

# From classroom practice to school improvement: Integrating curriculum implementation, ESOL/ESE Support, Teacher Coaching and Monitoring and Evaluation in Elementary Education

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## Abstract

Elementary schools face a recurring implementation problem: curriculum documents may be standards-aligned, assessments may be available, and intervention plans may be written, yet classroom practice may still vary substantially across teachers, student groups, and instructional routines. This article develops an applied school-improvement framework for diverse elementary settings by integrating curriculum implementation, ESOL support, ESE accommodation fidelity, teacher coaching, and monitoring and evaluation (M&E). The article is grounded in public NAEP and Florida assessment evidence, federal practice guides, teacher coaching research, formative-assessment meta-analyses, and the professional profile of a veteran elementary educator and school leader. Public data show both urgency and opportunity. Florida grade 4 reading declined from an average NAEP score of 225 in 2022 to 218 in 2024, while grade 4 mathematics remained comparatively stronger with 45 percent of students at or above NAEP Proficient in 2024. Subgroup results show that English learners and students with disabilities require more deliberate instructional scaffolding, accommodation monitoring, and intensive support. The article proposes the Honest Integrated School Improvement Model (H-ISIM), a practical cycle linking standards and curriculum mapping, classroom routines, learner support, teacher coaching, M&E dashboards, and school-improvement decisions. The model is designed to help elementary teachers and leaders move beyond compliance reporting toward a high-frequency improvement discipline in which lesson quality, learner support, and intervention fidelity are observed, measured, coached, and refined. The article contributes a dashboard-ready indicator dictionary, implementation-risk heat maps, a fidelity-by-growth decision matrix, and an operational playbook that can be adapted by elementary schools seeking measurable improvement without reducing teaching to test preparation.

**Keywords:** Elementary Education; School Improvement; Curriculum Implementation; ESOL; ESE; Teacher Coaching; Monitoring and Evaluation; MTSS; Formative Assessment; Instructional Leadership

## 1. Introduction

The central challenge in elementary school improvement is not simply whether a school has standards, curriculum documents, assessments, professional development sessions, or intervention plans. Most schools have these artifacts.

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The harder question is whether those artifacts consistently change classroom practice in ways that benefit students who need the most support. In the early grades, the cost of weak implementation is high because literacy, numeracy, language development, self-regulation, and classroom routines form the foundation for later academic success. A child who does not receive systematic support in the first years of school can enter later grades with compounding gaps in vocabulary, decoding, mathematical reasoning, task persistence, academic language, and assessment confidence.

This article responds to that implementation problem by proposing a practical model for converting everyday classroom practice into school-improvement evidence. The model is written for elementary educators, school leaders, instructional coaches, monitoring and evaluation practitioners, and district support teams. It is grounded in the experience of a veteran educator who has worked as a classroom teacher, deputy headmaster, headmaster, and current first-grade teacher in Florida. That combination matters because the article does not treat school improvement as a detached administrative exercise. It treats school improvement as the disciplined improvement of daily instruction: lesson objectives, checks for understanding, language scaffolds, accommodation fidelity, routines, parent communication, and short-cycle data meetings.

The U.S. context gives the issue national relevance. Public assessment results show that elementary learning recovery remains uneven. In the 2024 NAEP reading assessment, national grade 4 reading performance declined compared with 2022, and only about three in ten fourth-grade public school students reached NAEP Proficient. Florida performed above the national public average in grade 4 reading average score, but its reading score declined sharply from 2022 to 2024. In mathematics, Florida remained stronger, but subgroup results still show persistent gaps for English learners, students with disabilities, and economically disadvantaged learners (NCES, 2025a; NCES, 2025b; FDOE, 2025a).

The article argues that schools should not respond to these results with generic urgency alone. A more disciplined response requires an implementation system. Such a system should define the curriculum to be taught, observe whether it is being taught with fidelity, identify which learners require language or disability accommodations, coach teachers on high-leverage practices, and review data frequently enough to adjust instruction before end-of-year results arrive. In this sense, monitoring and evaluation is not separate from pedagogy. It is the connective tissue between classroom practice and school improvement.

The article has four objectives. First, it synthesizes relevant evidence on teacher coaching, ESOL instruction, ESE accommodations, formative assessment, and evidence-based school improvement. Second, it analyzes public national and Florida data to show where the need for integrated instructional support is most visible. Third, it develops the Honest Integrated School Improvement Model (H-ISIM) as a transferable framework for elementary schools. Fourth, it provides practical tables, heat maps, and implementation tools that can be used to plan, monitor, and refine instructional improvement work.

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## 2. Literature Review

### 2.1. Curriculum implementation as an instructional fidelity problem

Curriculum implementation is best understood as the conversion of intended learning standards into planned, taught, assessed, and supported learning experiences. A curriculum may be formally adopted, but that does not guarantee that students experience coherent instruction. Implementation fidelity therefore becomes a central school-improvement issue. Fidelity does not mean mechanical compliance or scripted teaching. It means that the essential components of the curriculum, assessment expectations, scaffolds, and instructional routines are delivered with enough consistency to make learning outcomes interpretable.

Implementation science has long emphasized that evidence-based practices do not improve outcomes merely because they are selected. They improve outcomes when they are actively supported, monitored, adapted responsibly, and sustained in real settings (Fixsen et al., 2005; Stains and Vickrey, 2017). In elementary education, this means that leaders should monitor whether grade-level standards are translated into lessons with clear objectives, appropriate modeling, guided practice, language support, opportunities for student explanation, checks for understanding, and intervention follow-through.

The U.S. Department of Education frames evidence-based school improvement as a cycle of identifying local needs, selecting evidence-based practices, planning, implementing, and examining/refining implementation. This cycle is especially relevant for schools identified for comprehensive or targeted support because it places implementation capacity beside evidence quality (U.S. Department of Education, 2025). A school can select a strong practice and still fail

to produce improvement if the practice is not matched to local needs or if teachers lack coaching, time, resources, and feedback.

## **2.2. Teacher coaching as the bridge between professional development and classroom practice**

Traditional professional development often assumes that teachers will transfer workshop content into classroom routines without sustained feedback. Teacher coaching challenges that assumption. Coaching allows instructional improvement to become practice-facing: the coach and teacher examine evidence, plan a focus area, observe or review instruction, provide feedback, and revisit student outcomes. In a meta-analysis of 60 causal studies, Kraft, Blazar and Hogan (2018) found that teacher coaching produced pooled effects of 0.49 standard deviations on instructional practice and 0.18 standard deviations on student achievement. This is important because it suggests that coaching can improve both teacher behavior and student outcomes when it is well designed.

