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Increasing Student Achievement in English Language Arts at the Secondary Level

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Increasing Student Achievement in English Language Arts at the Secondary Level

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Capstone Project: A School Improvement Plan

Northwestern College, Orange City, Iowa

Abstract

This school improvement paper aims to explore a comprehensive approach to enhancing English Language Arts (ELA) standardized test scores at the secondary level through the implementation of a literacy program. The research focuses on four essential components: differentiated instruction, co-teaching, and on-going assessments. The central question guiding this school improvement plan is: "How does the integration of a literacy program, encompassing differentiated instruction, co-teaching, and on-going assessments, and lead to improved ELA standardized test scores at the secondary level?"

The proposed school improvement plan looks to provide educators with strategies and tools to effectively engage students in English Language Arts (ELA) learning, fostering a positive and inclusive learning environment. This research aims to contribute valuable insights to the field of education and support schools in their pursuit of academic excellence in English Language Arts (ELA) for secondary level students.

Key Words: school improvement, literacy program, differentiated instruction, co-teaching, on-going assessments, ELA standardized test scores, secondary education.

Table of Contents

Abstract.....	1
Introduction.....	4
Literature Review.....	6
School Profile.....	12
Student Performance.....	12
School and Community Characteristics.....	13
School Characteristics.....	14
Parental Involvement	14
School Mission and Vision	15
Needs Assessment.....	15
Data Analysis	16
Data Summary	17
School Strengths	17
School Challenges.....	18
Assessment Options	19
Action Plan.....	20
Implementation of School Improvement Plan	21
Timeline	21
Identified Resources.....	22
Assigned Responsibilities	22
Progress Monitoring.....	23
Limitations	23
Conclusion	24
References.....	25

Increasing Student Achievement in English Language Arts at the Secondary Level

The educational problem that is affecting the state of Iowa, Bettendorf Community School District, and the entire United States is falling reading scores. This problem spans students from kindergarten through twelfth grade and is a fundamental skill. This skill is not only essential for success within the classroom as well as any post-secondary pursuits. In addition to spanning all grade levels, this also affects all students, with higher rates seen in students from diverse backgrounds and varying academic abilities, more than students who do not face challenges in the classroom. Data from the Iowa Department of Education based on academic performance scores from Iowa Statewide Assessment of Student Progress (ISASP) shows that growth for English Language Arts (ELA) was at 50.94% whereas the state average was 50%. Looking at the 10th grade student data for Bettendorf High School was 51.22% which was slightly above the state average of 50%. Looking at the Students with Disabilities (IEP) was 39.34% and the state average was 39.79%. The state average of English Language Arts (ELA) proficiency is 50% and the average at Bettendorf High School was 50.94%. These persistent low rates of proficiency demonstrate that students need targeted interventions and instructional approaches to improve English Language Arts (ELA) scores. This data shows that while there may not be significant gaps for all students, there are pockets of the student population at Bettendorf High School that demonstrates a gap in student achievement. This gap is also supported by Bettendorf High school being identified as a targeted school in the areas of Black/African American, Multi-Racial, and Students with Disabilities (IEP). Due to the focus on increasing achievement scores, improving and implementing a comprehensive literacy program with a focus on curriculum and instruction is imperative.

The purpose of this school improvement plan is to develop a comprehensive literacy program integrating differentiated instruction, co-teaching, and assessments with a focus on improving 10th grade English Language Arts (ELA) test scores at Bettendorf High School. The knowledge gained from this research and implementation of the School Improvement Plan is valuable as it offers a new lens from which to approach the falling test scores and to address the diverse learning needs of students. This plan will support the teachers in meeting the students where they are and helping them get where they need to be, while supporting them as they offer a more targeted instruction. The value of the School Improvement Plan is demonstrated in its use of research-based reading strategies that promote an inclusive classroom environment, co-teaching, and on-going assessments which can positively impact students with special educational needs.

When looking for research, the DeWitt Library at Northwestern College was utilized to find peer reviewed journals and databases. The article inclusion criterion was that all articles were from peer reviewed journal to ensure the information was credible and reliable. Articles had to be relevant to secondary education with an emphasis on English Language Arts (ELA). Articles also had to discuss practices such as differentiation, co-teaching, and inclusion.

