or Exceeding in Science		
	1Q	2Q	3Q	Interim I 3 - 164 and above 4 - 164 and above 5 - 167 and above	Interim II 3 - 164 and above 4 - 164 and above 5 - 167 and above	Interim III 3 - 164 and above 4 - 164 and above 5 - 167 and above
K						
1	100%	100%	100%			
2	89%	96%	98%			
3	100%	100%	100%	.06%	.09%	14%
4	84%	81%	93%	.07%	.04%	.08%
5	90%	100%	60%	.05%	26%	30%

Schoolwide Grade Comparison & Analysis						
Science Data						
Grade Level	Report Cards			ACT Aspire Interims		
	Percentage of Students Scoring D and F			Percentage of Students Scoring Close or Need of Support		
	1Q	2Q	3Q	Interim I 3 - 163 and below 4 - 163 and below 5 - 166 and below	Interim II 3 - 163 and below 4 - 163 and below 5 - 166 and below	Interim III 3 - 163 and below 4 - 163 and below 5 - 166 and below
K						
1	0%	0%	0%			
2	11%	4%	2%			
3	0%	0%	0%	99%	99%	86%
4	16%	19%	7%	99%	99%	99%
5	10%	0%	40%	99%	74%	70%

Enrollment/Discipline Data															
Grade Level	Number of Students Enrolled			SWD Percent of Total Student Population	EL Percent of Total Student Population	AA Percent of Total Student Population	C Percent of Total Student Population	H Percent of Total Student Population	Low SES Percent of Total Student Population	Total Number of Discipline Referrals (Include all discipline referrals)			Number of Students with 5 or more Discipline Referrals (*Cumulative)		
	1Q	2Q	3Q							1Q	2Q	3Q	1Q	2Q	3Q
K			58	21%	5%	91%	3%	5%	100%	1	6	6			1 boy
1			54	7%	5%	85%	5%	7%	100%	10	16	13			4 boys
2			50	22%	2%	90%	4%	4%	100%	2	13	7			2 boys
3			47	17%	4%	79%	11%	11%	100%	1	14	13			2 boys
4			48	21%	4%	81%	13%	6%	100%	21	41	16			10
5			45	22%	4%	82%	9%	7%	100%	17	41	23			11

\*SWD-Students with Disabilities \*EL-English Language Students \*AA-African American \*C-Caucasian \*H - Hispanic

*Discipline and attendance based on 4th quarter numbers.*

*4th 7/10 boys*

*5th 8/11*

Teacher Attendance Data												
Grade Span	Total Teachers Per Grade Span			Total Teacher Days Absent for Illness			Total Teacher Days Absent for Personal Days			Total Teacher Days Absent for Professional Development		
	1Q	2Q	3Q	1Q	2Q	3Q	1Q	2Q	3Q	1Q	2Q	3Q
K	4	4	4	5	11	12	2	2	0	1	0	18
1	3	3	3	11	66	50	0	2	1	0	0	5
2	2	2	2	3	4	2	0	0	0	0	0	2
3	2	2	2	0	3	5	0	2	1	0	2	1
4	2	2	2	4	2	7	0	0	0	0	3	1
5	2	2	2	0	6	2	0	1	1	0	2	2
Spec. Ed.	2	2	2	42	44	7	0	0	0	0	0	0
Specials	6	6	6	2	4	10	0	0	1	0	2	1
Support Staff	3	3	3	1	2	2	0	1	0	0	0	0
Admin.	2	2	2	2	2	2	0	0	0	0	0	0

Specials-Art, Music, PE, Media, EL, Counselors, GT

Support Staff-Reading Recovery, Instructional Coaches, Interventionists

Student Attendance Data						
Grade Level	Average Daily Attendance (%)			Number of Students Absent 3 or more Days Per Quarter		
	1Q	2Q(semester)	3Q	1Q	2Q	3Q
K		92.7%	90.5%			
1		94.5%	91.4%			
2		93.2%	91.9%			
3		95.1%	91.7%			
4		93.7%	91.3%			
5		93.2%	90.5%			

\*At the time the data was collected both our General and Principal Secretaries were not with us and we had difficulty finding some information\*