The research also cautions that coaching quality matters. More coaching hours do not automatically produce better results; focus, trust, content expertise, actionable feedback, and implementation support are more important than merely increasing contact time (Kraft, Blazar and Hogan, 2018). In elementary schools, coaching should therefore be tied to specific instructional behaviors: clear learning targets, vocabulary routines, phonics/decoding support where relevant, mathematical discourse, checks for understanding, accommodation delivery, and small-group intervention practice.

Coaching is especially important when schools serve diverse learners. Teachers often need support not only with the curriculum itself but with how to scaffold language, differentiate tasks, manage routines, and document accommodations. A coaching cycle that uses data without judgment can help teachers connect student work samples, classroom observation notes, intervention logs, and assessment results into practical next steps.

## **2.3. ESOL support and academic language within content instruction**

English learners require access to grade-level content while they are still developing English language proficiency. The What Works Clearinghouse practice guide on teaching academic content and literacy to English learners in elementary and middle school recommends intensive academic vocabulary teaching, integration of oral and written English language instruction into content-area teaching, structured opportunities for written language development, and small-group interventions for students struggling in literacy and English language development (Baker et al., 2014). These recommendations are directly relevant to elementary school improvement because language development cannot be separated from reading comprehension, mathematics word problems, science concepts, or social studies reasoning.

Florida's WIDA ACCESS system reinforces the importance of language-proficiency data in instructional planning. Florida uses WIDA ACCESS to measure English learners' English-language proficiency, chart student progress, support accountability, provide information for ESOL exit decisions, and identify strengths and weaknesses across language domains (FDOE, 2026a). This means that ESOL data should not remain in a compliance file. It should inform teacher planning, vocabulary selection, small-group support, speaking/listening routines, and parent communication.

A practical school-improvement model must therefore include ESOL support as a core instructional component, not as an add-on. The lesson plan should ask: what academic vocabulary is essential, what oral rehearsal is needed, what visuals or sentence frames will reduce language barriers, how will students demonstrate understanding, and which data will show whether the support worked?

## **2.4. ESE accommodations, 504 supports and inclusive classroom practice**

Students with disabilities are a large and growing population in U.S. public schools. NCES reports that 7.5 million students ages 3-21 were served under IDEA in 2022-23, representing 15 percent of public school enrollment; specific learning disabilities were the most common disability category among students receiving special education services (NCES, 2024a). These figures show why ESE accommodation fidelity is not peripheral to elementary school improvement. It is a mainstream instructional quality issue.

Accommodation plans and individualized education programs only become meaningful when classroom routines deliver them consistently. Common implementation risks include missed accommodations during small-group work, insufficient checks for understanding, weak documentation of intervention dosage, overreliance on summative data, and lack of alignment between teacher lesson plans and learner support plans. Schools should therefore monitor accommodation use as an instructional fidelity indicator rather than simply asking whether paperwork exists.

The intersection of English learner status and disability status is especially important. The U.S. Government Accountability Office reported that English learners made up about 10.1 percent of K-12 public school students and that 15.8 percent of English learners had one or more disabilities in school year 2021-22 (GAO, 2024). This intersection requires careful identification, language-proficiency analysis, and disability support so that educators do not confuse language acquisition with disability or overlook disability because of language status.

## 2.5. Monitoring, formative assessment and short-cycle improvement

Monitoring and evaluation adds discipline to school improvement by defining indicators, baselines, targets, review routines, evidence sources, and decision rules. In classroom terms, this includes universal screening, exit tickets, curriculum-based measures, running records, math probes, student work analysis, observation rubrics, accommodation logs, and intervention attendance. In leadership terms, it includes grade-level data meetings, coaching logs, fidelity reviews, and school-improvement dashboards.

The literature on formative assessment supports the logic of short-cycle improvement. Xuan, Cheung and Sun (2022) synthesized 48 K-12 studies with 116,051 students and found a positive, though modest, effect on reading achievement. A broader 2024 meta-analysis of K-12 formative assessment examined 258 effect sizes from 118 studies and confirmed the usefulness of formative assessment across learning contexts (Yao et al., 2024). These results do not imply that every assessment improves learning; they imply that assessment becomes valuable when it informs instructional action.

Mupa-linked operational analytics literature is useful here because it frames dashboards and performance measurement as governance tools rather than mere reporting artifacts. Ndlovu et al. (2025) emphasize operational analytics for equity, governance and real-time decision-making in public-interest systems, while Nguruvu et al. (2026a; 2026b) emphasize repeatable frameworks, adoption, workflow optimization and performance measurement. Although those publications are outside elementary pedagogy, they reinforce a transferable principle: data systems matter when they convert operational signals into timely decisions.

**Table 1** Literature streams informing the proposed elementary school-improvement model.

| Evidence stream                                              | Key implication for elementary school improvement                                                                                                                       | Use in proposed model                                                                  |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Teacher coaching meta-analysis                               | Coaching can improve instructional practice and student achievement when feedback is focused and connected to classroom implementation (Kraft, Blazar and Hogan, 2018). | Use short coaching cycles tied to lesson quality, accommodations and student progress. |
| WWC English learner practice guide                           | Academic vocabulary, oral/written language integration and small-group support are central to English learner access (Baker et al., 2014).                              | Embed ESOL scaffolds in core lessons and intervention plans.                           |
| Formative assessment meta-analyses                           | Assessment improves learning when it produces usable feedback and instructional adjustment (Xuan, Cheung and Sun, 2022; Yao et al., 2024).                              | Use exit tickets, probes, work samples and student grouping data for weekly planning.  |
| IDEA/SWD national data                                       | Students with disabilities represent a substantial share of public-school enrollment and require consistent support (NCES, 2024a).                                      | Treat accommodation fidelity as an instruction-quality indicator.                      |
| Evidence-based school improvement guidance                   | Schools should identify local needs, select evidence-based practices, implement, examine and refine (U.S. Department of Education, 2025).                               | Run a cycle that links classroom evidence to school-improvement decisions.             |
| Operational analytics and performance measurement literature | Dashboards should support governance, equity and real-time decision-making rather than passive reporting (Ndlovu et al., 2025; Nguruvu et al., 2026a).                  | Create an M&E dashboard that shows fidelity, growth and support needs.                 |

### 3. Data and Methodology

This article uses a mixed applied-methods design. The quantitative component relies on publicly available indicators from NAEP, Florida Department of Education assessment publications, NCES Condition of Education indicators, and federal English learner/disability evidence. The qualitative-practice component draws from the professional profile of an experienced elementary teacher and school leader, federal practice guides, and peer-reviewed literature on teacher coaching, formative assessment, implementation fidelity, and evidence-based school improvement.