The principal findings of this school improvement plan is that an implementation of a literacy program that incorporates differentiated instruction, co-teaching, assessments, targeted interventions, and inclusion have the ability to significantly increase standardized test scores at the secondary level. The value of this finding is that it has the potential to address the ongoing and persistent challenge of improving secondary English Language Arts (ELA) standardized test scores and by implementing a more cohesive curriculum that incorporates differentiated instruction, co-teaching, on-going assessments there will be an increase in student outcomes and

academic success. The research question that this School Improvement Plan seeks to answer is how can the implementation of a literacy program based on incorporating differentiated instruction, co-teaching, supported inclusion, and ongoing assessments increase English Language Arts (ELA) standardized test scores at the secondary level.

The literature review is structured with six sub-headings. These topics covered co-teaching, reading and interventions, executive functioning, inclusion, supports, and assessments which are found in the selected articles. These topics were picked due to applying to multiple articles as well as fitting with the needs of the school and the focus on increasing student scores at the secondary level.

Review of the Literature

Co-Teaching and Inclusion in Classroom Settings

Co-teaching has become the go-to model when schools are looking to be fully inclusive of all students. McDuffie et al. (2009) and Strogilos & Avramidis (2016) found co-taught and non-co-taught classes had a positive experience from peer-tutoring. The research from McDuffie et al. (2009) showed but students in co-taught classes showed an increase in content learning and increased student-teacher interactions with improved collaboration and engagement among students. This suggests that the shared nature of co-teaching helps to develop a richer learning experience for all students, no matter their ability. The study from Strogilos & Avramidis (2016) looked at both co-taught and non-co-taught classes of students with special needs, which showed the benefits of co-teaching, with students having an increased academic engagement and social interactions, which led to a more inclusive learning environment. Several of the articles looked at co-teaching and the preparation that is dependent on general education teachers, such as Cook

and McDuffie-Landrum (2020) who looked at strategies for integrating effective practices into co-teaching, particularly for students with disabilities and Marin (2014) and Yanoff (2006) looked at co-teaching from the perspective of an inclusive general education teacher. Marin (2014) looked at the readiness of general education teachers and their willingness to buy-into an inclusive classroom. The study identified challenges teachers face such as the need for professional development and supporting diverse learners. Yanoff (2006) provided ideas for integrating students with special needs into the classroom. This research stressed collaboration between the general education teachers and special education teachers to develop an inclusive learning environment. Cook and McDuffie-Landrum (2020) emphasized the importance of incorporating effective practices into co-teaching with evidence-based strategies and interventions that can increase positive outcomes for diverse learners.

Reading Comprehension and Interventions in Secondary Classrooms

Reading comprehension is an essential skill that significantly impacts academics as well as overall success in education, as well as post-secondary success. Wexler et al. (2018) looked at reading comprehension and co-teaching in middle school English Language Arts classrooms as an effective instructional method. This research showed that co-teaching can improve reading comprehension instruction by providing additional support and targeted instruction to struggling readers. The study suggested that a collaborative co-teaching model which allowed for a more engaging and interactive learning environment, led to better comprehension and critical thinking skills. The study also demonstrated the impact of co-teaching on improved reading instruction for struggling readers. Another way that schools have responded to struggling readers needs is through the implementation of Response to Intervention (RTI) models. Vaughn et al. (2010),

Bemboom and McMaster (2013), and Pyle and Vaughn (2012) looked at the response to intervention models with an emphasis on improving reading among middle and high school students. Vaughn et al. (2010) evaluated the effect of RTI on middle school students with reading difficulties and found that RTI showed benefits of an early intervention through identifying and addressing reading difficulties. Bemboom and McMaster (2013) compared lower- and higher-resourced tier 2 reading interventions for high school sophomores. The findings showed that well designed tier 2 interventions taught with fidelity, effectively support struggling readers in high school. This research supports the importance of early identification and interventions to address reading difficulties in secondary classrooms. Frey and Fisher (2011) discussed ideas of what mistakes to avoid when implementing response to intervention at the secondary level. Despite the benefits of interventions, it is crucial for educators to avoid common mistakes in implementing Response to Intervention (RTI) models. Frey and Fisher (2011) outlined five common pitfalls in RTI implementation at the secondary level. Through the discussion of these challenges, the study offers teachers guidance and helps them to navigate potential obstacles while working to improve the effectiveness of reading interventions.

