**Course/Program Enrollment & Discipline: Analysis for Garfield Elementary**

**1. Organize a team and establish team member duties.** Common team members include: principals, teacher leaders, counselor or school psychologist, etc. Disaggregated data will be provided centrally, and district staff will be available for consultation.

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| **Staff members:** |
| * Brent Radcliff |
| * Kathleen Stilwell |
| * Kris Green |
| * Monica Wagenhoffer |
| * Barb Dubin |
| * Kate Jaton |

**2. List all programs (or discipline areas) reviewed, but analyze one area at a time with this protocol (**e.g. elementary highly capable program enrollment OR middle school advanced courses OR elementary school exclusionary discipline suspensions, expulsions).

* Discipline
* Highly Capable

**3. Conduct data analysis to note all preliminary findings and identified disparity issues**. Examine and discuss the data; look objectively for patterns, trends, and variability; and brainstorm. Note preliminary findings. E.g. Hispanic students comprise 21% of our student body, but only represent 11% of our highly capable students.

**Preliminary findings:**

**Discipline data** – in looking at the data it is clear that boys make up for the majority, if not all, of the in-house and out of school exclusions. Upon further analysis, our student with disabilities are overrepresented 10% between the total and action.

**Highly Capable** – with a school enrollment of 471 and only one student in the program, it is evident that a very small percentage of students are participating in this program.

**4. Determine if any additional data (qualitative or quantitative) are needed to answer questions raised by the preliminary findings.** If so, where are these data located? For example, ways students learn about advanced courses at the secondary level; ways students are apprised of school expectations; tolls used to communicate highly capable program specifications.

No other data needed.

**5. After discussing the preliminary findings and reviewing any additional data, are there any additional findings and disparity issues the school and district can identify?**

There are no other findings or disparity issues.

**6. For each disparity issue or finding, identify causes and root causes.** Consider the systematic causes of disparities in course and program enrollment, and student discipline, and why they occur. Focus on one issue at a time.

**School exclusion (suspension) of Boys** Cause 1: Physical altercations Root Cause: Lack of emotional self-awareness of

feeling (triggers)

Root Cause: Inability to use calming strategies as student escalate

**School exclusion (suspension) of SWD** Cause 1: Delay in development of Root Cause: Lack of communication skills

Behavior management skills

Root Cause: lack of emotional self-awareness of

feelings (triggers)

**Low number of students in HC program**  Cause 1: Parents do not accept the Root Cause: Lack of knowledge

change in placement

Root Cause: Lack of communication

Cause 2: Students return to Garfield Trauma impacts student success

**7. For each root cause, identify a corrective action to eliminate disparities.** Focus corrective action on ways to dissolve the root rather than “patching up” a cause that yields disparities. In selecting a strategy, consider how the strategy will help, if the strategy is appropriate and feasible, and if it is supported by evidence-based research.

* Root Cause: Lack of emotional self-awareness
  + Corrective Action: SWD will participate in coaching club and have increased access to social skills curriculum during the school day.
* Root Cause: Inability to use calming strategies as student escalates
  + Corrective Action: Teaching Second Step lessons, students participate in small SEL groups, use of PAWS room
* Root Cause: Lack of knowledge
  + Corrective Action: Begin early in the school year to communicate information on the Highly Capable program

**8. Develop an implementation plan.** Establish measurement and evidence of success after making for corrective actions. Discuss who will be responsible, the resources needed, evidence of implementation, a prompt timeline, how success will be monitored, and the intended result. These strategies might already exist in school improvement plans, or be added.

**Implementation plan:** Decreasing the exclusion of boys and students with disabilities (in and out of school suspensions)

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| **Physically, Emotionally, and Intellectually Safe Environment** | |
| Action Items | Key Performance Indicators (KPIs) |
| Develop and implement systems of direct instruction for SEL (CASEL Framework) using Second Step and/or other materials | * Survey data (Panorama) * Discipline data * Teacher feedback |
| Further the implementation of Tier 1 and build Trauma-Informed MTSS. | * Discipline and incident data |
| Develop and engage staff in professional learning to build staff capacity and fluency around trauma informed practices and Visible Learning Strategies | * Professional learning opportunities/exit tickets * Classroom data (clarity and teacher efficacy) |

1. **Who will monitor?** Assistant principal, school social worker and behavior interventionist
2. **What resources are needed?** Currently using the Second Step curriculum, SWIS system and PBIS referrals
3. **What is your evidence of implementation?** Second Step lesson taught in the classroom, social work maintains a small group schedule, data can be printed from SWIS, copies of referrals kept in the office
4. **What is your timeline?** PBIS implemented – tier 1, 2 , 3 teams formed March 2020 with full implementation 2020-2021, PAWS room implemented September 2019, SWIS implemented in October 2019, small groups began in November and will continue in 2020-2021.
5. **What is the intended result?** We anticipate a decrease in the number of suspensions with continuing PBIS building-wide and T-MTSS implementation.

**Increasing the number of students nominated to the Highly Capable program**

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|  | * Provide information to families e.g. flyers, information at family event * Encourage families to nominate their child e.g. make personal phone calls to families during HC window * Schedule training for staff by HC teacher * Continue SEL support for individual students | * Increase number of students nominated * Increase number of students participating * Use CAST meeting to look at assessment data and teacher feedback – fall, winter, spring |

1. **Who will monitor?** Principal, office manager and school social worker
2. **What resources are needed?** Highly Capable teacher to present at a staff meeting
3. **What is your evidence of implementation?** Date of training and materials, copies of flyers to families, notes from CAST meetings.
4. **What is your timeline?** Implementation September 2020 and continue through nomination window.
5. **What is the intended result?** We anticipate an increase in the number of students nominated and an increase in participation.