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Improving Instruction, Social-Emotional Behavioral Health, and Attendance

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Capstone Project: A School Improvement Plan

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Abstract

Every Student Succeeds Act (2015) requires all schools to ensure that all students are receiving a quality education. Multiple measures are used to evaluate the quality of instruction students receive. The Iowa Department of Education assigns a rating to a school based on students' assessment scores, which measure students' reading, math, science, and social studies proficiencies. Schools also receive percentages for components of a Conditions of Learning survey. Based on assessment data scores, Blue Grass Elementary score received a commendable rating. However, improvements can be made to improve instruction using differentiated instruction by implementing a multi-tiered system of support and by creating a positive school environment through social-emotional, and behavioral health curriculum that improves conditions of learning and improves attendance rates.

Keywords: differentiated instruction (DI), multi-tiered systems of support (MTSS), social-emotional, behavioral health (SEBH), attendance

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Every year the state of Iowa assesses the status of public schools using multiple

measures. This assessment is mandated by Every Student Succeeds Act (ESSA) passed

nationally in 2015 and House File 215, which was adopted by Iowa Lawmakers in 2015

(*Department of Education - Iowa School Performance Profiles*, n.d.). Schools are placed in

specific classifications: Exceptional, High Performing, Commendable, Acceptable, Needs

Improvement, and Priority/Comprehensive. Two other statuses, comprehensive or targeted, are

given to schools; schools must meet one of these two statuses. Based on these two statuses,

support by ESSA is determined. Schools are required to create plans that address any

deficiencies that may have been identified.

Schools have used a multi-tiered system of support to meet individual student needs.

According to Choi et al. (2022), "multi-tiered system of support provides a framework within

which to extend evidence-based instruction and supportive interventions to serve all students,

including those who need extensive academic, behavioral, social, and emotional support and may

be assessed with alternate assessments based on alternate achievement standards" (Choi et al.,

2022, p. 516). Schools have used a MTSS approach to address those students who need

additional support. An MTSS plan needs to address the needs of all students—high achieving,

average, below average, and significantly below average students.

To improve the score on the Conditions for Learning Survey, students need to have a

curriculum that includes social-emotional and behavioral health. To create a positive school

environment, Jiang et al. (2023), states that "a substantial amount of research has shown that the

presence of SEB problems is associated with a variety of deficits in areas of social skills,

emotional regulation, school adaptability, engagement, and problem-solving" (Jiang et al., 2023,

p. 2).

After students take math and reading assessments teachers analyze students' scores to determine what students may need additional instruction. Analyzing the data on multiple assessments has shown that students who score in the average or above average range do not make significant growth in one year. It is equally important that this group of students show growth. All students in grades 3-6 grade complete a Conditions for Learning survey, which assesses how students feel about their learning environment. Based on the results of this survey, there are areas that can be improved. The percentage of average daily attendance in Davenport Community School District was 93% in the 2018-2019 school year. In the 2021-2022 school year, the percentage of average daily attendance was 87.9% (*Search | Iowa Department of Education*, n.d.). This is a significant decrease, a situation that needs improvement because chronic absenteeism creates multiple issues that have long-lasting effects. Improving attendance can have a significant impact on all students' learning.

A school improvement plan will focus on using MTSS, also known as differentiation, to improve ISASP, CBM-r, AMath, and AReading scores for all students, not just those identified as at-risk or persistently at-risk students. The school improvement plan will implement a social-emotional and behavioral health curriculum that will create a school culture where students feel safe and supported. Student absenteeism will be addressed by creating a plan where attendance is rewarded. All teachers will do two book studies on the importance of using differentiation in their classrooms.

Research for this paper was drawn from the ERIC (Education Resources Information Center) database, the WorldCat discovery tool through Dewitt Library, and Google Scholar. Articles were peer reviewed and were published within the last ten years. All articles focused on differentiation, MTSS, social-emotional and behavioral health, and school attendance. These three categories incorporate the concepts of the school improvement plan, which are to improve

reading and math scores for all students, raise the conditions for learning survey scores, and decrease the chronic absenteeism score.

By concentrating on instruction that is tailored to students' needs, all students will show significant growth in all assessments. Data at the end of the year will show that all students in multiple categories of proficiency will make significant growth. The implementation of a comprehensive social-emotional behavioral health curriculum will improve school culture. School attendance is also pivotal for students' success; a plan that focuses on rewarding attendance will improve the chronic absenteeism percentage.

Review of the Literature

The review of the literature will discuss research on the following topics, findings that informs this school improvement project: reasons for differentiation in schools, implementing differentiation/multi-tiered system of support, reasons for social-emotional behavioral health programs, and improving school attendance.

Reasons for Differentiation in Schools

Education in American schools has been heavily critiqued and researched in the last 20 years due to the passing of No Child Left Behind Act in 2001, which was replaced with Every Student Succeeds Act in 2015. Education reforms focused on ensuring that all students succeed. One approach to improving education is referred to as differentiated instruction. According to Carol Ann Tomlinson, "A differential classroom offers a variety of learning options designed to tap into different readiness levels, interests and learning profiles" (qtd. in Vaughn and Schuum, 2018, p. 351). There are four components of differentiated instruction: content, process, product,

and learning environment (Vaughn et al., 2018). Multiple research studies have been conducted to study the effects of differentiated instruction.

One effect of differentiated instruction has been improved confidence and student self-efficacy. A study conducted in Taiwan looked at the effectiveness of differentiated instruction in promoting sixth graders' math self-efficacy, mathematics learning modules, math problem solving skills, and the relationship between all three components (Lai et al., 2020). The research used the Math Self-efficacy Instrument and the Math Learning Motive Instrument to measure students' math problem skills using the Mathematical Problem-Solving Skills Rubric. All three instruments were given before and after the year of differentiated instruction. An average total was reported for pre-assessment and post-assessments. All three instruments reported a growth in the average score from pre- to post-assessment. The research found that the application of the differentiated instructional learning environment advanced the participants' psychological state, learning behavior, and performance significantly (Lai et al., 2020). Based on this research, differentiated instruction is an effective teaching strategy.

Differentiated instruction has been shown to increase reading comprehension. Magableh and Abdullah (2021) researched if differentiated instruction affected Jordanian English as a foreign language (EFL) learners' reading comprehension achievement and what were the advantages and disadvantages of differentiated instruction on these learners. A reading comprehension pre-test and post-test were used to determine the effectiveness of differentiated instruction. The study had an experimental/treatment group and a control group. The experimental/treatment group and the control group both received instruction using the curriculum titled Action Pack 10. The experimental group received differentiated instruction incorporating homogenous grouping, tiered instruction, and tiered assessment using the curriculum, and the control group received whole-group instruction and showed their learning

through posters created by students (Magableh & Abdullah, 2021). The research study found that

students who received instruction in a traditional method of teaching scored a mean of 19.71 on

the post-test, while those in the experimental group had a mean score of 27.5 on the post-test

(Magableh & Abdullah, 2021). These findings imply that differentiated instruction was a more

effective teaching strategy than a traditional approach.

Multiple programs incorporating differentiated instruction have been implemented in

schools. The effects of differentiated instruction using the simple view of reading (SVR) were

researched by Silva-Maceda and Camarillo-Salazar (2020). SVR focuses on decoding and

listening comprehension, identifying three different types of reading deficits: poor decoders,

poor comprehenders, and mixed-deficit readers. The intervention was used to determine if

evidence-based SVR components of a shared reading program would affect reading

comprehension. The researchers chose the program Entrenamiento en Lectura Escolar (ELE) as

the curriculum for the intervention. The study determined a significant effect on reading

comprehension did occur when a brief shared reading program using a small-group

differentiation mode based on SVR component skills was used (Silva-Maceda & Camarillo-

Salazar, 2020). This research suggests that components of SVR can be used for effective reading

instruction.

Every Child Succeeds Act was enacted to assure that schools provide instruction that

meets the needs of all learners, especially those students who have been identified as being

below-grade level on benchmark assessments. A component of differentiated instruction,

differentiating content, was used in a study by Bratsch-Hines et al. (2019). The Targeted

Reading Intervention (TRI) combines many aspects of reading: phonological awareness,

decoding, fluency, vocabulary, and comprehension skills rather than just focusing on one set of

skills. This study asked if a three-way interaction emerged to moderate the effect of the TRI

treatment and did students' phonological awareness or vocabulary skills affect the TRI treatment

on students with lower skills versus higher skills. The study concluded that students who started

the year with lower versus higher vocabulary skills had higher reading gains due to the Targeted

Reading Intervention program (Bratsch-Hines et al., 2019). This study supports the concept that

differentiated instruction can directly affect those students who need more extensive and explicit

instruction.