The analysis is not presented as a causal evaluation of a single school or district. Rather, it is a design-oriented applied study. Its purpose is to convert available evidence into a practical model that a school can adopt, test, and refine locally. For that reason, the figures include two types of evidence: public performance indicators and constructed implementation matrices. Public indicators are labelled as NAEP or NCES/FDOE data. Constructed matrices are labelled as decision tools and should be adapted with local school data before operational use.

The methodological logic has four stages. First, the article identifies the performance and equity problem using public data. Second, it synthesizes literature to identify practices with credible support. Third, it maps classroom and leadership actions into an integrated school-improvement cycle. Fourth, it proposes indicators and decision rules that translate the model into M&E practice.

**Table 2** Data and methodology summary.

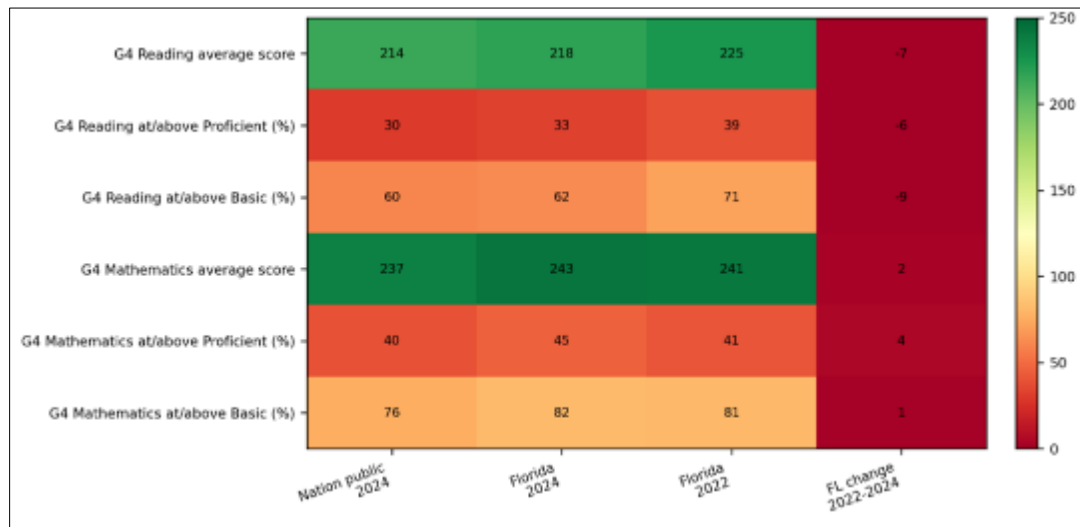
| Data component                                     | Source                                                           | Purpose                                                                                                | Limitations                                                                                     |
|----------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| NAEP grade 4 reading and mathematics               | NCES and Florida Department of Education NAEP snapshots/results  | Establish public performance context and show reading/mathematics patterns for Florida and the nation. | NAEP is not designed for individual school accountability and should be interpreted cautiously. |
| English learner data                               | NCES Condition of Education and Florida WIDA ACCESS guidance     | Frame ESOL support as an instructional planning and progress-monitoring need.                          | Public data do not substitute for local language-proficiency profiles.                          |
| Students with disabilities data                    | NCES IDEA indicators and GAO English learner/disability analysis | Support the need for accommodation fidelity and inclusive instruction.                                 | Disability categories and service models vary across states and districts.                      |
| Teacher coaching and formative assessment evidence | Peer-reviewed meta-analyses and IES/WWC practice guides          | Identify high-leverage improvement mechanisms.                                                         | Effects vary by implementation quality, context, content and teacher capacity.                  |
| Constructed heat maps and decision matrices        | Synthesis of the literature and applied M&E logic                | Provide practical tools for local adaptation.                                                          | They are templates; schools should populate them with local data.                               |

### 4. Data Analysis: Why Integrated School Improvement Is Necessary

Public data show why school improvement cannot be reduced to a single program. Florida's grade 4 reading results show both long-term gains and recent decline. In 2024, Florida's grade 4 NAEP reading average score was 218, higher than the national public score of 214, but lower than Florida's 2022 score of 225. The percentage of Florida fourth graders at or above NAEP Proficient in reading fell from 39 percent in 2022 to 33 percent in 2024, while at or above Basic fell from 71 percent to 62 percent (NCES, 2025a). This pattern suggests a need for earlier detection, stronger core instruction, and sharper intervention follow-through.

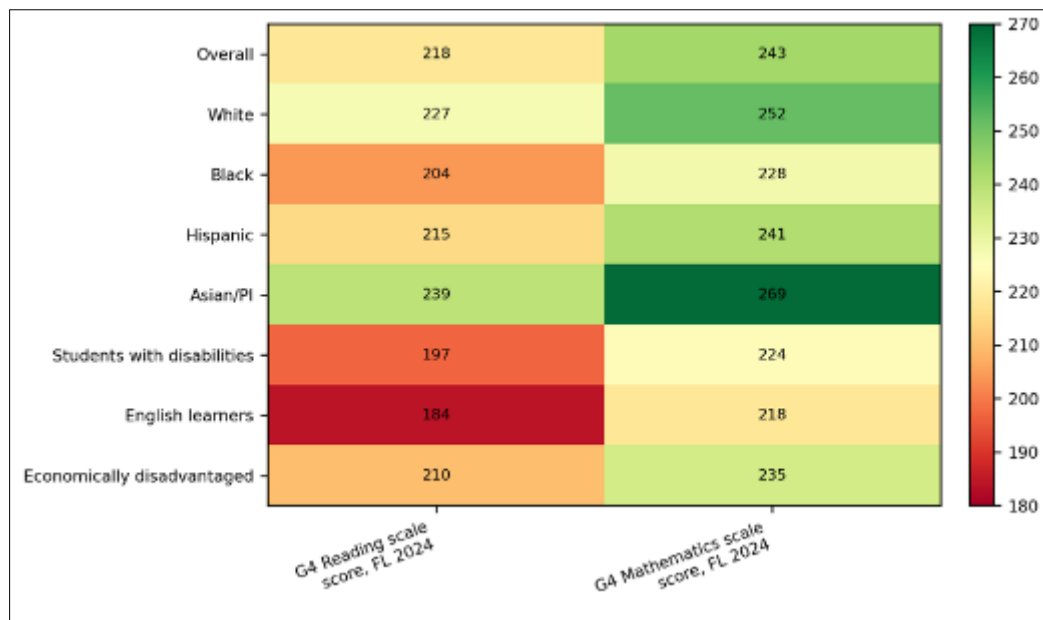
Florida's grade 4 mathematics results are comparatively stronger. In 2024, Florida recorded an average score of 243, above the national public average of 237. Forty-five percent of Florida fourth graders were at or above NAEP Proficient in mathematics, and 82 percent were at or above Basic (NCES, 2025b). However, strong average performance does not eliminate the need for equity-focused monitoring. Subgroup scale scores show lower performance for English learners, students with disabilities and economically disadvantaged students in both reading and mathematics.