**Summary of K-2 Students School Climate Survey Data**

(Survey aggregate average)

K-2 Results	First Quarter	Second Quarter	Third Quarter		
			Agree	Disagree	No Response
1. My classroom is a fun place to be.			<b>80%</b>	<b>20%</b>	
2. Students in my class help each other learn.			<b>77%</b>	<b>23%</b>	
3. The teachers always try to be fair.			<b>84%</b>	<b>16%</b>	
4. I like the way my teacher treats me when I need help.			<b>91%</b>	<b>9%</b>	
5. In this class, we learn every day.			<b>93%</b>	<b>7%</b>	
6. Student misbehavior affects the learning in the classroom.			<b>84%</b>	<b>16%</b>	
7. My teacher doesn't let people give up when the work gets hard.			<b>78%</b>	<b>22%</b>	
8. My teacher checks to make sure we understand what he/she is teaching us.			<b>93%</b>	<b>7%</b>	
9. The teacher/principal is willing to listen if a student has a serious problem.			<b>85%</b>	<b>15%</b>	
10. Teachers know what I like.			<b>66%</b>	<b>34%</b>	

**Summary of 3-5 Students School Climate Survey Data  
(Survey aggregate average)**

3 - 5 Survey	First Quarter	Second Quarter	Third Quarter				
			Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
1. My classroom is a fun place to be.			46%	21%	14%	18%	
2. I like my school.			50%	18%	15%	16%	
3. Students in my class help each other learn.			24%	28%	26%	21%	
4. I feel safe and comfortable with the staff and students in this school.			52%	15%	15%	17%	
5. Students in my class treat each other with respect.			11%	24%	34%	32%	
6. The teachers always try to be fair.			52%	15%	18%	14%	
7. Students in this school accept and follow the rules.			11%	26%	41%	22%	
8. Students in my school care about learning and getting a good education.			32%	29%	28%	12%	
9. People in this school are willing to go out of their way to help each other.			30%	28%	29%	13%	
10. I like the way my teacher treats me when I need help.			46%	19%	15%	19%	
11. In this class, we learn a lot almost everyday.			16%	26%	14%	14%	
12. Our class stays busy and does not waste time.			18%	26%	28%	28%	
13. Student misbehavior affects the learning in the classroom.			44%	23%	17%	15%	

14. My teacher has several good ways to explain each topic that we cover in this class.		<b>53%</b>	<b>28%</b>	<b>10%</b>	<b>10%</b>	
15. The principal/teachers have high expectations for ALL students.		<b>65%</b>	<b>18%</b>	<b>8%</b>	<b>8%</b>	
16. My teacher doesn't let people give up when the work gets hard.		<b>55%</b>	<b>18%</b>	<b>14%</b>	<b>14%</b>	
17. My teacher wants us to use our thinking skills, not just memorize things.		<b>70%</b>	<b>16%</b>	<b>7%</b>	<b>7%</b>	
18. My teacher checks to make sure we understand what he/she is teaching us.		<b>64%</b>	<b>19%</b>	<b>9%</b>	<b>9%</b>	
19. The teacher/principal is willing to listen if a student has a serious problem.		<b>67%</b>	<b>13%</b>	<b>11%</b>	<b>10%</b>	
20. Teachers know about their students' lives outside of school.		<b>24%</b>	<b>28%</b>	<b>14%</b>	<b>24%</b>	

**Summary of Educators School Climate Survey Data  
(Survey aggregate average)**

Educators	First Quarter	Second Quarter	Third Quarter				
			Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
1. Within my school, I feel comfortable raising issues and concerns that are important to me.			49%	39%	10%	3%	
2. There is an atmosphere of trust and mutual respect within this school.			54%	33%	5%	8%	
3. Teachers and administrators at this school set high standards for all students.			59%	26%	10%	5%	
4. I look forward to coming to school every day.			51%	31%	13%	5%	
5. I know and understand my job expectations.			77%	10%	8%	5%	
6. The vision for our school incorporates a culture conducive to teaching and learning.			67%	28%	0%	5%	
7. Materials, resources, and trainings (professional developments) are available and provided in order to do my job effectively.			46%	39%	10%	5%	
8. The school creates a caring and supportive environment.			62%	26%	5%	8%	
9. There is positive and productive collaboration between teachers and leadership teams to analyze and use data throughout the year to establish specific goals and strategies aimed at increasing students' achievement and growth and promoting school improvement.			54%	39%	3%	5%	