Differentiated instruction specifically for literacy instruction has been used by many

educators in multiple schools. To determine its effectiveness a review of the use of differentiated

instruction was conducted by Puzio et al (2020). Researchers asked what effect and to what

degree Tier 1 differentiation programs have on student literacy achievement. Researchers

reviewed 18 unique studies: 15 journal articles, two technical reports, and one dissertation. The

review focused on multiple components of reading instruction: comprehension, fluency/decoding

outcomes, letter-word reading outcomes, vocabulary, and writing outcomes. The researchers

determined that letter-word and writing outcomes specifically increased when support was given

to teachers to differentiate their literacy instruction (Puzio et al., 2020). This research supports

the understanding that teachers need support for implementing differentiated reading instruction.

Implementing Differentiation/Multi-tiered System of Support

Every Child Succeeds Act introduced the term Multi-Tiered System of Support, which

includes academic outcomes, behavioral, and social and emotional learning outcomes (Al Otaiba

et al., 2019) Schools have used the term response to intervention (RTI) to meet the needs of

students who may need instruction tailored to their needs. Knowledge of how to use RTI is one

facet of implementing an MTSS. Al Otaiba et al., (2019) surveyed teachers to determine their

knowledge base in three areas: Tier 1 Implementation, leadership, and school systems, and data-

based decision making. This study concluded that teachers are knowledgeable about RTI but need more knowledge and information about data-based decision making (Al Otaiba et al., 2019). To implement an effective RTI and MTSS, teachers must have the necessary knowledge about data-based decision making.

Sustaining MTSS can be a daunting task. To determine if schools were able to sustain MTSS, a multi-tiered system of support sustainability scale (MTSS-SS) was created by Bahr t al. (2023). The researchers administered a Qualtrics survey that asked ten questions about the use of MTSS in schools. The participants in the survey were 598 counselors (373 school counselors and 225 school psychologists). The questions centered around the stage of MTSS implementation, and the amount of professional development given for the implementation of MTSS. The MTSS-SS was determined to be an effective tool to evaluate the use of MTSS Intervention programs in schools (Bahr et al., 2023). Using a MTSS-SS can be an important tool when analyzing the use and effectiveness of MTSS in education.

Much attention is placed on data generated by yearly assessments. An MTSS is focused on giving all children the education they need. Students identified as talented and gifted receive differentiated instruction also referred to as MTSS. Matthews and Rhodes (2020) looked at the gifted and talented plans in seven districts around Charlotte, North Carolina to determine how these districts identified talented and gifted (TAG) or academically or intellectually gifted (AIG) students in kindergarten, first, and second grades. The seven districts' documents were analyzed, and coding methods were given for each district. The seven districts had different methods of identifying T&G or AIG students. After analyzing the data, the researchers recommended implementing universal screening or near-universal screening, identifying students in kindergarten, and providing specific pathways or opportunities for underrepresented student

populations (Matthews & Rhodes, 2020). To implement an MTSS that accurately identifies talented and gifted students, a specific system must be in place.

One method of differentiated instruction, Renzulli's Enrichment Triad, has been used when teaching talented and gifted students. Brigandi, Gilson, and Miller (2019) looked at one teacher's experience in professional development of Renzulli's Enrichment Triad and what it did to the teacher's practice, behaviors, and attitudes of differentiated instruction, especially in working with gifted children. Renzulli's Enrichment Triad has three levels of enrichment. Type 1 has exploratory activities that spark interest, type 2 has enrichment activities to promote affective and cognitive processes, and type 3 has personalization of an interest, authentic and investigative creative methodology, problems without answers, and a product that will have an impact on an audience. The researchers found three themes in the study: effective professional development, perception of the triad method, and teacher's conception and practice of differentiated instruction. The findings revealed that professional development helped the teacher reevaluate current practices, explore new research-based strategies, and test implementation of new practice components and instructional strategies. However, the teacher did not implement type 3 of the triad method as intended (Brigandi et al., 2019).

An MTSS can include a multitude of different learning systems. One learning system that has been used to provide differentiated instruction is Lexia Core 5. Lexia Core 5 is a computer-based reading instructional program that provides differentiation through instruction at each student's different skill level (Baron et al., 2019). Lexia Core 5 was analyzed to see what technology instruction works and for whom. Researchers used Aimsweb as an evaluation tool to measure word reading, reading comprehension, and Core 5 performance. The study analyzed 119 third grade students' reader profiles. The research found that students who were poor comprehenders, who had mixed deficits, and who were poor decoders all increased in their

percentile ranks for word reading after using Lexia Core 5. Typical readers and poor decoders

did not show growth in reading comprehension (Baron et al., 2019). Overall, the researchers

found that the usage of Lexia Core 5 contributed to comprehension and word reading on a distal

measure for most students at the end of a school year (Baron et al., 2019). This research suggests

that Lexia Core 5 is an effective computer-based reading program.

Many programs have been used to provide an MTSS approach to instruction. Gillon et al.

(2022) looked at the effectiveness of a specific approach to literacy instruction. The study

specifically examined the effectiveness of the Better Start Literacy Approach (BSLA), the age of

the children, and the benefits of implementing Tier 2 instruction following ten weeks of Tier 1

instruction (Gillon et al., 2022). The BSLA was compared to a usual literacy approach to

teaching. The study found that students instructed using BSLA performed better in phonological

awareness, non-word reading, and non-word spelling tasks. They learned to use enhanced

phonological awareness in decoding and encoding written words more than those in the control

group (Gillon et al., 2022). The study also found that younger children achieved higher scores on

letter sound tasks than older children (Gillon et al., 2022). Students who received Tier 2

intervention showed growth in non-word reading and spelling as compared to the control group

(Gillon et al., 2022). A BSLA approach to literacy can be an effective tool in providing MTSS to

teaching reading and literacy.

Reasons for Social-Emotional and Behavioral Health Programs

As stated, MTSS refers to behavior and social-emotional learning, not just academic

outcomes (Al Otaiba et al., 2019). School counselors are essential to the implementation of all

components of MTSS. Goodman-Scott & Ziomek-Daigle (2021) conducted a qualitative,

phenomenological investigation to ask what the leadership experiences of school counselors are

who use MTSS. Four themes emerged from their research: prioritizing relationships, shaping the school climate, commonalities between school counseling and MTSS, and the benefits and challenges of school counselors' MTSS leadership roles (Goodman-Scott & Ziomek-Daigle, 2021). Based on these findings, it is essential that school counselors be involved in the implementation of MTSS.

Social-emotional learning has become a vital part of the school curriculum—as important to school performance as academic readiness skills (Kaiser and Rasminsky, 2017). Allbright et al. (2019) conducted a survey to evaluate what strategies are used to support SEL conceptions and what challenges are faced in outlier schools. Six categories and strategies for each category were identified. The six categories were strategies to promote positive school climate and relationships: supporting positive behavior; promoting engagement, relationships, and SEL related skills using elective courses and extracurricular activities; specific classroom practices; hiring and organizing personnel and measurement and data use (Allbright et al., 2019). This exploratory study was used to highlight common approaches to SEL that other schools could learn from and explore further to advance SEL in their own contexts (Allbright et al., 2019). Advancing SEL can advance other positive aspects of education.

Teachers and counselors need to understand what they can do to help a child regulate their emotions and behaviors. A study conducted by Jiang et al. (2023) asked if Behavior and Emotional Screening System (BESS) subscales represented elementary school children's social-emotional behavior functioning and did differences in children's internalizing and externalizing risk and adaptive skills differ by students' grade level, sex, race, and status of receiving special education services (Jiang et al., 2023). A total of 5,150 students were assessed using a behavior assessment system for children by 279 teachers in ten elementary schools (Jiang et al., 2023). Four student profiles were identified that the study concluded would have implications for social

and behavioral interventions in schools (Jiang, et al., 2023). The findings suggest that understanding and identifying student profiles can impact social-emotional learning practices.

Social-emotional learning programs can have many components. To determine the core components of an effective Social Emotional Learning program, multiple programs were evaluated by a team of researchers. Lawson et al. (2018) selected SEL programs according to six categories: all five areas of Collaborative for Academic, Social, and Emotional Learning (CASEL) competence; opportunities to practice, multi-year programming, training, and other implementation support. Twelve core components were found in fourteen evidence based SEL programs. The study found that identifying these core components would provide an important step in understanding the content and providing a foundation to create an effective SEL program. The study suggested that teachers have one SEL comprehensive resource to provide program individualization (Lawson et al., 2018).

A study conducted by Olsen et al. (2026) researched the use of American School Counselor Association (ASCA) activities and school counselors' MTSS knowledge. The School Counselors Knowledge and Skills survey was completed by 4,066 school counselors who were members of ASCA (Olsen et al., 2016). The research determined that challenges to obtaining knowledge and skills to implement MTSS were reduced when time was spent on ASCA-aligned activities (Olsen et al., 2016). This research study suggests that teachers should spend time implementing ASCA aligned-activities.