These results justify an integrated model. Reading decline calls for curriculum fidelity, vocabulary development, student discourse, comprehension monitoring, and early intervention. Mathematics strength should be protected through continued standards alignment, mathematical reasoning, explicit support for struggling learners, and attention to word-problem language. ESOL and ESE indicators should be integrated into both subject areas because learner support needs do not respect subject boundaries.



Source: NCES/FDOE 2024 NAEP snapshots and reports.

**Figure 1** NAEP grade 4 reading and mathematics indicators for the nation and Florida.



Source: FDOE NAEP grade 4 reading and mathematics results.

**Figure 2** Florida NAEP grade 4 reading and mathematics scale scores by selected student groups in 2024.

**Table 3** Data-derived implications for school improvement.

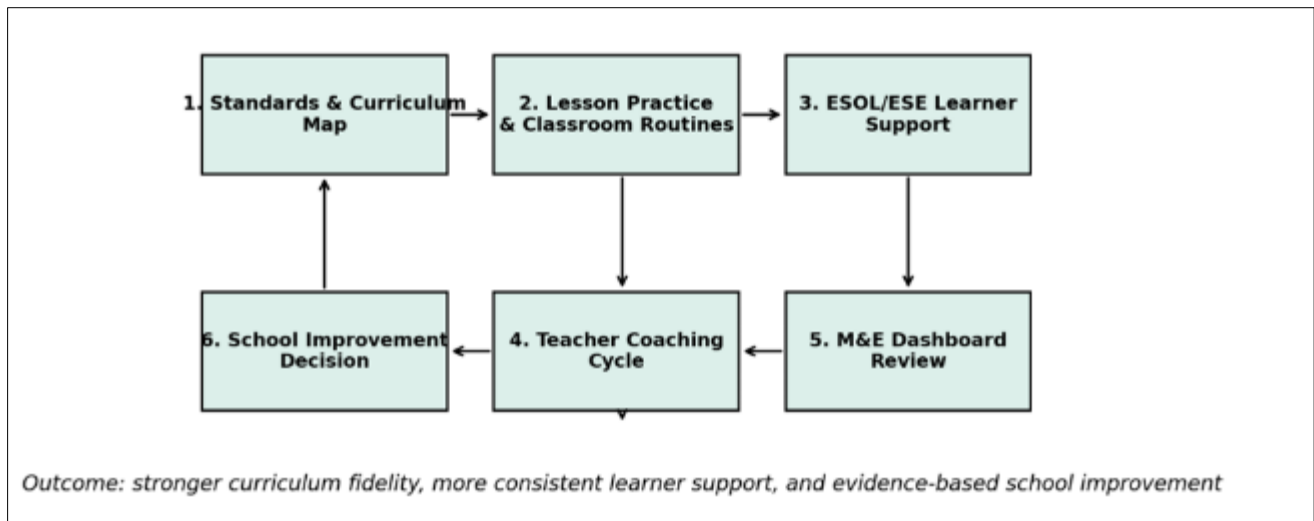
| <b>Finding</b>                          | <b>Interpretation</b>                                                                                                | <b>School-improvement implication</b>                                                                                                |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Reading decline from 2022 to 2024       | Florida's grade 4 reading score declined by seven points, and at/above Proficient declined by six percentage points. | Schools need stronger lesson-quality monitoring, early literacy routines, comprehension checks, and short-cycle intervention review. |
| Mathematics relative strength           | Florida's grade 4 mathematics score and proficiency remained above the national public result.                       | Protect gains through continued standards alignment, mathematical language supports, and problem-solving discourse.                  |
| English learner vulnerability           | English learners had lower scale scores than the overall Florida average in reading and mathematics.                 | ESOL scaffolds should be embedded in core instruction, not reserved for separate support periods.                                    |
| Students with disabilities support need | Students with disabilities had lower scale scores than the overall Florida average in both subjects.                 | Accommodation fidelity, explicit instruction and intervention dosage should be monitored.                                            |
| Economically disadvantaged learner gap  | NSLP/economically disadvantaged learners performed below overall Florida average.                                    | Intervention planning should include access, attendance, practice opportunities and family communication.                            |

#### 4.1. Proposed Model: Honest Integrated School Improvement Model (H-ISIM)

The Honest Integrated School Improvement Model (H-ISIM) is a practical framework for linking classroom practice to school-wide improvement. The model is based on a simple proposition: improvement happens when curriculum implementation, learner support, teacher coaching and M&E evidence operate as one cycle rather than as disconnected activities. The model is designed for elementary settings but can be adapted for other grades.

H-ISIM has six components. The first is standards and curriculum mapping: leaders and teachers identify the essential standards, vocabulary, skills and assessment expectations for each unit. The second is lesson practice and classroom routines: teachers translate the map into clear objectives, modeling, guided practice, checks for understanding, discourse and independent practice. The third is ESOL/ESE learner support: language scaffolds, accommodations and individualized supports are planned and monitored. The fourth is teacher coaching: coaches or leaders observe, model, confer and support teachers around specific instructional behaviors. The fifth is the M&E dashboard: evidence is reviewed through indicators such as coverage, lesson quality, intervention dosage, student growth and accommodation fidelity. The sixth is the school-improvement decision: teams choose whether to continue, intensify, reteach, regroup, coach or redesign support.

The model avoids two common errors. First, it avoids a compliance-only view of school improvement in which documents are produced but practice is not changed. Second, it avoids a test-preparation view in which improvement is reduced to summative score pressure. Instead, it uses evidence to improve the day-to-day conditions under which students learn.