Executive Function and Academic Achievement

Executive functioning encompasses cognitive processes like working memory, attention, and self-regulation, all of which play a crucial role in students' academic achievement. Ahmed et al. (2019) contributed to this area of research by looking at the longitudinal relations between executive function and academic achievement from early childhood to adolescence. The study discussed the impact of executive function on academic performance throughout a student's educational journey. These relationships can inform educators about the importance of

developing executive functioning skills to support a students' overall academic success.

McCloskey (2015) explored the concept of mindfulness as an intervention to improve academic success with students who have executive functioning disorders. This study explored how mindfulness can enhance attention, reduce stress, and improve cognitive control which can all lead to improved academic achievement. Incorporating mindfulness techniques into educational settings can offer valuable support to students with executive function difficulties, increasing their learning experience and outcome. Finally, Halloran (2011) looked at the relationship between self-regulation, executive function, working memory, and academic achievement among female high school students. This research emphasized the specific challenges that were faced by this population and stressed the need for targeted interventions to strengthen executive function skills while fostering academic success.

Inclusive Practices in Higher Education

Inclusion is an integral part of higher education. Fostering inclusivity in higher education is vital to providing equitable learning opportunities for all students. Sengupta et al. (2019) introduced strategies for fostering inclusive classrooms in higher education. Ideas on how to help facilitate inclusion such as creating supportive learning environments, designing accessible course materials, and incorporating diverse teaching methods were all ways that were suggested. The research highlighted the importance of staff buy-in for successful inclusion practices in higher education. It also discussed how to encourage inclusive practices to ensure the academic success of students from diverse backgrounds. Berkeley et al. (2020) provided a comprehensive overview of Response to Intervention (RTI) implementation in higher education. The study looked at the challenges in supporting diverse learners through RTI at the higher level. Ongoing

professional development was one item that was stressed as well as institutional support to effectively implement RTI and ensure its success in post-secondary settings.

Collaborative Teaching and Support in Secondary Schools

Effective collaboration between teachers and teaching assistants is essential for supporting students in secondary schools. Collaborative teaching between general education teachers and teaching assistants or special education teachers is essential for providing targeted support to students in secondary schools. Devicci and Rouse (2010) looked at the features of effective collaboration between teachers and teaching assistants in secondary schools. The study emphasized the importance of clear communication, shared goals, and coordinated efforts in supporting students' diverse learning needs. Through the use of effective collaboration, schools can create a cohesive and supportive learning environment for all students. Building upon the importance of collaboration, Stelitano et al. (2019) investigated the routines that shape student supports in secondary schools, with an emphasis placed on the importance of meaningful inclusion. The research looked at the practices and supports that schools use to address students' needs, exploring how support systems are organized to promote meaningful inclusion. The study found that one of the areas that shape student supports in secondary schools is the role of administration. This leadership is essential in creating an inclusive school culture that prioritizes collaboration and support. This is also seen through the importance placed on the use of a whole-school approach towards fostering meaningful inclusion.

Formative Assessment and Feedback in Educational Settings

Assessment and feedback processes significantly impact the learning experiences of students and their academic growth. Clark (2012) discusses the role formative assessment plays in supporting self-regulated learning and provides insights into how assessment can promote progress. The study showed how assessment practices like ongoing feedback, self-assessment, and goal setting give students' ownership of their learning and progress towards their academic goals. Through the use of these assessment strategies, teachers can create a student-centered classroom. Black et al. (2004) and Hattie and Timperley (2007) discuss the power of feedback in educational and how it can enhance student achievement. The studies stressed the value of timely and constructive feedback in encouraging student engagement, motivation, and academic growth. Effective feedback can help students understand their strengths and areas for improvement, which allows them to make meaningful progress in their education.

School Profile

This section is an essential framework to the research and school improvement plan. This provides relevant information about Bettendorf High School, the Bettendorf Community School District, as well as information about the city of Bettendorf.

Student Performance

Current student data is reflective in the School Improvement plan's focus on English Language Arts. Data from the Iowa Department of Education based on academic performance scores from Iowa Statewide Assessment of Student Progress (ISASP) shows that growth for English Language Arts (ELA) was at 50.94% whereas the state average was 50%. Looking at the 10th grade student data for Bettendorf High School was 51.22% which was slightly above the state

average of 50%. Looking at the Students with Disabilities (IEP) was 39.34% and the state average was 39.79%. The state average of English Language Arts (ELA) proficiency is 50% and the average at Bettendorf High School was 50.94%.