The Social, Academic and Emotional Behavior Risk Screener (SAEBRS) is used by teachers to rate students in grades kindergarten through twelfth grade on the three areas of the screener (Whitley & Cuenca-Carlino, 2019). The Social and Academic subscales consist of six questions each that pertain to students' social skills relating to externalizing behaviors and interpersonal functioning and academic skills relating to on-task behavior, work quality, and

academic enthusiasm. The emotional subscale has seven questions that evaluate a student's affective behavior. The study researched the test-retest validity of SAEBRS and the relationship between SAEBRS data and students' academic assessment of reading, the September to end-of-the -year academic assessment in reading, and the number of students' office discipline referrals throughout the school year. The study concluded that SAEBRS had a strong test-retest validity, the academic scores on the SAEBRS were related to future reading performance, and the scores for SAEBRS did provide data for students who were at risk for future behavior problems (Whitley & Cuenca-Carlino, 2019). The results suggest that using the SAEBRS can be an effective tool for addressing students' social, and emotional learning needs.

Improving School Attendance

School attendance facilitates the development of desirable behaviors, social skills, and acceptable academic performance (Eklund et al., 2020). Eklund et al. (2020) researched what interventions were effective in improving school attendance. Research questions focused on the effects of intervention intended to improve school attendance, the effect of grade level on attendance, what type of intervention moderated the effectiveness, and the quality of the research design on interventions (Eklund et al., 2020). The study used 21 intervention studies and concluded that school staff must critically evaluate the programs that claimed to have positive outcomes on student attendance as many studies relied on anecdotal evidence and poorly executed evaluation studies (Eklund et al., 2020). This research implies that attendance intervention systems need to be carefully evaluated.

Stripling (2019) evaluated the use of a Behavior Education Program (BEP) to improve chronic absenteeism that focused on positive-adult interaction. Eleven students participated in the intervention: four second graders, three third graders, and four fourth graders (Stripling, 2019). The study consisted of daily check-in and check-out meetings to build positive-adult

relationships that lasted approximately a minute, data-based decision making, and positive

reinforcers. Study results were varied for the participating students. The average daily attendance

for intervention participants was a 0.43% decrease in attendance (Stripling, 2019). Based on the

results three recommendations were made to improve school attendance. The three

recommendations were to involve multiple stakeholders in the intervention, focus on parents'

beliefs about school and create trust with parents, and encourage school counselors to find

current literature for other attendance interventions (Stripling, 2019).

Multiple issues may lead to a student's truancy and or attendance problems. The purpose

of a study by Daily et al., (2020) was to study the relationship between school climate measures

of school satisfaction, two types of absences, academic grades, and school climate. The study

found that satisfaction at school and a positive attitude toward school climate leads to good

grades and reduced absences (Daily et al., 2020). The study suggested that students who have

attendance issues may need different interventions that meet individual students' reasons for

absences (Daily et al., 2020).

Trying to improve attendance has created multiple programs that have had some impact

on improving attendance. A three-step truancy intervention program (TIP) has been used to

address attendance issues in several counties of the United States. A study was conducted to

understand how a three-step court division model could be used to reduce truancy (McNeely et

al., 2019). The three steps of the program are first, the student and parent is informed that

attendance needs to improve after three full days of unexcused absences; second, a referral is

made to the TIP program after five unexcused absences; and third, parents and students must

attend a meeting where the legal consequences of truancy and the importance of school

attendance are discussed (McNeely et al., 2019). The study found that short-term or long-term

attendance did not improve for students in 7th-10th grades who were involved in TIP, compared

to a comparable group of students who did not participate in a TIP program due to no TIP program available in the neighboring county (McNeely et al., 2019). The results of this study suggest that a more effective method of increasing school attendance is needed.

Site Profile

Community Characteristics

Blue Grass Elementary School is a K-6th-grade school located in Blue Grass, Iowa. It is part of the Davenport Community School District. Blue Grass is a rural community in western Scott County and is 11 miles from the county seat of Davenport. The population of Blue Grass is 1,666 composed of 49.5% male, 50.5% female, 96.1% white, 2.4% black, 1.5% identify as Hispanic, 1.3% two or more races, and (*Blue Grass, Iowa Population*). The community prides itself on helping one another in times of need.

School District Characteristics

Blue Grass Elementary is one of 27 schools in the Davenport Community School District. Davenport Community School district has 17 elementary schools, four middle schools, four high schools, and one school that has kindergarten through eighth grade. Enrollment is 13,693 students, 50.3 % male and 49.6% female, with racial percentages 51.5% white, 20.8% Black/African American, 14.7% Hispanic, 11.2% multi-racial, 1.5% Asian, .2% Native American, and .1% Hawaiian/Pacific Islander (*Department of Education - Iowa School Performance Profiles*, 2022). Students with disabilities who have an Individualized Education Plan (IEP) is 15.9%, the percentage of English language learners is 2.9%, and low socio-economic or students on free and reduced lunch (FRL) is 55.5% (*Department of Education - Iowa School Performance Profiles*, 2022). The percent of students proficient in mathematics is 44.79%, and the percent of students proficient in English language arts is 54.12% (*Department of Education - Iowa School Performance Profiles*, 2022). The four-year graduation rate is 77.5%,

and the five-year graduation rate is 87.46% (*Department of Education - Iowa School Performance Profiles*, 2022).

The Davenport Community School District vision statement is the following:

The Davenport Community School District's goal is to enhance each student's abilities by providing a quality education enriched by our diverse community. With nearly 30 school buildings serving Blue Grass, Buffalo, Davenport and Walcott, Davenport Community Schools are resource-rich, blending student and family support programs with a wide array of curricular offerings to create a quality learning environment for all students (*Davenport Schools | Growing Excellence*, n.d.).

School Building Characteristics

The enrollment of Blue Grass Elementary School is 341 students, who are 83% white, 4% Hispanic, 3% two or more races, .0029 % Asian, 0% black, and 0% Native American. Low socio-economic status is 23%, 9% of students receive special education, 77 students are identified as Talented and Gifted, and there are no students designated as Title I, English Language Learners, or homeless students. Blue Grass Elementary school staff consists of 26 certified staff and 11 classified staff.

Blue Grass Elementary has two sections of kindergarten through sixth grade and two special education classrooms. Fourth through sixth grade students travel to three different subject areas: English Language Arts, mathematics, and social studies/science. Instruction for the subject areas of art, music and physical education are organized into three-day cycles. Each class will receive instruction in one of these areas for fifty minutes of the day. MTSS support is established in the daily schedule.

PBIS has been utilized for the last five years and will continue to be used for the 2023-2024 school year. The PBIS program is focused on students showing the "Wildcat Way," which

stresses following approved procedures and guidelines for ways to behave and interact with others. Students are rewarded for following the "Wildcat Way" collectively (whole classroom) and individually. Monthly assemblies are held to highlight and reward individual students who have been nominated by teachers and other staff for being a role model of the "Wildcat Way." Extracurricular groups from Davenport West High and community groups are invited to share their talents during the assemblies and to connect with all Blue Grass elementary students. Students receive instruction titled "Challenge to Change," a yoga-centered practice to help students regulate their emotions and feelings.

The mission of Blue Grass Elementary is "to provide all students a safe environment that fosters personal growth, academic success, and lifelong learning: (*Blue Grass Elementary School | Davenport Community Schools*, n.d.). The vision is "Blue Grass…where everyone provides opportunities for all students' success (*Blue Grass Elementary School | Davenport Community Schools*, n.d.). The school motto of "One Town, One School, One Family" (*Blue Grass Elementary School | Davenport Community Schools*, n.d.) is also used. Blue Grass has several communication tools for parents: a Facebook page, a parent portal for parents to view student grades, weekly e-blasts, a web page, and monthly assemblies. Parent-teacher conferences are conducted in the fall of the school year to discuss students' first quarter progress, benchmark assessment scores, areas of needed growth, and areas of success. Spring conferences are conducted for students who may not be meeting important benchmarks or reaching desired assessment scores. The Parent Teacher Association (PTA) plans school-wide activities throughout the school year such as color runs, roller-skating parties, and snow tubing and financially supports teachers by providing items for their classrooms.

Student Portfolio and Performance

Blue Grass Elementary received a 57.5/100 for an ESSA rating, which is in the Commendable category (*Department of Education - Iowa School Performance Profiles*, 2022). The average school achievement for English Language Arts was 51.84/100, 52.87/100 for mathematics achievement, and 56.12/100 Conditions for Learning Composite (*Department of Education - Iowa School Performance Profiles*, 2022). Blue Grass students were 80.45% proficient in mathematics and 75.42% proficient in English language arts (*Department of Education - Iowa School Performance Profiles*, 2022).