**Figure 3** Honest Integrated School Improvement Model (H-ISIM).

**Table 4** Operational components of H-ISIM.

| H-ISIM component                       | Operational question                                                                                 | Evidence source                                                                        | Typical review rhythm                                |
|----------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------|
| Standards and curriculum map           | Are essential standards, vocabulary, skills and assessments clearly mapped?                          | Unit plans, pacing guides, standards crosswalks, assessment blueprints.                | Monthly and at start of each unit.                   |
| Lesson practice and classroom routines | Are lessons delivered with clear objectives, modeling, guided practice and checks for understanding? | Observation notes, lesson plans, student work, exit tickets.                           | Weekly walkthroughs and coaching cycles.             |
| ESOL/ESE learner support               | Are language scaffolds and accommodations planned, delivered and documented?                         | WIDA data, IEP/504 accommodation logs, teacher notes, student artifacts.               | Weekly for active support; monthly for trend review. |
| Teacher coaching cycle                 | What teacher practice will be strengthened next, and what evidence will show improvement?            | Coaching logs, observation rubrics, reflection notes, student progress data.           | Two-to-four-week cycles.                             |
| M&E dashboard review                   | Which indicators show improvement, stagnation or implementation drift?                               | Dashboard, assessment probes, intervention logs, attendance data, fidelity checklists. | Biweekly or monthly.                                 |
| School-improvement decision            | Should the team continue, reteach, intensify, regroup, coach or redesign?                            | Data meeting minutes, decision rules, action plans.                                    | Monthly leadership and grade-level meetings.         |

#### 4.2. Operationalizing Curriculum Implementation

Curriculum implementation should begin with a unit-level crosswalk that translates standards into teachable learning targets. For each unit, teachers should identify the essential standard, prerequisite skill, vocabulary demand, likely misconception, assessment format, ESOL scaffold, ESE accommodation risk, and progress-monitoring method. This gives leaders a practical way to examine whether the intended curriculum is likely to become the taught curriculum.

A high-quality elementary lesson should include at least seven observable elements: clear learning objective; connection to prior learning; explicit modeling; guided practice; student explanation or discourse; check for understanding; and



closure linked to the learning target. For diverse classrooms, two additional elements are essential: language support and accommodation fidelity. Without those elements, the lesson may be technically standards-aligned but inaccessible to some learners.

Curriculum fidelity should be monitored constructively. The purpose is not to punish teacher variation but to identify where the curriculum is not translating into consistent learning opportunities. For example, a grade-level team may discover that all teachers are covering the same unit, but only some are using vocabulary routines, small-group reteach plans or written response scaffolds. That is an implementation signal requiring coaching and collaborative planning, not blame.

**Table 5** Curriculum implementation fidelity domains for elementary school improvement.

| Curriculum fidelity domain       | What to look for                                                              | Evidence artifact                                                      | Improvement response                                                  |
|----------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Standards alignment              | Lessons clearly target grade-level standards and prerequisite skills.         | Lesson plan, standard code, learning objective, student task.          | Revise unit map or provide common planning support.                   |
| Content coherence                | Daily lessons build logically toward the unit assessment.                     | Scope and sequence, unit assessment, student work progression.         | Reorder lessons or create bridging mini-lessons.                      |
| Vocabulary and academic language | Essential words are taught, rehearsed and used in speaking/writing.           | Vocabulary list, sentence frames, student journals.                    | Introduce explicit vocabulary routine and peer discussion structures. |
| Checks for understanding         | Teacher collects evidence during the lesson before independent practice ends. | Exit ticket, whiteboard responses, quick quiz, oral response sampling. | Coach on formative questioning and response tracking.                 |
| Differentiation                  | Tasks are adjusted by readiness without lowering essential expectations.      | Small-group plans, task variations, intervention records.              | Regroup students and align intervention to specific skill deficits.   |
| Accommodation fidelity           | IEP/504 accommodations are delivered during instruction and assessment.       | Accommodation log, observation checklist, teacher notes.               | Provide checklist, co-planning and follow-up observation.             |

#### 4.3. ESOL and ESE Support as Core Improvement Work

The most defensible school-improvement model treats ESOL and ESE support as part of core instruction. English learners should not wait for a separate program to access academic vocabulary or mathematical reasoning. Students with disabilities should not depend on individual teacher memory for accommodations that are already documented. The classroom system should make support visible, routine and reviewable.

For ESOL support, H-ISIM recommends that each unit map include an academic language layer. Teachers should identify content vocabulary, language functions, sentence structures, oral practice routines and written response scaffolds. A mathematics lesson may require language for comparison, sequencing, explanation and justification. A reading lesson may require language for inference, evidence, character motivation and cause-effect reasoning. These language functions should be taught explicitly.

For ESE support, H-ISIM recommends an accommodation fidelity checklist embedded in lesson planning and coaching. The checklist should not expose confidential student details inappropriately, but it should allow the teacher and support team to verify that accommodations such as extended time, preferential seating, chunked tasks, read-aloud where permitted, reduced-distraction settings, visual supports, assistive technology, and behavior support are provided.

**Table 6** ESOL/ESE support matrix for inclusive elementary instruction.

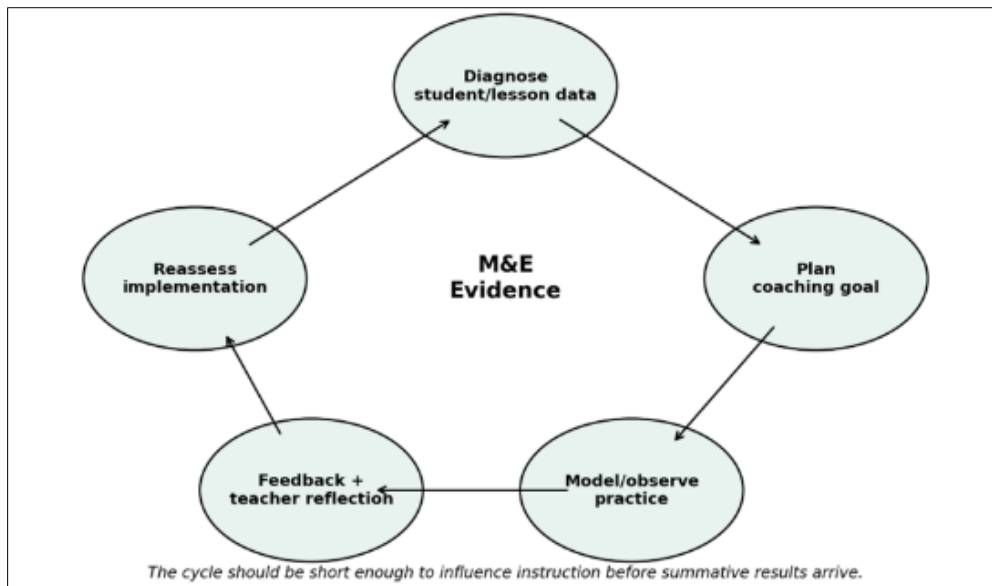
| <b>Learner-support need</b>                        | <b>Classroom strategy</b>                                                                         | <b>Monitoring evidence</b>                                     | <b>Leadership/coaching question</b>                                        |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------|
| English learner: vocabulary access                 | Teach 5-8 academic terms intensively across multiple days with visuals, examples and student use. | Vocabulary notebook, oral response samples, written sentences. | Did students use the vocabulary accurately in speaking and writing?        |
| English learner: oral language                     | Use structured partner talk, sentence frames and accountable discussion routines.                 | Observation tally, student discourse sample, teacher notes.    | Are students explaining ideas or only repeating answers?                   |
| English learner: written language                  | Provide sentence frames, paragraph frames and guided revision.                                    | Writing samples, rubric, teacher feedback.                     | Did scaffolds increase independent written response quality?               |
| Student with disability: task access               | Chunk directions, model steps, provide visual organizer and check understanding.                  | Accommodation log, completed tasks, student work quality.      | Was the accommodation delivered at the point of need?                      |
| Student with disability: attention/self-regulation | Use predictable routines, timers, movement breaks and behavior-specific feedback.                 | Behavior notes, engagement sampling, task completion.          | Did the support increase time on task without reducing expectations?       |
| EL with disability                                 | Coordinate language-proficiency data with IEP/504 support and avoid single-cause assumptions.     | WIDA/ACCESS data, IEP progress, work samples, team notes.      | Are language and disability needs both addressed in the intervention plan? |