10. My principal facilitates and sustains a culture that actively encourages educators to help all students reach their full potential.		<b>69%</b>	<b>23%</b>	<b>3%</b>	<b>5%</b>	
11. The vision for our school incorporates continuous improvement.		<b>69%</b>	<b>26%</b>	<b>0%</b>	<b>5%</b>	
12. Teachers help each other and work together.		<b>54%</b>	<b>36%</b>	<b>5%</b>	<b>5%</b>	
13. The principal keeps the school focused on academic achievement.		<b>77%</b>	<b>15%</b>	<b>0%</b>	<b>8%</b>	
14. Adults in this school are good examples of the values the school teachers: respect, responsibility and fairness.		<b>44%</b>	<b>41%</b>	<b>8%</b>	<b>8%</b>	
15. The school's schedule allows adequate time for teacher collaboration.		<b>44%</b>	<b>39%</b>	<b>8%</b>	<b>10%</b>	
16. I am given the opportunity to provide input on school matters or decisions that affect student achievement.		<b>64%</b>	<b>18%</b>	<b>10%</b>	<b>8%</b>	
17. I am provided with useful and constructive feedback with specific actions steps to improve classroom practices.		<b>62%</b>	<b>28%</b>	<b>3%</b>	<b>8%</b>	
18. I feel safe and comfortable with the staff and students in this school.		<b>62%</b>	<b>28%</b>	<b>5%</b>	<b>5%</b>	
19. I am offered and engaged in researched based professional learning that is designed to meet school improvement needs.		<b>59%</b>	<b>28%</b>	<b>5%</b>	<b>8%</b>	
20. Disciplining students does not hinder classroom instructional time.		<b>27%</b>	<b>31%</b>	<b>28%</b>	<b>15%</b>	

## Step 2: Analysis of Data

### Schoolwide Grade Comparison and Analysis Chart Reading Data

- How are the reading levels related to the NWEA results?

In 2nd grade the reading levels and NWEA results are close (within 21% of targeted average). However, there is a large gap in reading and NWEA results in grades K & 1. Due to the subjective nature of the DRA reading levels do not align with the NWEA assessment.

- How are the reading levels related to the ACT Aspire results?

In 3rd grade the reading levels and ACT Aspire results are within 3% difference. In grades 4th and 5th there is a significant gap. There is a 41% average difference between reading levels and ACT interim results. In addition, the subjective nature of the DRA reading levels cause a misalignment with the NWEA assessment.

- How are instructional practices and assignments aligned with NWEA and ACT Aspire?

Teachers use data from interim results and NWEA to guide intervention groups and whole group instruction. Teachers use NWEA's Learning Continuum to plan for personalized instruction. Data is used to track student trends in ACT Aspire.

Interventions are based on the data results and groups are formed based on student needs. Progress monitoring occurs to determine success of interventions.

- What does data indicate needs improvement when looking at reading levels and success on the assessments given?

The NWEA data indicates that there is a strong need for phonics instruction to assist students with becoming strong readers. The data suggest that students need the most interventions include phonological awareness including decoding single syllable words.

The ACT Aspire data indicates that there is a strong need for comprehension instruction, both literal and inferential. Nonfiction and expository text structure that involve content vocabulary are the areas students are weakest.

- What are the contributing factors impacting the percentage of students reading below grade level?

Lack of parental engagement and practice at home. Teachers have expressed they need more training in utilizing the Science of Reading, conducting guided reading groups and spelling. Teachers are not progress monitoring on a regular basis in order to scaffold instruction effectively for individual needs. Teacher lesson plans reflect inadequate interpretation of the standards and a lack of training in teaching students to read using the science of reading thus resulting in low rigor, low expectations, and low accountability. Students have not had proper instruction decoding words. Teachers are not integrating technology into reading on a daily basis.