Professional Development Practices

Professional development is scheduled during in-service days throughout the school year. Teachers also meet with grade-level colleagues and educational and technology interventionists during daily prep times two days of the week. Professional development for the 2022-2023 and 2023-2024 school years has and will focus on LETRS training, which teaches about the science of reading. Professional development has and will continue to be given on new math curriculum that will be implemented for 2023-2024 school year.

Curriculum, Instruction and Assessment

Curriculum for grades kindergarten through sixth grade consists of Wonders Reading program (McGraw-Hill Publishers), 95% Core Phonics Reading Program (95% Group), Into Math (Houghton, Mifflin, Harcourt Publishers), Lexia Core 5 computer-based reading program, Project Lead the Way (science curriculum), and Unbound Ed, a reading program specifically for sixth grade. Curriculum is aligned to Common Core Standards. Instruction and curriculum focus on students meeting the Common Core standards. District benchmark assessments are given quarterly for English Language Arts and mathematics to assess students' mastery of standards. Assessment scores are reported to the district. Report cards inform parents of the progress their

child is making on mastering standards. Students in kindergarten through grade 6 receive one of four letters that explain the mastery of meeting grade level standards: E for excelling in each standard, M for meeting a standard, P for progressing to meet the standard, and B for below grade level expectations for meeting a standard. Fast tests are administered three times a year in the fall, winter, and spring. The Fast tests of aReading, aMath, and CBM-R are administered for grades 1-6, and the concepts of print, letter names, letter sounds, nonsense words, word segmenting and sight words are administered to kindergarten and first grade students.

<div align="center">**Needs Assessment**</div>

Blue Grass Elementary has received the commendable status from the Iowa Department of Education based on students' assessment scores. This status has been achieved through quality instruction and MTSS. Although the category of commendable shows that students are making growth, there are areas where more growth needs to be seen. The percentage of students proficient in the Spring 2023 was 86% for aReading, 76% proficient in Early Reading, 88% proficient in CBM Accuracy, and 78% proficient in CBM Words Correct. The goal for proficiency percentages for the spring of 2024 is 87% or higher for all four assessments. The percentage of students proficient in aMath was 86% in the spring of 2023, and the goal for spring of 2024 is 88% or higher. Based on this data the goal for the upcoming school year instruction to meet the needs of all learners must be implemented. Differentiated instruction can meet the needs of all learners and can be done by continuing to use MTSS.

For several years the district has established MTSS by putting the system in the daily schedule. Times are allotted throughout the day for Tier 1, Tier 2, and Tier 3 instruction. Students who have been identified as not meeting benchmark and needing more instruction receive it through Tier 2 and Tier 3 instruction. Students who are meeting benchmark receive instruction in Tier 1 whole-group instruction. However, students who do meet benchmark need

to have instruction that is geared toward their needs as well. Implementing a program that uses a differentiated approach can meet these students' needs. Tier 2 and Tier 3 programs must be given to those students who are at or below benchmark on aMath and aReading assessments.

Students need to have a school environment where they build relationships and feel emotionally and physically safe. The Conditions for Learning survey that students fill out assesses these concepts. The results of the Conditions for Learning showed that four of the five areas assessed (student-student relationships, adult-student relationships, boundaries and expectations, and physical safety) were at 68% or higher. The fifth one, emotional safety, was at 24%, which is below the goal for 2024 of 40%. Using a curriculum that focuses on creating an environment where students feel safe will improve this percentage. Blue Grass Elementary will continue to incorporate a yoga-based practice, Challenge to Change, in monthly and weekly lessons and will also use a curriculum, Second Step, which addresses social-emotional and behavioral health.

Research (and common sense) tells us that students' attendance at school is critical for learning. Chronic absenteeism can impact a student's learning in multiple ways. The school's goal is that the chronic absenteeism percentage at Blue Grass Elementary will decrease to 3% by June of 2024. To meet this goal, a program that rewards attendance and addresses reasons that lead to chronic absenteeism needs to be implemented. Blue Grass Elementary will need to create a program tailored to the needs of students with attendance issues.

Data Analysis

Data Summary

Blue Grass Elementary spring 2023 proficiency scores indicate that students score above average in all four components of reading FAST assessments. All data presented in the following

figures was created from Blue Grass Growing with Excellence Plan (*Blue Grass Implementation Plan*, 2023).

Figure 1 shows that reading instruction is effective for meeting proficiency scores. Using a multi-tiered system of support has been beneficial for students and needs to continue. However, these scores also indicate that students may require more than the current instruction to increase proficiency percentages.
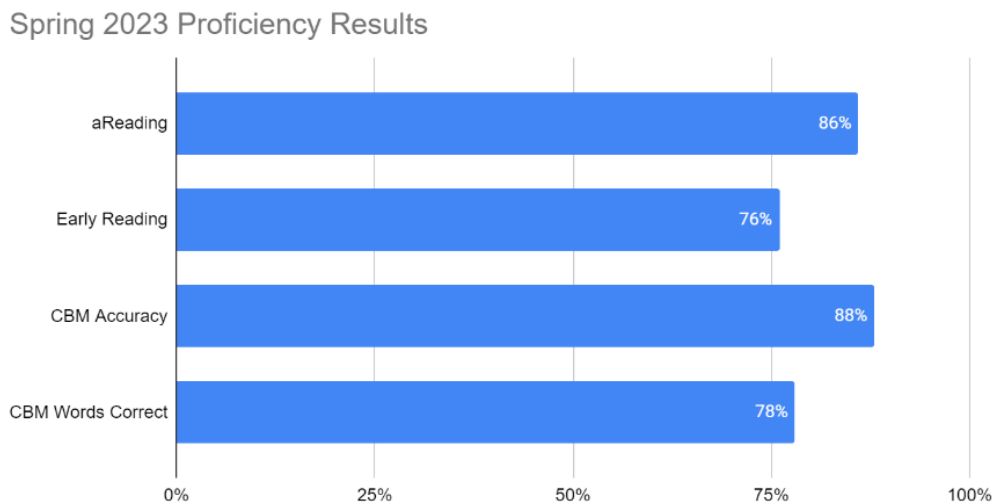
Figure 1

Spring Proficiency Results

Figure 2 shows the grade breakdown of proficiency scores. The highest proficiency scores are in kindergarten at 86.4% and third grade at 84.3%. The lowest proficiency score is in first grade at 51.0%. These scores in kindergarten and third grade may be a result of effective instruction or the students' ability levels in those grades. First-grade scores can also be the result of students' ability levels and possibly the assessment itself. Due to kindergarten and first-grade

scores, instruction in those grades should be analyzed. The low first-grade score also indicates

that students who will be second grade students in the 2023-2024 school year may need

additional instruction to meet proficiency scores on FAST assessments. Based on the scores from

kindergarten and third grade for the 2022-2023 school year, students in first and fourth grade for

the 2023-2024 school year may need additional instruction to increase their proficiency

percentages.

Figure 2
Spring Fast Proficiency by Grade Level
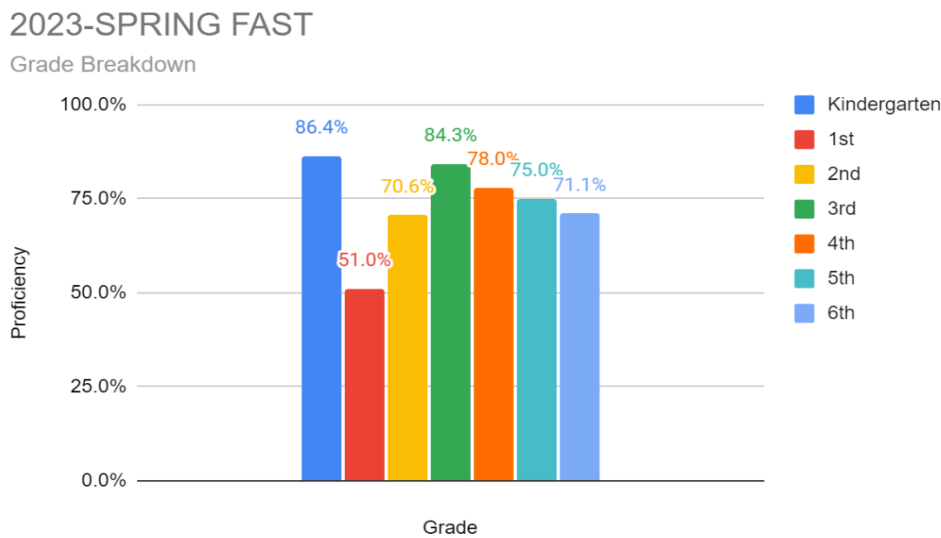
Figure 3 shows the percentage of students who were proficient on the Iowa State

Assessment of Student Progress in English Language Arts (ISASP ELA). Students in

kindergarten through second grade do not take ISASP. The scores below indicate fourth grade

having the highest percentage of proficiency at 87.8%, sixth grade had 84.5%, fifth grade

79.55%, and third grade76.67%. The lowest percentage, the score in third grade, may be due to

students taking the assessment for the first time. The other three scores are acceptable but need to

increase for the 2023-2024 school year. The high percentage of proficient students in fourth

grade may be the result of instruction that needs to be evaluated for its effectiveness.