#### 4.4. Teacher Coaching and Monitoring Cycles

Teacher coaching should be integrated with M&E rather than treated as a separate professional development activity. In practice, this means that coaching goals should be selected from evidence: student work, assessment probes, observation notes, intervention records and teacher reflections. A coaching cycle may focus on one narrow practice, such as improving checks for understanding during phonics instruction, increasing student explanation during math problem solving, or ensuring that accommodations are implemented during independent practice.

The coaching cycle proposed here is deliberately short. A two-to-four-week cycle allows a teacher to test a specific adjustment, receive feedback, and review student evidence before the unit ends. Longer cycles may be appropriate for complex practices, but elementary improvement often requires responsiveness. If a teacher waits until a quarterly or annual report, the students who needed support may have already experienced weeks of avoidable difficulty.

Coaching should maintain professional dignity. Teachers are more likely to improve when feedback is specific, respectful, evidence-based and connected to their goals. School leaders should therefore protect coaching from becoming informal inspection. The coach's central questions should be: what practice are we improving, what evidence will show progress, what support does the teacher need, and what changed for students?



**Figure 4** Data-informed teacher coaching and monitoring cycle

**Table 7** Teacher coaching cycle linked to M&E evidence.

| Coaching cycle stage | Teacher action                                                            | Coach/leader action                                                          | M&E output                                        |
|----------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------|
| Diagnose             | Bring student work, exit tickets, intervention data or classroom concern. | Help identify the instructional pattern and root cause.                      | Focused problem statement.                        |
| Plan                 | Select one practice to improve and one student outcome to monitor.        | Co-plan lesson routine, scaffold, question sequence or accommodation method. | Coaching goal and success indicator.              |
| Model/observe        | Teach the planned routine or observe modeled practice.                    | Model, co-teach, observe or review video/notes where appropriate.            | Observation evidence.                             |
| Feedback             | Reflect on what worked and where students struggled.                      | Provide actionable feedback tied to evidence and student response.           | Feedback notes and next step.                     |
| Reassess             | Collect new evidence after practice adjustment.                           | Compare evidence to baseline and recommend continuation or revision.         | Decision: continue, intensify, redesign or scale. |

#### 4.5. Monitoring and Evaluation Dashboard Design

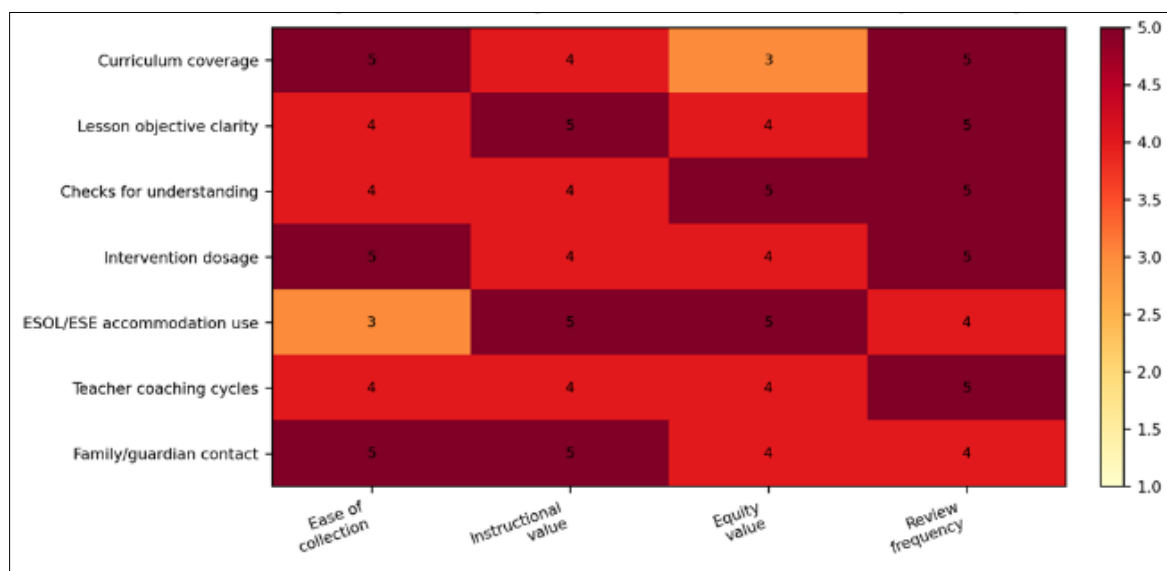
A school-improvement dashboard should be small enough to use and strong enough to guide decisions. Many school data systems fail because they collect too much information without defining decision rules. H-ISIM recommends a balanced dashboard with four indicator categories: implementation indicators, learner-support indicators, progress indicators and equity indicators.

Implementation indicators show whether adults delivered the planned inputs: curriculum coverage, lesson observation evidence, coaching cycles, intervention dosage and accommodation delivery. Learner-support indicators show whether students received the support they needed: ESOL scaffolds, ESE accommodations, small-group instruction, family contact and attendance support. Progress indicators show whether students improved: exit ticket mastery, curriculum-based measures, interim assessments and classroom performance. Equity indicators show whether improvement is reaching student groups that historically experience lower outcomes.