#### **Schoolwide Grade Comparison and Analysis Chart Math Data**

- How are the math grades related to the NWEA results?

The number of students making Ds and Fs is not reflective of their performance on the NWEA. There is an 80% difference between the amount of the students passing in Math and the NWEA. This may be a result of the absence of an adequate math curriculum to address the gap in student achievement.

- How are the math grades related to the ACT Aspire results?

The number of students making Ds and Fs is not reflective of their performance on the ACT Aspire. In 3rd through 5th grades there is a 61% discrepancy between the ACT Interim 3 test and students math grades. ACT Aspire Interims assess entire grade level skills including those that have not yet been introduced. This may be a result of the absence of an adequate math curriculum to address the gap in student achievement.

- Describe the math grading policy throughout the school. Is the grading policy uniform?

Teachers are required to submit 2 math grades a week with a grading scale 90 to 100 is an A, 89 to 80 is a B, 79 to 70 is a C, 69 60 is a D, 59 and below is an F. All teachers have the autonomy to give extra credit grades, multiple attempts, and participation points which may contribute to the discrepancy.

- How are instructional practices and assignments aligned with the DOK levels of NWEA and ACT Aspire?

Many assignments are level 1 and 2 DOK tasks. Most teachers are not providing enough practice in JE (Justification and Explanation) problems which align to the ACT aspire. Students are not provided enough hands-on activities to guide them from a concrete to an abstract application. There is evidence of minimal student voice because students are not given opportunities to discuss mathematically thinking and or strategies. Technology is not utilized to extend thinking or construct responses electronically.

- What are the contributing factors impacting the percentage of "D-F" grades?

Some teachers lack strategies for motivating students and encouraging students to persevere. Novice teachers have voiced concern about needing a math curriculum. Some teachers struggle with planning lessons that have a coherent structure. Student tardiness and absenteeism is also a factor to poor grades. Opportunities to share with students about their current progress, through student conferencing, are not occurring with fidelity. Students are not receiving timely and appropriate feedback.

#### **Schoolwide Grade Comparison and Analysis Chart Science Data**

- How are the science grades related to the ACT Aspire results?

The majority of the students are receiving passing grades in Science, but less than 20% were ready or exceeding the standards. Unfortunately, state content standards do not align with ACT Aspire assessment standards.

- Describe the science grading policy throughout the school. Is the grading policy uniform?

Teachers are required to submit 2 science grades a week with a grading scale 90 to 100 is an A, 89 to 80 is a B, 79 to 70 is a C, 69 to 60 is a D, 59 and below is an F. Some teachers have the autonomy to give extra credit grades, multiple attempts, and participation points which may contribute to the discrepancy.

- How are instructional practices and assignments aligned with the DOK levels of ACT Aspire?

The ACT Aspire Science test assesses science concepts but relies heavily on reading and math skills. Some teachers are not using district resources that are created to address gaps in curriculum and assessment.

- What are the contributing factors impacting the percentage of "D-F" grades?

Teachers are more concerned with coverage and not mastery. The state mandated assessment does not align to the state mandated content standards.

#### **Demographic/Discipline Referral Data Chart**

- If applicable, explain how student discipline is a contributing factor to low student achievement.

Some students miss instruction due to being removed from the classroom for misbehavior. Minimal classroom disruptions result in decreased attention to lessons. Tardiness and absenteeism cause students to miss instruction. There is not enough collaboration between regular classroom teachers and specialty teachers.

- What does the data indicate regarding student behaviors and the number of discipline referrals issued by teachers?

There is a lack of student engagement and professional development to teach teachers how to de-escalate situations and maximize instruction.

- What does the data indicate regarding subpopulations and the number of discipline referrals issued by teachers?

According to our discipline data, African American males account for the majority of our discipline infractions. Additionally, throughout all subpopulations, males account for a greater percentage of disciplinary referrals.

#### **Teacher Attendance Data Chart/Summary of Educators School Climate Chart**

- Explain the correlation between teacher attendance and student achievement?

We have seen high teacher absenteeism (due pregnancies and care for aging parents). NWEA data shows low growth in classrooms where teachers missed the most. In addition, teachers with a high number of absences frequently had a high number of discipline infractions. It could be inferred that the high discipline is due to inconsistency.