Figure 3
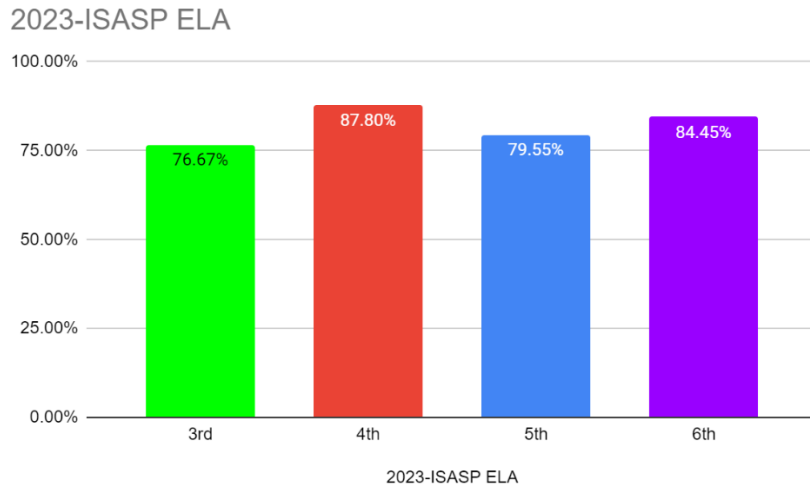*Iowa State Assessment of Student Progress in English Language Arts*

Figure 4 shows the breakdown of math proficiency scores. The spring 2023 aMath

percentage of Blue Grass students proficient was 86%, which falls just short of the goal for

2023-2024 of 88%. Kindergarten students do not take the aMath assessment, so there is no data

for this grade. The first-grade score shows that all students were proficient in aMath, which may

indicate that instruction was highly effective, or students entered first grade with a strong

understanding of math concepts. This score indicates that instruction needs to continue, and

students may need more challenging instruction. The other five grades show that instruction is

effective but may need to be more targeted to meet the needs of students who are not proficient.

The second through sixth-grade proficiency scores are above average, but growth needs to occur

to ensure more students meet proficiency scores. The scores show that 15.7% of students in

second grade, 21.6% of students in third grade, 22% in fourth grade, 25% in fifth grade, and

26.7% and sixth grade are not proficient. Students need to receive effective math instruction to

meet the 88% proficiency goal.

Figure 4
2023 Spring Math Proficiency Scores
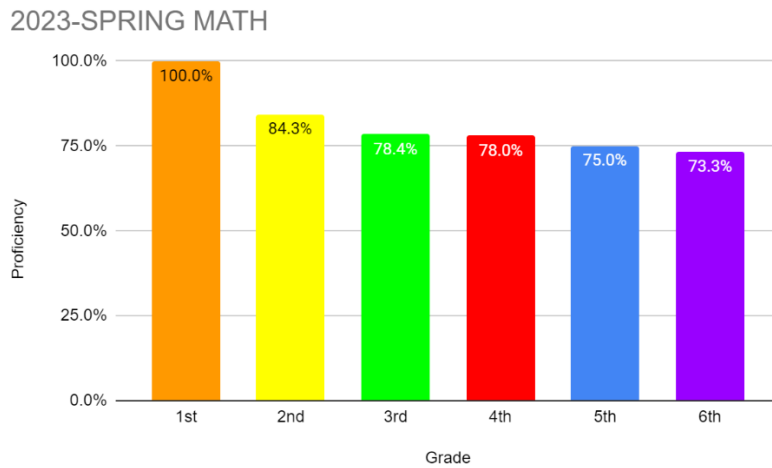
Figure 5 shows the percentage of students proficient in ISASP Math. Kindergarten

through second grade students do not take ISASP. The scores below indicate that an above

average number of students are proficient in ISASP. An implication can be made that math

instruction is effective and should be continued. Students in fourth grade had the lowest

percentage of proficient students and therefore may need more intensive instruction in the

upcoming school year.

Figure 5

Iowa State Assessment of Student Progress in Mathematics
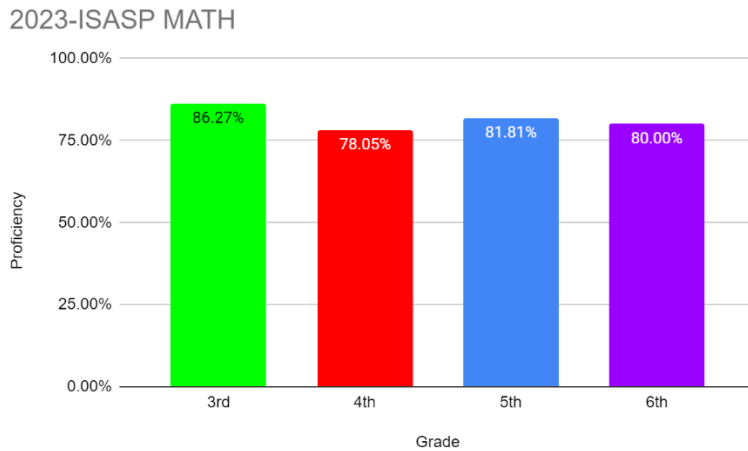
Figure 6 shows the percentages of students in three areas of the ISASP math. Each grade level is shown with different colors, and the three categories are the percentage of total advanced students, the percentage of total proficient students, and the percentage of total not proficient students. Third grade has a high percentage of students in the advanced category with 37.25%, fourth grade has 19.51%, fifth grade has 20.45% and sixth grade has 17.78%. These percentages show that a high percentage of students are in the advanced category and will need more challenging instruction to meet their educational needs in the 2023-2024 school year. Instruction for students who are proficient may also need to be more tailored to meet their needs. Students in the not proficient category will need extensive specific instruction to improve their ISASP math scores.

Figure 6

Iowa State Assessment of Student Progress Core Summary-Math

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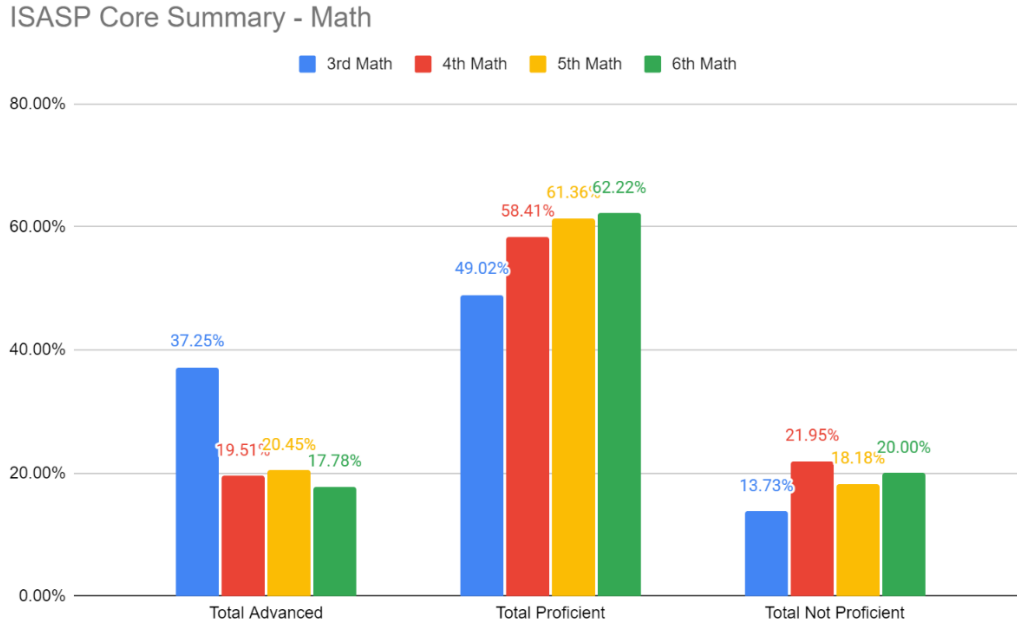
Figure 7 shows the percentage of students in three categories of ISASP ELA for third through sixth grade. Third and sixth grade have similar percentages with 15.69% and 15.56% of advanced students, fourth grade has 0%, and fifth grade has 6.82% in the advanced category. The advanced percentage score indicates that students in fourth and seventh grade in the 2023-2024 school year will need more challenging instruction to meet their educational needs. Students who are proficient and not proficient will also need instruction tailored to meet their educational needs as the percentages for these two categories must improve.