The dashboard should not be used as a leaderboard. It should be used as an improvement instrument. The purpose is to surface problems early, select support accurately and preserve evidence of implementation. In this respect, M&E supports professional judgment; it does not replace it.

**Table 8** M&E indicator dictionary for elementary school improvement.

| Indicator                | Definition                                                                            | Data source                                                        | Decision rule                                                                |
|--------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------|
| Curriculum coverage      | Percentage of planned standards/lessons taught within the unit window.                | Pacing guide, teacher log, unit plan.                              | If below 85%, review pacing barriers and provide planning support.           |
| Lesson objective clarity | Observed proportion of lessons with explicit, standards-aligned learning objective.   | Walkthrough checklist.                                             | If below 90%, coach on lesson opening and alignment.                         |
| Checks for understanding | Frequency and quality of in-lesson evidence gathering.                                | Observation notes, exit tickets, student response records.         | If weak, model response sampling and error analysis.                         |
| Intervention dosage      | Minutes/sessions of targeted intervention actually delivered.                         | Intervention log.                                                  | If below plan, adjust schedule, staffing or group size.                      |
| Accommodation fidelity   | Documented delivery of relevant IEP/504 accommodations during instruction/assessment. | Accommodation log, teacher notes, support staff verification.      | If inconsistent, provide checklist and follow-up observation.                |
| ESOL scaffold use        | Evidence that vocabulary, oral language and written-language supports were used.      | Lesson plan, observation, student work.                            | If absent, revise unit language layer and coach implementation.              |
| Student progress         | Short-cycle improvement in target skill or standard.                                  | CBM, FAST progress monitoring, exit tickets, formative assessment. | If no growth after adequate fidelity, intensify intervention or re-diagnose. |
| Family communication     | Documented contact with families for students requiring additional support.           | Communication log.                                                 | If gaps persist, use structured family engagement plan.                      |



Scores are design priorities for local dashboard construction, not national estimates.

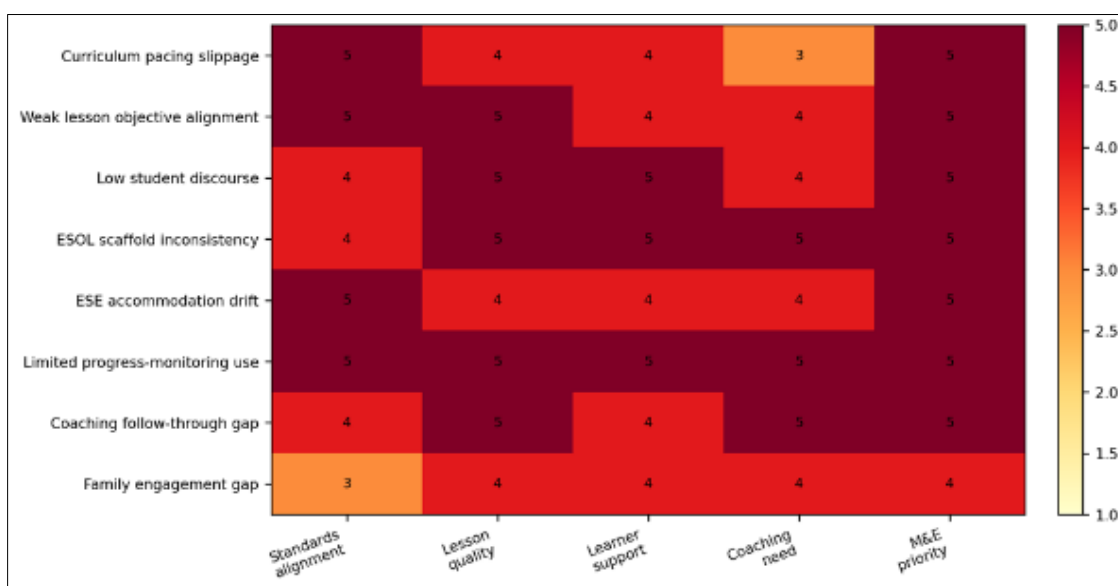
**Figure 5** Monitoring and evaluation indicator utility heat map

#### 4.6. Implementation Risk and Fidelity Analysis

School improvement often fails because leaders focus on outcomes without analyzing implementation risk. A low assessment result may reflect weak curriculum alignment, limited instructional time, inadequate language support, insufficient intervention dosage, inconsistent accommodation use, low attendance, or weak family communication. Without a risk analysis, schools may select the wrong remedy.

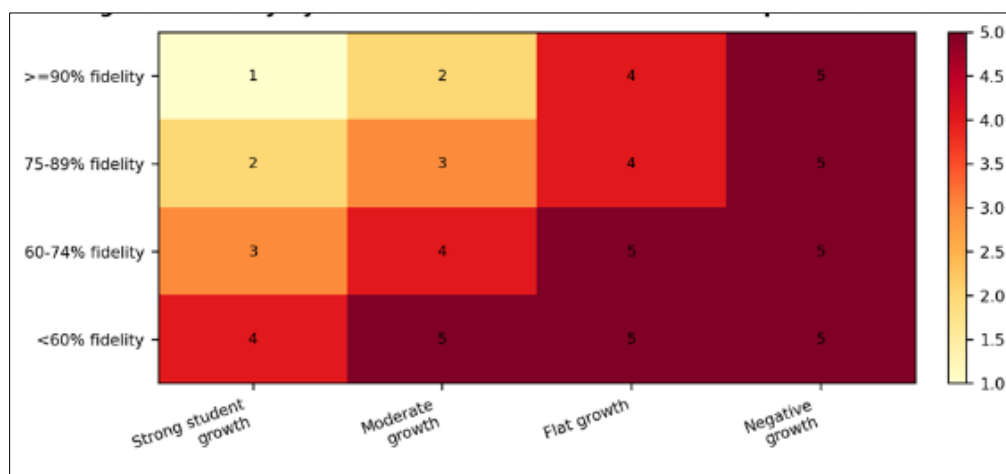
Figure 5 provides a constructed implementation-risk heat map. It should be used as a planning tool rather than as a universal measurement. A school team can replace the scores with local evidence from walkthroughs, grade-level meetings, intervention logs and family engagement records. The key value of the heat map is that it pushes teams to ask which implementation risks are most likely to suppress student growth.