Student and Community Characteristics

The city of Bettendorf is located in Scott County, Iowa, along the eastern border of the state and the banks of Mississippi River. It is part of the Quad Cities metropolitan area, which includes several cities on both sides of the Mississippi River. Bettendorf is mainly a residential community, with well-maintained neighborhoods and low crime rates. The city has a diverse economy that includes industries like manufacturing, healthcare, education, and retail. Bettendorf has an active community in the local government, volunteer work, and civic organizations. The city often hosts a variety of community events like parades, which reflect the city's Midwestern heritage and community spirit. Residents' high quality of life is due to its friendly atmosphere, good schools, recreational options, and overall sense of community. Bettendorf has one school district, the Bettendorf Community School District. The district is comprised of five elementary schools, one middle school, and one high school. At Bettendorf High School each student is unique and the student body is diverse in terms of interests, abilities, and backgrounds. Students are involved in a variety of extracurricular activities, such as sports, clubs, performing arts, debate, student government, or community service. These activities contribute to a well-rounded high school experience. Students also participate in events focused on promoting diversity, equity, and inclusion within the school community. Students engage socially with their peers, forming friendships and creating a positive school culture. Many students are focused on their future plans, such as attending college, vocational training, or other career pathways.

School Characteristics

Bettendorf High School offers a wide range of academic programs and classes including mathematics, science, English language arts, social studies, foreign languages, art, CTE, and family consumer science. The school also offers honors and Advanced Placement (AP) courses. Bettendorf High School offers a variety of extracurricular activities, such as German club, music, drama, choir, debate team, e-sports, and student government. The high school has a large selection of athletic teams, including football, basketball, soccer, track and field, swimming, and wrestling for both male and female students. These teams compete at the local, regional, and state levels. The students at Bettendorf High school are part of a one-to-one initiative where all students enrolled receive a Chrome book. The school also offers a specific college and career readiness coursework. Also offered are services such as counseling, special education, and therapy dogs to ensure all students have the opportunity to succeed.

Parent Involvement

The school encourages involvement from parents, guardians, and the community through events such as parent-teacher conferences, open houses, and community forums. Collaboration between the school and the broader community contributes to a positive learning environment. The high school has a very active Booster Club that supports the athletic teams and fine arts department. While the school itself does not have a parent advisory committee, the school district as a whole does. The school and parents work hard to collaborate to support students' learning and growth through discussing academic progress, setting goals, IEP's, or 504s.

School Mission & Vision

The mission of the Bettendorf Community School District is to inspire, empower, and unite our students as a community of learners in (their) pursuit of excellence. The vision of the school district is Educating & Empowering Every Student Every Day in Pursuit of Educational Excellence.

Needs Assessment

One of the areas of improvement that needs to be addressed by the Bettendorf Community School District is the area of Curriculum and Instruction, especially at Bettendorf High School. The current academic performance is based on the scores from Iowa Statewide Assessment of Student Progress (ISASP). This statewide test includes the category, Every Student Succeeds Act performance category, which identifies schools or student groups that are not meeting benchmarks. Bettendorf High school has been identified as a targeted school in the areas of Black/African American, Multi-Racial, and Students with Disabilities (IEP). Due to the focus on increasing achievement scores, curriculum and instruction is imperative. With a focus on curriculum and instruction, Bettendorf High School can identify and address any gaps in the curriculum which will lead to improved student achievement. Another way needs of students can be address is through the use of differentiated instruction, which would allow all teachers to target student need in a more effective way. With the focus of instruction, teachers can work to develop and implement strategies that take into consideration various learning styles, abilities, and interests ensuring that all students receive a high-quality education. In addition, looking at how the curriculum aligns with standards would expose where there are inconsistencies in the curriculum and assessments. These inconsistencies can be reviewed which would allow the

curriculum to be revised to ensure it is aligned with the standards. This alignment with the standards would enable students to meet the expected learning targets. Another aspect that can affect curriculum and instruction is a lack of student engagement in the curriculum.