Figure 7

Iowa State Assessment of Student Progress in English Language Arts
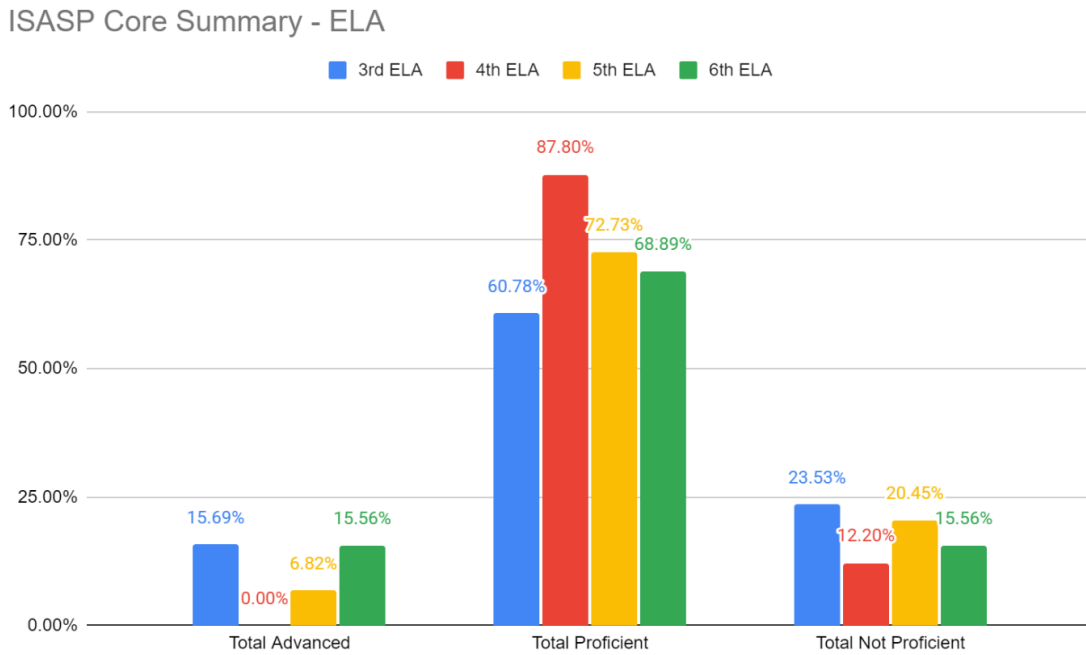
Figure 8 shows the results of the Conditions for Learning survey completed by students every spring that provides information about five categories relating to the school environment. The five categories are student-student relationships, adult-student relationships, boundaries and expectations, physical safety, and emotional safety. The first three categories of the Conditions for Learning results show that these are above the average range as they are at or above 80%. The fourth category, physical safety, is below the other three at 68% but still above the average range. The fifth category, emotional safety, is well below average at 24%. Based on this percentage, emotional safety is an area of great need for improvement. To improve this score time and attention needs to be placed on ways to improve emotional safety in the building.

Figure 8

Conditions for Learning Survey

2023-CONDITIONS FOR LEARNING RESULTS
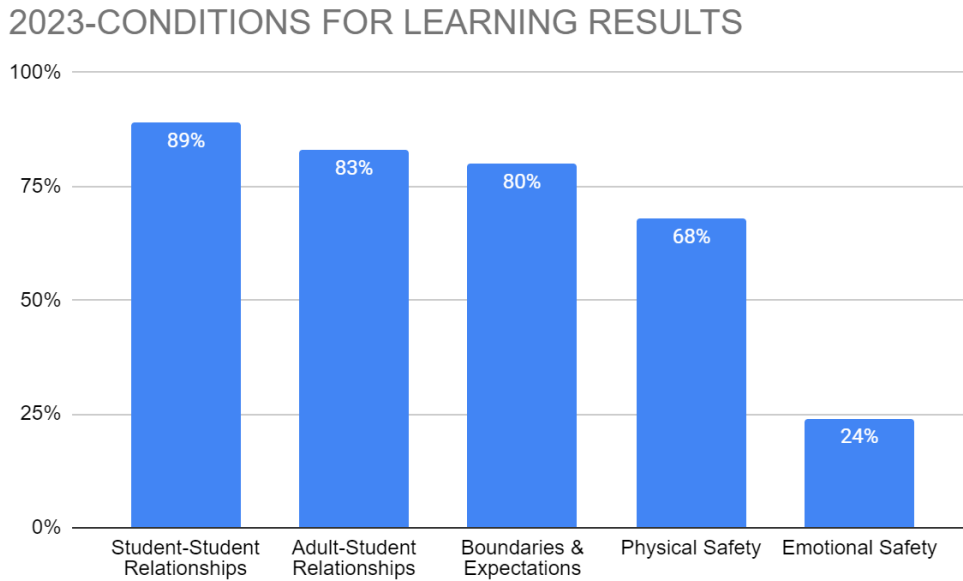
School Strengths

The multiple tables in the data analysis portion show that Blue Grass Elementary has several strengths. Blue Grass has high proficiency scores for all grade levels in aMath and the ISASP math assessment. The percentage of students in the advanced range of ISASP is high. The percentage of students proficient in ELA is also high for aReading and ISASP ELA assessment. The percentage for students in the advanced range is also high for ELA. Blue Grass students have shown growth in all FAST assessments from the initial screener in September to the last screener in May. Four of the five components for the Conditions for Learning have a high percentage.

School Challenges

Blue Grass students have shown growth on multiple assessments in the last five years. This growth has been attributed to effective instruction and teachers' knowledge of curriculum. A new math curriculum will be implemented in the 2023-2024 school year. A new math curriculum may impact the proficiency rate as well as the amount of growth students may show in the Functioning Assessment Staging Tool (FAST) aMath assessment. In the Conditions of Learning Survey, the component of emotional safety Blue Grass Elementary had a low percentage (24%). Increasing this percentage may be difficult as children's perceptions of safety may be harder to improve. An MTSS program has been in place for several years that has focused on at-risk or persistently at-risk students. Students in these two classifications have shown growth. However, students who have been in the advanced range in assessments have not shown as great a percentage of growth. The challenge will be to create programs tailored to meet the needs of advanced students.

Assessment Options

The state of Iowa mandates that all students in public schools take universal screeners known as Functional Assessment Staging Tools (FAST). Data from these assessments drive instruction and placement in MTSS. Teachers also use district-based assessments and formative assessments results to guide their instruction.

Action Plan

Proposed Improvement Plan

      Three areas needing improvement were identified in analyzing the data, and strategies to implement improvements were found in the literature. The three areas are improving math and reading instruction through MTSS and differentiated instruction, improving students' social-emotional behavioral health, and improving school attendance percentages. The table below is the daily schedule that incorporates components of the school improvement plan. The schedule specifies multiple tiers of instruction, times for PBIS curriculum, and social-emotional and behavioral health curriculum.

Table 1

Blue Grass Elementary Master Schedule 2023-2024-Page 1 (Primary)

Kdg	**1st**	**2nd**	**3rd**
9:10-9:25-PBIS Community Morning Meeting (SEL Menu options) 9:25-10:10-Foundational Skills- 95% WG and SG 10:10-10:55- Comprehension/Wonders- oral language, speaking, listening and vocabulary 10:55-11:15-T2 WTI Reading intervention, practice or extension Lexia program and lessons 11:15-11:40 - Writing 11:45-12:15- Lunch (Kdg/1st) 12:15-12:30- Recess (Kdg/1st)	9:10-9:20-PBIS Community Meeting 9:20-9:35- Classwide Intervention 9:35-10:05-ELA Whole Group 10:05-10:35 ELA T2 10:35-11:00- Writing 11:00-11:15-ELA Small Group1	9:10-9:20-PBIS Community Meeting 9:20-9:50-ELA Whole Group 9:50- 10:05- Class wide Interventions 10:05-10:40 Writing 10:40-11:10 T2 ELA 11:10-11:40 Lunch (2nd/3rd)	9:10-9:15-PBIS Community Meeting 9:15-9:45 Whole Group Reading 9:45-10:00- Small Group 1 10:00-10:15 - Small Group 2 10:15-10:30- Small Group 3 10:30-10:45 - Small Group 4 *Lexia Core 5 10:45-11:10 - Writing