- Explain the correlation between the educator climate survey results and teacher attendance?

The educator climate revealed that teachers feel student misbehavior hinders the instruction. They also feel as if there is not enough time to collaborate.

### **Student Attendance Data Chart/Summary of Students School Climate Chart**

- Explain the correlation between student attendance and student achievement?

If students aren't here they can't learn. Also, teachers need lessons that are engaging and cause students to enjoy coming to school. In the future, more time has to be given to teachers to plan lessons in absence of a coherent curriculum.

- Explain the correlation between the student climate survey results and student attendance?

The student survey shows that about 50% of students like coming to school every day but that does not seem to have an adverse effect as our average daily attendance is in the 90% range.

**Step 3: Prioritize Needs**

Please use the attached Word Document that contains the Process Template.

**Step 4: Create a Theory of Action**

**Goal 1 Statement:** Deliver instruction that is rigorous, personalized, effective, engaging and timely as measured by noticeable improvement in classroom observations, reflective conferences notes/feedback, professional learning community agendas/feedback, and student achievement data results by May 2019.

**I. What will the school do to influence the lagging indicator?**

List the evidence-based initiative, intervention or strategy specific to the improvement efforts and support needed for implementation.

1. All literacy teachers will participate in a week long rigorous training in the science of reading through the Institute of Multi-Sensory Education (IMSE). This training will focus on the five elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) through the Orton-Gillingham's research. In the future, it will be beneficial for teacher to be guided by a curriculum document that aligns standards, curriculum, instruction, and assessment.
2. All teachers will maintain a record of each student's mastery of specific learning objectives.
3. All teachers will use appropriate technological tools to enhance instruction.

**II. What data will be collected & monitored quarterly to ensure the fidelity of the evidenced-based initiative, intervention or strategy?**

1. Weekly teacher-student conferencing and weekly assessments will be utilized in conjunction with quarterly assessments (NWEA, ACT Aspire Interim, DIBELS, and DSA)

2. Teacher Lesson Plans and EdReflect ratings

3. Standards based checklist/notebook

**III. What are the expected improvements or gains by implementing this evidenced-based initiative, intervention or strategy?  
(Include resource and expected effect size)**

1. Increase in reading levels across grade levels.
2. Increase in student achievement in the areas of mathematics, literacy, and science.
3. Increase in the number of activities that range between DOK levels 3 and 4.

\*According to John Hattie's research in “Visible Learning: A synthesis of over 800 meta-analyses relating to achievement”:

Reading vocabulary programs yield an effect size of 0.97

Reading phonics instruction yields an effect size of 0.86

Reading comprehension programs yield an effect size of 0.58

Teacher clarity, “which he defined as organization, explanation, examples and guided practice, and assessment of student learning”, yields an effect size of 0.75

**Goal 2 Statement:** Educate and engage parents in the instructional program through a Parent Academy to support collaboration and relationships between parents and staff, to increase parental engagement by 10% by May 2019.

**I. What will the school do to influence the lagging indicator?**

List the evidence-based initiative, intervention or strategy specific to the improvement efforts and support needed for implementation.

1. The school will employ a Parental Engagement Specialist (PES) who will regularly communicate with families about expectations for them and the importance of curriculum to them (what can parents do at home to support children's learning), the PES will facilitate the Parent Academy, and serve as a liaison between the school and the parents.
2. The school will provide parents (families) with practical guidance to model and encourage respectful and responsible behaviors.
3. The school will provide parental incentives to encourage perfect attendance, academic achievement, and positive behavior.

**II. What data will be collected & monitored quarterly to ensure the fidelity of the evidenced-based initiative, intervention or strategy?**

1. Eschool and Student GPS attendance data
2. Parent survey data
3. Parent volunteer sign-in sheets during conferences and school events.

**III. What are the expected improvements or gains by implementing this evidenced-based initiative, intervention or strategy?  
(Include resource and expected effect size)**

1. Increase in daily attendance rates.
2. Decrease in daily behavior infractions.
3. Improve parental involvement at home.