Understanding where the lack of connection happens will allow the teachers to explore new teaching methods and integrate real-world connections to make the curriculum more engaging, meaningful, and applicable to students. Additionally there is a need for professional development to help support teachers in implementing effective instructional practices. With a targeted focus on curriculum and instruction, the school district can target the professional development towards exactly what teachers would need to build upon their knowledge, skills, and resources so that they are able to deliver high-quality instruction and engage students effectively. By prioritizing curriculum and instruction, teachers can address challenges while creating an environment that promotes effective teaching and learning through alignment of the curriculum and differentiated instruction, which then increases student achievement while preparing students for success after graduation.

Data Analysis

Enhancing English Language Arts (ELA) scores is a serious undertaking to ensure students demonstrate proficiency in reading, writing, and communication skills. The data from the Iowa Department of Education, based on the Iowa Statewide Assessment of Student Progress (ISASP), has provides valuable insights into the performance of students at Bettendorf High School. This analysis looks at the data, identifying areas of weakness and strengths, and looking at what other assessments could lead to an improvement in ELA scores utilizing curriculum and instruction.

Data Summary

The data primarily comes from the Iowa Department of Education and focuses on academic performance in English Language Arts (ELA) at Bettendorf High School. The Iowa Statewide Assessment of Student Progress (ISASP) scores are used to evaluate growth and proficiency rates. While the overall growth proficiency in English Language Arts (ELA) for Bettendorf High School is slightly above the state average (50.94% compared to 50%), there are specific areas of need. The test scores for Students with Disabilities (IEP) is slightly lower than the state average (39.34% compared to 39.79%), and there is a targeted focus on improvement for Black/African American and Multi-Racial students, as well as Students with Disabilities (IEP). Additional data looking at the average final grades between co-taught and non-co-taught settings indicates that there is a variation. Co-taught groups generally have slightly lower average grades compared to non-co-taught groups. This indicates the need to further analyze the effectiveness of co-taught strategies and identify potential areas for improvement. Additionally, looking specifically at the drop in co-taught grades in the second quarter of 2020-2021 could provide understandings of specific challenges that need to be addressed that quarter.