12:30-12:50-Rest and Read (read alouds, silent reading, oral language, vocabulary, etc.) 12:50-1:45-Number Talk & Math (HMH) 1:45-2:10 T2 Math Interventions 2:10-2:25 Recess 2:25-3:10- Specials *CTT Tuesday and Thursday 3:15-3:50-Play centers-Child/teacher guided centers with SS standards embedded in 3:50-4:00- Dismissal	11:15-11:30-ELA Small Group 2 11:30-11:45-ELA Small Group 3 *Lexia Core 5 11:45-12:15-Lunch (Kdg/1st) 12:15-12:30 Recess (Kdg/1st) 12:40-1:40 Math 1:40-2:15-Math Tier 2 & Number Talks 2:15-2:30 Recess 2:30-3:10 Science/Social Studies 3:10-3:55-Specials CTT Tuesday and Thursday 3:50-4:00-Dismissal	11:40-11:55 Recess (2nd/3rd) 11:55-12:10-ELA Small Group 1 12:10-12:25-ELA Small Group 2 12:25-12:40-ELA Small Group 3 *Lexia Core 5 12:45-1:20-Science/Social Studies 1:20-1:35-Number Talk 1:40-2:25-Specials *CTT Tuesday and Thursday 2:25-3:25-Math 3:25-3:55-Math Tier 2 3:55-4:00-Dismissal	11:10-11:40 Lunch (2nd/3rd) 11:40-11:55 Recess (2nd/3rd) 11:55-12:25 T2 ELA Class wide Interventions 12:25-12:35 Class wide Interventions 12:35-12:50 - Number Talks 12:55-1:40 Specials *CTT Tuesday and Thursday 1:40-2:40 Math 2:40-3:10 T2 Math 3:10-3:45 - Science / SS 3:45-3:55 PBIS/ 2nd Recess (Teacher Optional) 4:00-Dismissal

- District and School Approved Daily Schedule

Alignment to Research

Research has shown that differentiated instruction meets the needs of a diverse group of students. A way to provide differentiated instruction is by establishing an MTSS plan. For several years a daily schedule incorporating an MTSS plan has been used in kindergarten through sixth grade at Blue Grass Elementary School. A consistent use of an MTSS schedule needs to continue as it has been proven to be effective for improving instruction. According to

Puzio et al. (2020), "When teachers were supported to differentiate their literacy instruction, the results of this review indicate that student literacy achievement increased, with 86% of the effect size values being positive" (p. 484). The daily schedule has Tier 1, Tier 2, and Tier 3 instructional times.

Creating an MTSS plan requires teachers to meet to discuss data and to then make data-based decisions for grouping students in respective tiers. Teachers must be given time to analyze data and make decisions; these tasks have been accomplished in collaborative teacher time meetings twice a week during teachers' preparatory periods. On one day of the week teachers focus on reading data, and on the other day teachers focus on math data. In both prep periods teachers discuss effective instruction to achieve desired data results. Collaborative teaching time must be a priority for teachers and administrators. Fidelity of curriculum instruction must continue to be implemented in all classes. Instruction fidelity is achieved by teachers knowing the reasons for why a curriculum has been chosen and effective methods for teaching that curriculum.

Professional development provides teachers with the necessary knowledge of the above stated components of teaching. Teachers have been given professional development in the science of reading through a program titled LETRS. Learning the science of reading is essential for teachers to help improve reading instruction. According to Al Otaiba et al. (2019), "Findings consistently have shown that teachers lack necessary knowledge in foundational reading skills and the pedagogy to be able to teach reading effectively to prevent reading problems and to provide structured literacy interventions for students with reading disabilities, including dyslexia". Teachers will continue to receive professional development in LETRS throughout the 2023-2024 school year.

Another component of professional development will be two book studies using *Making ALL Kids Smarter Strategies That Help All Students Reach Their Highest Potential* by John Delandtsheer and *Teaching Gifted Kids in Today's Classroom: Strategies and Techniques Every Teacher Can Use* by Susan Winebrenner. Book studies will provide teachers with knowledge of strategies for effective instruction for students who may need to be challenged. According to Brigandi et al. (2019), "Learning what differentiates regular education from gifted education and how to use evidence-based practices to motivate and support students with gifts and talents is foundational for teachers who are tasked with providing students with appropriate educational services" (p. 365).

Computerized learning systems can be used to further students' reading skills and provide differentiation. The reading program of Lexia Core 5 has been used at Blue Grass Elementary for several years. Baron et.al (2019) found that Lexia Core 5 could effectively differentiate instruction for most reader profiles, but students who had mixed deficits would require teacher-led instruction based on additional diagnostic assessment to improve reading difficulties (Baron et al., 2019).

Math assessment data has shown that a large percentage of Blue Grass students are proficient in aMath and ISASP Math. Given this data, it is important that students receive instruction that challenges students in learning math concepts. A MTSS must be used that focuses on a wide range of students' math skills that includes challenging, on level, and remedial instruction. A new curriculum resource, Into Math (Houghton, Mifflin, Harcourt Publishers), will be used for the 2023-2024 school year. Professional development will be given to teachers throughout the school year for this curriculum. Several elementary schools in the Davenport School District piloted Into Math last year. The teachers who implemented Into Math curriculum can be used as resources to help teachers learn the new curriculum for the 2023-2024 school

year. Math scores indicate that a high percentage of students need to be challenged in math. The

previously stated book studies will give teachers specific strategies that can be used for

differentiating and creating challenging instruction.

Table 2

District Inservice Schedule

Professional Development Dates:	AM/PM:	Elementary:	Notes: AM-8-11; PM-12:30-3:30 on In-Service Days
			Integrated PD –Subject to change
	AM	District (HMH Math- Waggle) OR Building	
9/11/23	PM	District (HMH Math- Waggle) OR Building	Building-PM-12:30-2:00-EOP, CRVP, Behavior Information; 2:00-3:30-CTTs
9/14/23	7:45-8:45am*	Special PD	Joe Beckman Returns to Blue Grass-"Being Difference Makers" *ALL STAFF ARE HIGHLY ENCOURAGED TO ATTEND AND WILL BE PAID-EVENT IN THE BLUE GRASS café
9/22/23	2 hour early out	Teacher Time (2 hours)	
10/9/23	AM	District	
	PM	Building	Building-PM-12:30-2:00-TBD; 2:00-3:00-Challenge to Change; 3:00-3:30-CTTs

12/20/23	2 hour early out ½		
1/2/24	AM	District (LETRS)	
	PM	Building / Teacher Time (1 hour)	Building-PM-12:30-2:30-Differentiation (Maurer)-Proficiency is the floor-High levels of learning mindset; 2:30-3:30-Teacher Time
2/5/23	AM	District	
	PM	Building	Building-PM-12:30-2:00-Differentiation Book Study Info from BSAT; 2:00-3:00-Challenge to Change; 3:00-3:30-CTTs
2/16/23	2 hour early out	Teacher Time (2 hours)	
4/8/23	AM	District (ISASP)	
	PM	Building	Building-PM-12:30-2:00-TBD; 2:00-3:00-Challenge to Change; 3:00-3:30-CTTs
4/26/23	2 hour early out	Teacher Time (2 hours)	
5/6/23	AM	Building	Building-AM-8:00-9:30-Differentiation Planning '24-'25; 9:30-11:00-TBD
	PM	District	
5/31/23	AM	Building	Building-AM-8:00-11'00-'24-'25 Backward Planning

		Building/ Teacher Time (2	
	PM	hours)	

*Professional Development Schedule for Davenport Community Schools and Blue Grass

Elementary

Improving social-emotional and behavioral health can have an impact on improving

attendance. A PBIS has been used for several years at Blue Grass Elementary. The Conditions

for Learning Survey data indicate that the percentage score for students' emotional safety score

needs to be increased. To improve this score, PBIS needs to continue to be implemented as well

as a social emotional behavioral health curriculum. Daily PBIS community time is placed into

the daily schedule for all grades meeting several components of creating an emotionally safe

environment. During community time, relationships between teachers and students are created

and reinforced. Students will receive "Challenge to Change" lessons, which focus on using yoga-

based strategies for multiple social and behavioral health components as well as Second Step.

Community time and "Challenge to Change" lessons are important because according to Daily et

al. (2020), "A positive perception of school climate and school satisfaction may reduce school

absences and improve grades" (p. 690).

Motivational speaker Joe Beckman, with his message to "Be Difference Makers," will be

a guest speaker for teachers and students in September. The message of TILL 360, "Through an

MTSS Framework, Till360 helps school communities build a welcoming and supportive

environment where students and adults create meaningful human connections (for their hearts) so

learning can actually happen (in their brains) (*TILL360 | Supporting Positive School Change

Around Social, Emotional and Behavior Support for Students, Educators, Families and

Communities.*, n.d.).

