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.

  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 Behavior management skills

Root Cause: Lack of communication 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 change in placement

Root Cause: Lack of knowledge

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)

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

	- 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.