\*According to John Hattie's research in "Visible Learning: A synthesis of over 800 meta-analyses relating to achievement":

Importance of home environment yields an effect size of 0.52

Effective parental involvement yields an effect size of 0.49

**Goal 3 Statement:** Improve classroom culture by 10% or more by providing instruction, modeling, classroom norms, and caring attention that promotes students' self-respect, management of emotions, concern for others, and responsibility as measured through student climate survey results at the end of the 2018-2019 academic school year.

**I. What will the school do to influence the lagging indicator?**

List the evidence-based initiative, intervention or strategy specific to the improvement efforts and support needed for implementation.

1. The school promotes social/ emotional competence in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.
2. All teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others.
3. All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.

**II. What data will be collected & monitored quarterly to ensure the fidelity of the evidenced-based initiative, intervention or strategy?**

1. Student survey
2. Teacher survey

3. Disciplinary data (long forms, short forms, classroom behavior charts)

**III. What are the expected improvements or gains by implementing this evidenced-based initiative, intervention or strategy?  
(Include resource and expected effect size)**

1. Decrease the number of quarterly behavior infractions.
2. Increase in student engagement.
3. Increase in student and teacher morale and building climate.

\*According to John Hattie's research in “Visible Learning: A synthesis of over 800 meta-analyses relating to achievement”:

Climate of the classroom: classroom management yields an effect size of 0.52

Climate of the classroom: heightened engagement yields an effect size of 0.62

Effective teacher-student relationships yield an effect size of 0.87

Decreasing disruptive behavior through self-control yields an effect size of 0.87

Decreasing disruptive behavior through behavioral interventions yields an effect size of 0.76

#### Step 5: School Rationale for District Support

\*Please indicate the district supports and/or resources that will be needed to effectively address all components of the selected initiatives, interventions, strategies, or theories of action (i.e., technical support, materials, personnel, estimated cost), even if funding is not needed.

Initiative/Intervention/Strategy	District Supports/Resources Needed	Estimated Cost	Funding Source	District Amount Approved
1. Goal 1: Deliver effective instruction	ELA, math, and science curriculum document and materials. Content area specialists will provide professional development, lead grade level PLCs when appropriate, and assist in content development and curriculum facilitation.	\$50,000	<b>District Use Only</b>	
2. Goal 1: Deliver effective instruction	Professional development to improve teachers content knowledge in the areas of ELA, math and science. (i.e. Institute of Multisensory Education and Generation Ready)	\$50,000		
3. Goal 3: Improve Classroom Culture	Access to educational text: Maximizing the Impact on Learning by John Hattie & The Energy Bus by Jon Gordon	\$1500.00		
4. Goal 2: Parental Engagement	Collaborate with Parent Involvement/Communications Director and Coordinator of Health and Wellness Coordination	\$10,000.00		

5. Goal 2: Parental Engagement	Hire a Parental Engagement Specialist to facilitate the Parent Academy, serve as a liaison between parents and the school, and plan and obtain appropriate documentation of parent events.	\$40,000		
6. Goal 1, 2 & 3: Overall climate/culture	Leadership Team will participate in Team Institute through Arkansas Leadership Academy to enhance collaboration skills as well as develop procedures/practices to improve instruction, PLCs, and overall school culture and climate.			
<b>Have any of the initiatives/interventions/strategies listed above been used before? (Provide an explanation for numbers of years implemented and previous funding amount received)</b>				
Some of the initiatives listed above have been used before. Teachers have used district created literacy and math units the previous years. Kindergarten teachers and one first grade teacher have been trained in IMSE this year.				

**How will the initiative/intervention/strategy be expanded if it has been implemented in the past?**

IMSE was only implemented in kindergarten and one 1st grade class. All other teachers, grades 1-5 will be trained and implement the program.

**Helpful resources for evidence-based practices (EBP):**

Rules on EBP [-](#)

What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

Evidence for ESSA <https://www.evidenceforessa.org/>

Council of Chief State School Officers

<http://www.ccsso.org/Documents/2017/ESSA/EvidenceConsiderationsCCSSOFebruary2017.pdf>

Florida Center for Reading Research <http://www.fcrr.org/>

National Center for Intensive Interventions <http://www.intensiveintervention.org/>