Implementation of the Plan

Introduction

The Blue Grass Elementary school improvement plan will have three foci. The first focus

will be on improving instruction through a fidelity-based MTSS to meet the needs of all our

students. MTSS implementation will be structured into the daily schedule. Teachers will

participate in a book study structured around providing differentiation strategies for all students

to meet their needs. The second focus will be improving social-emotional and behavioral health

(SEBH). Improving SEBH will be done by implementing a strong positive behavior intervention

support (PBIS) and a strong social-emotional and behavioral health curriculum. The third focus

will be on improving attendance, which will be done by improving school environment and

implementing an attendance award system.

Timeline

Table 3

Timeline

Outcome	Start Date	Actions	Accountable & Responsible	End Date
Goal 1:By June 2024, the percentage of students at benchmark on FAST Reading Assessments (Early Reading K-1, CBM K-6, aReading 1-6) will be 87% or higher.	August	Provide training and resources (ex: LETRS)	Principal or Innovator	Spring 2024
Spring 2023 Results:	August	Continue to follow the MTSS district plan for all students	All Staff	May 2024
aReading- 86% proficient	August	Continue to implement class wide intervention with classes that fall below 60%	Teachers/Reading Interventionist	May 2024
Early Reading- 76% proficient	August	Continue to implement 95% core with fidelity k-3	Teachers	May 2024
CBM Accuracy- 88% proficient	August	Allow students opportunities to further develop reading skills using Lexia	Teachers	May 2024
CBM Words Correct- 78% proficient				

	September	Complete AROD for all FAST assessments	Teacher/CTT Teams	
	January	Complete AROD for all FAST assessments	Teacher/CTT Teams	
	May	Complete AROD for all FAST assessments	Teacher/CTT Teams	
Goal by June of 2025-90%				
Goal 2: By June 2024, the percentage of students at benchmark on FAST Math Assessments (aMath 1-6) will be 88% or higher.	August	Provide training and resources	Principal/ Innovator	May 2024
Spring 2023 Results:	August	Continue to follow the MTSS district plan for all students	Teacher	May 2024
aMath- 86%	August	Continue to implement class-wide intervention with classes.	Teacher	May 2024
Goal by June of 2025-90%	August	Continue to implement Number Talks instruction	Teacher	May 2024
	August	Allow students opportunities to further develop mathematical skills through the use of Waggle	Teacher	May 2024
	September	Complete AROD for aMath assessment	Teacher/CTT Teams	
	January	Complete AROD for aMath assessment	Teacher/CTT Teams	
	May	Complete AROD for aMath assessment	Teacher/CTT Teams	
Goal 3: By June 2024, we will increase our Emotional Safety score on the Conditions for Learning Survey from 24% to 40% or higher.	August	Disseminate behavior data to parents through monthly eblasts/newsletter.	Principal or Secretary	May 2024
Goal by June of 2025-45%	August	100% of building staff will be involved in quarterly training regarding Crisis Response Violence Prevention.	All Staff	May 2024
	August	Counselor will lead CICO procedures for tier 2 and tier 3 students.	Counselor	May 2024
	August	PBIS Wildcat Bash Assembly once a month	Teacher/Principal	May 2024
	August	SEL Community Time focused on emotional safety driven by the CFL data.	Counselor/Teachers	May 2024

	August	YLT will meet weekly to look at how to improve the school climate and will work together to create an action plan using data.	Counselor/Youth Leadership Team	May 2024
	September	Communicate positive behavior expectations and recognition of students in school and in the community.	Counselor/All Staff	May 2024
	October	Check in with students using a google form more often throughout the school year prior to the CFL.	Counselor/All Staff	May 2024
Goal 4: By June 2024, the percentage of chronically absent students will decrease to 3%.	August	Attendance incentive program	All Staff/ Counselor	May 2024
Goal by June of 2025-2%	September	Recognize students with good attendance records during monthly PBIS Assemblies	All Staff	
	September	Communicate with parents and students who have attendance issues	Principal/Counselor/Teacher	May 2024
Goal 5: By May of 2024, 100% of BSAT members will engage in a collaborative book study based on differentiation to focus our next steps on differentiation. We will actively plan professional development to enhance the number of students who are College and Career Ready using the FAST CBM data *Correlates to Implementing Differentiated Instruction	September	BSAT will read the selected books and prepare PD to share out with staff.	BSAT	
	October	Book Study Inservice	BSAT/Teachers/Principal	
	December	Book Study Inservice	BSAT/Teachers/Principal	
	January	Book Study Inservice	BSAT/Teachers/Principal	
	February	Book Study Inservice	BSAT/Teachers/Principal	
	April	Book Study Inservice	BSAT/Teacher/Principal	

	May	Differentiation Planning	BSAT/Teachers/Principals	

(*Blue Grass Implementation Plan*, 2023)

Resources

       The Davenport Community School District has many resources in place to improve all

aspects of learning. All schools have an educational innovator and a technology innovator. These

innovators help teachers implement effective instructional and technology-based strategies in

their classroom. All elementary schools have full-time counselors who are excellent resources

for social-emotional and behavioral health. Teachers are given professional development in the

science of reading. The curriculum is research and evidence based. The Mississippi Bend Area

Education Association has human resources and opportunities for professional development for

teachers.

Role Clarification and Responsibilities

       All teachers, principal, counselor, and staff will be asked to join one or more committees

that will meet monthly or weekly throughout the school year. Committees will be responsible for

multiple components of the school improvement plan. The Building Student Assistant Team

(BSAT) will meet bi-weekly to discuss students' growth on FAST assessments and Iowa State

Assessment of Student Progress (ISASP). The PBIS committee will meet bi-weekly to work on

issues related to implementing and continuing positive behavior supports in the school and

student attendance. The Student Intervention Team (SIT) will meet weekly to discuss students

who may need additional support academically, socially, behaviorally, or with attendance. The

Social Committee will meet monthly to plan activities that provide a positive climate for the

whole staff, encouragement that transfers to a positive environment for students. A Youth

Leadership team will be chosen by teachers and principal to create opportunities for building a

positive school climate. Blue Grass Elementary will have a family liaison who will be responsible for communicating with parents, students, and teachers concerning attendance issues.

Monitoring Success

Teachers will analyze Formative FAST assessment data by using an Analyzing and Reporting Our Data Form (AROD). Through analyzing assessment data, students will be placed into categories of meeting benchmark and showing growth, not meeting benchmark and showing growth, not meeting benchmark and not showing growth, and meeting benchmark and not showing growth. Analyzing the data will give teachers information as to who may need more challenging instruction and who may need remedial instruction. The AROD is completed in the fall, winter, and spring after students take Functional Assessment Staging Tools (FAST assessments). Teachers will also meet weekly with educational and or technology innovators to discuss students' progress in attaining district-based standards. The reading interventionist will meet with classroom teachers to assess which students may need remedial reading instruction. The talented and gifted teacher will meet with classroom teachers throughout the school year to discuss students who may need more challenging instruction.

Strengths

Blue Grass Elementary has many strengths that will be extremely beneficial in the implementation of this plan. First, data shows that a large percentage of students do meet benchmarks on multiple assessments in reading and math. A large percentage of students score in the upper percentile in ISASP. The daily master schedule has MTSS and PBIS/Classroom meeting times. A Positive Behavior Support Intervention program has been used for five years. Students are identified as needing Tier 2 and Tier 3 reading instruction and receive tiered reading instruction with a strong reading interventionist. The staff is extremely collaborative and have established meeting times to collaborate with colleagues.

Limitations

One of the limitations to implementing this plan would be the adoption of a new math curriculum that teachers will have to learn. Learning a new curriculum can present challenges for teachers and students. Math assessment scores may be impacted. Another barrier is the low emotional safety percentage on the Conditions for Learning survey. Increasing this percentage to meet the other components of the Social Emotional Survey may prove difficult. Although teachers have scheduled times to collaborate with one another, there is always more time needed for substantial collaboration. The book teachers read about differentiation may be received positively or negatively based on each teacher's perceptions of implementing differentiation in their classroom.

Conclusion

Schools must provide a quality education for all students. Blue Grass Elementary provides a quality education that can always be improved upon. Teachers can improve instruction by implementing differentiated instruction in their classroom using MTSS. School environment and attendance rates can be improved by using PBIS and a curriculum focused on social-emotional and behavioral health. Professional development is the foundation for implementing any school improvement. Teachers need to have knowledge of effective instructional strategies to use in their own classroom. Learning effective teaching strategies can be done through book studies and monthly teacher in-services. Blue Grass Elementary has shown to be dedicated to helping all students learn. By using a school improvement plan incorporating differentiated instruction through MTSS, improving the conditions for learning, and improving attendance, Blue Grass Elementary will show growth in all areas essential for a quality education.

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