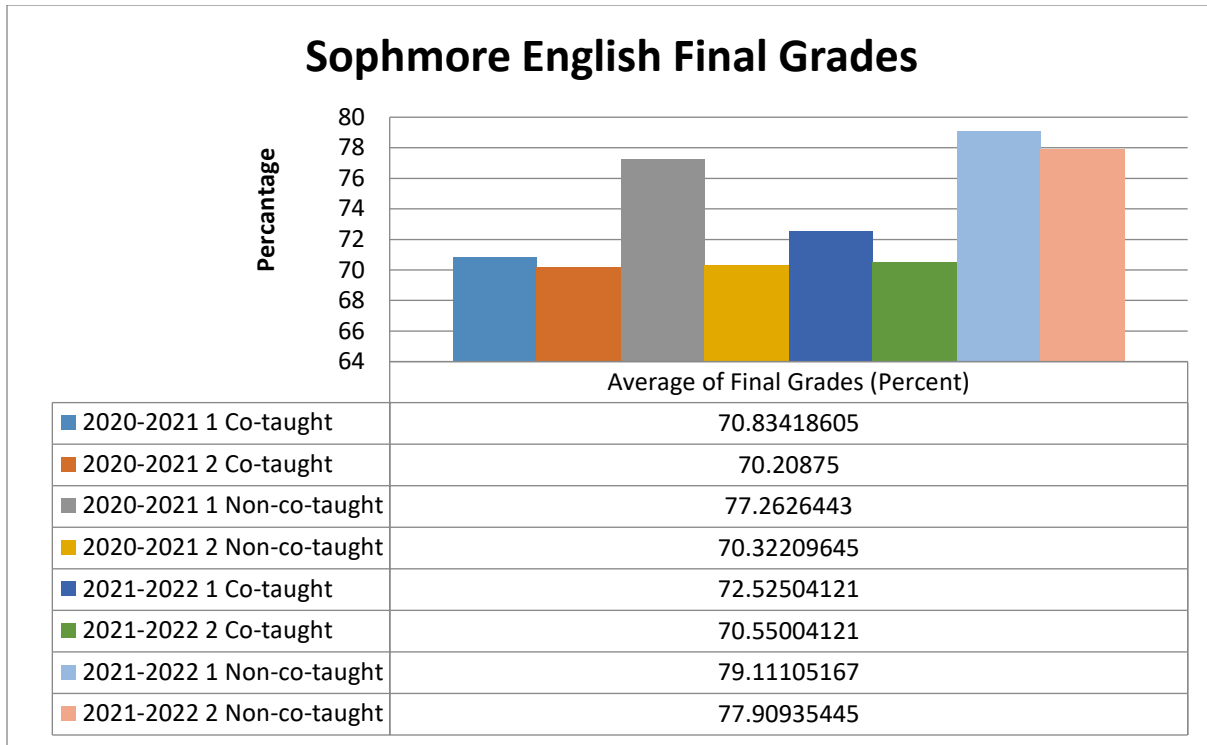
School Strengths

Bettendorf High School is performing slightly better than the state average in terms of English Language Arts (ELA) proficiency growth. This suggests that the school has some effective strategies in place that could serve as a foundation for improvement. Within the final grade averages, co-taught grades showed consistency in their final grades. This might indicate that collaborative teaching approaches are yielding positive results. There is a focus on improvement which is shown by the growth rate exceeding the state average.

Iowa Statewide Assessment of Student Progress (ISASP)	Bettendorf High School	State Average
ELA Growth	50.94%	50.00%
10th Grade ELA Growth	51.22%	50.00%
Students with Disabilities (IEP) ELA Growth	39.34%	39.79%
ELA Proficiency (Bettendorf High School)	50.94%	50.00%

School Challenges

The data shows that Students with Disabilities (IEP) is slightly below the state average and not meeting the proficiency standards in English Language Arts (ELA). This population of students requires specialized support and accommodations to address their unique learning needs. Due to being a targeted school, Black/African American and Multi-Racial students' are additional areas that need to be addressed to see proficiency. Despite the school's scores being above average, there's an on-going issue of low proficiency in English Language Arts (ELA), which demonstrates the need for further improvement. In both academic years, the average grades for co-taught groups in quarter one and quarter two is consistently lower than those for non-co-taught groups. This might indicate a need for additional support or adjustments in the co-taught setting. In the 2020-2021 academic school year, there's a notable drop in average grades for the co-taught group in quarter two compared to quarter one. This could indicate potential challenges or issues during that specific quarter.



Additional Assessments

While the Iowa Statewide Assessment of Student Progress (ISASP) scores provide valuable information, it's also important to consider qualitative data, such as classroom observations, student feedback, and teacher insights. These additional assessments can provide a more complete picture view of the learning environment and help identify specific instructional approaches that are working effectively.

Action Plan

To begin work on solving the problem of low ELA scores, the following steps can be taken. Identify the causes of low ELA scores. Before solving the problem, it is important to identify the root causes of the issue. This can be done by looking a variety of data sources like test scores, attendance records, and teacher observations. Talking with English teachers will help to identify specific concerns they have observed in their classes. Develop the comprehensive plan based on the findings from the data, utilizing research-based strategies. Provide professional development for teachers. Teachers are who implement the plan and play a critical role in improving English Language Arts (ELA) scores. This makes it vitally important to provide them with the necessary support and training to implement the plan effectively. This can include professional development on evidence-based reading strategies and coaching to help teachers implement these strategies in their classrooms, as well as monitor progress and adjust the plan as needed. It is important to progress monitor students regularly and adjust the plan as needed to ensure that it is effective. There are periods of implementation where the plan is implemented with fidelity and then adjusted as needed outside of the implementation window. To ensure that the plan is being implemented with fidelity can be done by analyzing data such as test scores and attendance records and soliciting feedback from teachers, parents, and students. The plan will be implemented over the course of multiple academic school years, beginning in September, and ending in June. This will take three years to complete the implementation. The timeline includes specific dates for each step of the plan, such as data analysis in September, professional development for teachers in October and November, and ongoing monitoring and adjustment throughout the year. By following these steps and implementing evidence-based strategies, it is

possible to improve ELA scores and help students become more proficient in reading and writing.

