

## Elementary School Best Practices Survey Results Summary:

A total of over 1064 respondents provided the following results:

- 61% of respondents were elementary teachers
- 10% of respondents were educational support staff
- 10% of respondents were school administrators
- 11% of respondents were parents/guardians

90+% of all respondents agreed to the following BP for school-wide practices:

- The principal and leadership team assure that high expectations for academic success are part of the culture and climate of the school
- The goals of the school are clear and focused on student achievement

80+% of all respondents agreed to the following BP for school-wide practices:

- There is a solid shared, specific and rigorous core curriculum that is clearly communicated to teachers, parents, and students
- Teachers demonstrate exemplary practices in use of student achievement data to direct instruction based on individual students' needs
- A school-wide literacy program built on a balanced literacy philosophy that focuses on comprehension strategies and vocabulary and includes interactive read-aloud time is implemented
- A school-wide writing program including writing instruction across content areas is implemented
- Mathematical reasoning and understanding are a high priority focus on instruction with instruction built upon research-based effective strategies
- Student academic progress is measured frequently through a variety of assessment measures and results are used to improve individual student performance and the instructional program
- Daily common teacher planning time is provided
- Teachers work in collaborative communities for instructional planning and have frequent opportunities for sharing with one another including observing and coaching
- There is readily available technology support for teachers

70+% of all respondents agreed to the following BP for school-wide practices:

- The staff believes and demonstrates that all students can attain mastery of the essential school skills
- Adequate instructional time is devoted to science and social studies content including through purposeful integration with reading/language arts and mathematics

- Student achievement data is available to all teachers and to the leadership team in all timely and useful manner using technology to provide data processing and just-in-time reporting
- Teachers demonstrate consistent and pervasive use of research-based effective instructional strategies
- The principal and leadership team leverage the resources available in the community through the involvement of parents, community members and business partners
- There is targeted professional development in research-based instructional practices with content provided through multiple venues such as the internet, local colleges, master teachers, district programs, state and national research fellows and RESA's

50 – 69% of all respondents agreed to the following BP for school-wide practices:

- The principal has the latitude for decision-making to impact student achievement including staffing, hiring and firing, and budgeting and is held accountable for the school's performance
- Ninety minute blocks of uninterrupted reading/language arts instruction are implemented
- Vertical teaming strategies are used
- There is a parent/community resource center

Positions recommended by research for BP elementary school of 600 students:

- 90+% of respondents agreed to the following: 1 principal; 1 assistant principal; 1 secretary; 1 art teacher; 1 music teacher; 1 medical professional/school nurse; 1 media specialist; 1 technology/data support staff member; 1 physical education/health teacher; 1 guidance counselor; kindergarten paraprofessional
- 76% of respondents agreed to 1 academic/literacy coach
- Other positions agreed to were: 1 half-time administrative/media/data support staff member, 1 half-time person to staff parent/community resource center; 1 half-time foreign language teacher
- Technology components were highly favorable for each teacher as well as computer labs for students

As for as class size numbers required by law, 60% of respondents agreed to giving individual schools the flexibility to diverge from these numbers and 37% did not agree to diverging from these numbers.