Implementation of School Improvement Plan

At Bettendorf High School, the 10th-grade English Language Arts (ELA) department is facing a significant challenge with students' performance on standardized ELA tests. This has led to concerns about student achievement and the effectiveness of current instructional practices within the ELA curriculum. The current ELA curriculum and instructional practices may not effectively accommodate the diverse learning needs of students. There might be a misalignment between curriculum objectives, teaching methodologies, and assessment strategies. This plan allows for reevaluation and redesign of the curriculum to ensure that it aligns with both state standards and the needs of the student population. The integration of a comprehensive literacy program that incorporates differentiated instruction, co-teaching, targeted small-group research-based interventions, and ongoing assessments address the challenges faced by Bettendorf High School's 10th grade English Language Arts (ELA) department. By integrating these research supported practices into the literacy program, the 10th grade English Language Arts (ELA) department at Bettendorf High School can create a more inclusive, supportive, and effective learning environment. Through targeted professional development and ongoing support, teachers can develop the skills and confidence required to implement these practices, ultimately leading to improved English Language Arts (ELA) standardized test scores and increased student achievement.

Timeline:*Year 1:*

- **Fall Semester:**
 - Conduct a needs assessment and review current curriculum.
 - Develop a comprehensive literacy program framework
 - Identify professional development needs.
- **Spring Semester:**
 - Provide initial training on differentiated instruction, co-teaching, and formative assessment.
 - Begin piloting co-teaching and small-group intervention strategies.
 - Initiate executive function and mindfulness interventions.

Year 2:

- **Fall Semester:**
 - Expand co-teaching and intervention practices to more classrooms.
 - Continue professional development, focusing on refining strategies.
 - Implement ongoing formative assessments and feedback loops.
- **Spring Semester:**
 - Analyze assessment data to identify trends and student progress.
 - Adapt and adjust instructional strategies based on assessment results.
 - Evaluate and adjust the literacy program framework based on feedback and outcomes.

Year 3:

- **Fall Semester:**
 - Full-scale implementation of the literacy program across 10th grade English Language Arts (ELA).
 - On-going professional development.
 - Continued analysis of assessment data and intervention effectiveness.
- **Spring Semester:**
 - Comprehensive assessment of the literacy program's impact on Iowa Statewide Assessment of Student Progress (ISASP) English Language Arts (ELA) test scores.
 - Refine and finalize the literacy program framework based on outcomes and insights.

Identified Resources:

- Education specialists and consultants for professional development.
- Collaborative planning time for teachers.
- Relevant instructional materials and reading resources.
- Tools for formative assessment and data analysis.
- Mindfulness resources and strategies.

Assigned Responsibilities:

- ELA Department Lead: Oversee program implementation, assess progress, and coordinate resources.

- Education Specialists: Facilitate professional development workshops.
- Classroom Teachers: Implement differentiated instruction, co-teaching, and intervention strategies.
- Special Education Teachers: Collaborate in co-teaching, provide targeted interventions, and support diverse learners.

Progress Monitoring:

- Monitor ELA standardized test scores annually.
- Collect formative assessment data and analyze trends.
- Conduct surveys and focus groups with teachers and students to gather feedback.
- Regularly review and adjust the literacy program framework based on data and feedback.

Limitations:

- Resistance to change with some teachers may be hesitant to adopt new strategies.
- Lack of Resources and not having appropriate training or enough materials for a successful implementation.
- Coordinating co-teaching and interventions requires additional planning time.
- Addressing a varied student population with differing abilities, needs, and backgrounds requires flexibility in instruction.
- Maintaining the program's effectiveness beyond the initial implementation phase and the ability to sustain the program.

Conclusion

The educational problem that is affecting the state of Iowa, Bettendorf Community School District, and the entire United States is falling reading scores. Data from the Iowa Department of Education based on academic performance scores from Iowa Statewide Assessment of Student Progress (ISASP) shows that growth for English Language Arts (ELA) was at 50.94% whereas the state average was 50%. The purpose of this school improvement plan is to develop a comprehensive literacy program integrating differentiated instruction, co-teaching, and assessments with a focus on improving 10th grade English Language Arts (ELA) test scores at Bettendorf High School. This school improvement plan is an implementation of a literacy program that incorporates differentiated instruction, co-teaching, assessments, targeted interventions, and inclusion have the ability to significantly increase standardized test scores at the secondary level. The value of this is that it has the potential to address the ongoing and persistent challenge of improving secondary English Language Arts (ELA) standardized test scores and by implementing a more cohesive curriculum that incorporates differentiated instruction, co-teaching, on-going assessments there will be an increase in student outcomes and academic success. The plan will be implemented over the course of multiple academic school years, beginning in September, and ending in June. This will take three years to complete the implementation. By following these steps and implementing evidence-based strategies, it is possible to improve ELA scores and help students become more proficient in reading and writing.

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