Figure 6 provides a fidelity-by-growth matrix. The logic is simple: when fidelity is high and growth is strong, the school should sustain and scale. When fidelity is high and growth is weak, the intervention may be mismatched or insufficient. When fidelity is low and growth is weak, the first task is implementation repair, not program abandonment. When fidelity is low but growth appears strong, leaders should verify data quality and examine whether growth is coming from an unmeasured practice.



Scores use a 1-5 priority scale for local adaptation.

**Figure 6** School improvement implementation risk and support priority heat map.



**Figure 7** Fidelity-by-growth decision matrix for school improvement reviews

**Table 9** Decision rules for interpreting implementation fidelity and student growth

| Fidelity/growth pattern               | Likely interpretation                                                   | Recommended decision                                                       |
|---------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------|
| High fidelity + strong growth         | Practice is being implemented and appears beneficial.                   | Sustain, document and scale cautiously.                                    |
| High fidelity + flat/negative growth  | Practice may not match student need or intensity may be insufficient.   | Re-diagnose skill need, adjust intervention or intensify dosage.           |
| Moderate fidelity + some growth       | Practice may be promising but not consistent enough.                    | Coach for consistency and monitor for two more cycles.                     |
| Low fidelity + weak growth            | Implementation failure cannot be separated from practice effectiveness. | Repair scheduling, training, materials, coaching and accountability first. |
| Low fidelity + apparent strong growth | Growth may be caused by another factor or data may be unstable.         | Verify data quality and identify actual effective routines.                |

#### 4.7. Practical School-Level Implementation Plan

A practical implementation plan should begin with a 90-day cycle. Ninety days is long enough to observe patterns but short enough to preserve urgency. The first month should focus on baseline mapping: curriculum coverage, assessment results, intervention groups, accommodation requirements, language proficiency data, and teacher coaching needs. The second month should focus on coaching and implementation repair. The third month should focus on progress review, refinement and documentation.

The implementation plan should be manageable. A school should not attempt to monitor every possible variable at the same frequency. Instead, it should identify a small set of high-leverage indicators, review them consistently and act on them. For example, a grade-level team may track lesson objective clarity, vocabulary scaffolds, exit ticket mastery, intervention dosage and accommodation fidelity. A leadership team may track coaching cycles, grade-level common planning, subgroup growth and family contact completion.

The headmaster/principal or instructional leader has a pivotal role. The leader must protect time for collaboration, establish psychological safety around data, ensure that teachers receive coaching rather than only criticism, and connect school-improvement decisions to evidence. This is where Honest Tirivavengi's combined profile as classroom teacher, headmaster, curriculum-trained educator and M&E graduate becomes especially relevant: the model requires both pedagogical credibility and monitoring discipline.

**Table 10** Ninety-day school-improvement implementation plan.

| Period      | Core actions                                                                                                          | Evidence produced                                           | Leadership deliverable                 |
|-------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------|
| Weeks 1-2   | Collect baseline assessment, curriculum map, intervention lists, ESOL/ESE support needs and teacher self-assessments. | Baseline dashboard and support roster.                      | 90-day improvement focus.              |
| Weeks 3-4   | Conduct walkthroughs focused on lesson objectives, vocabulary, checks for understanding and accommodation delivery.   | Observation evidence and pattern analysis.                  | Coaching priorities.                   |
| Weeks 5-8   | Run coaching cycles, adjust small groups, monitor intervention dosage and review student work weekly.                 | Coaching logs, exit ticket trends, intervention attendance. | Mid-cycle improvement memo.            |
| Weeks 9-10  | Review subgroup progress, implementation fidelity and student work quality.                                           | Fidelity-growth matrix.                                     | Decision: continue/intensify/redesign. |
| Weeks 11-12 | Document lessons learned, update unit plans, refine indicators and communicate with families.                         | Revised playbook and next-cycle dashboard.                  | Next 90-day plan.                      |

## 5. Discussion

The evidence reviewed in this article supports a practical conclusion: elementary school improvement is strongest when it is organized around implementation, not slogans. Public data create urgency, but urgency alone does not teach a child to read, solve problems, use academic language or persist through a challenging task. Improvement requires teachers and leaders to identify the exact classroom practices that should change and to monitor whether those changes are happening.

H-ISIM offers a way to integrate several improvement agendas that are often separated. Curriculum teams may focus on pacing and standards. ESOL teams may focus on language-proficiency compliance. ESE teams may focus on accommodations and IEP documentation. Instructional coaches may focus on teacher practice. Assessment teams may focus on progress monitoring. The proposed model brings these functions into one cycle so that the school can ask a more useful question: are students receiving coherent, accessible, well-monitored instruction that is improving over time?

The model is also consistent with the shift from retrospective accountability to real-time improvement. Summative results are important, but they arrive late. Teachers and leaders need evidence while instruction is still underway. This is why formative assessment, coaching, intervention logs, accommodation checks and weekly work-sample reviews are valuable. They allow a school to adjust before failure becomes visible in end-of-year data.

The article also highlights a professional opportunity for educators with cross-disciplinary preparation. A teacher with curriculum knowledge, school leadership experience and monitoring/evaluation training can contribute more than classroom service alone. Such a professional can design indicators, run instructional review cycles, support teacher coaching, interpret subgroup evidence, and help schools build improvement systems that are both pedagogically credible and data-informed.

### *Limitations and Future Research*

This article has limitations. It uses public data to frame the problem and constructed matrices to propose decision tools. It does not claim that the H-ISIM model has already been tested through a randomized controlled trial. Local implementation would require baseline data, school-specific indicators, teacher participation, ethical data use protocols, and careful attention to privacy and student confidentiality.

**Table 11** Future research agenda.

| Future research question                                       | Possible method                                  | Key indicators                                                               |
|----------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------|
| Does H-ISIM improve curriculum fidelity?                       | Pre/post observation and document review.        | Lesson objective clarity, coverage, scaffold use, checks for understanding.  |
| Does coaching linked to M&E improve teacher practice?          | Quasi-experimental or design-based study.        | Observation rubric scores, teacher reflection, implementation fidelity.      |
| Does accommodation monitoring improve ESE support consistency? | Implementation audit and teacher interviews.     | Accommodation delivery rate, student task completion, teacher confidence.    |
| Does ESOL integration improve academic language use?           | Student work and discourse analysis.             | Vocabulary use, oral explanation, written response quality.                  |
| Does the dashboard improve decision quality?                   | Meeting observation and decision-trace analysis. | Timeliness of intervention changes, evidence use, follow-through completion. |

Future research should test the model in elementary schools through a design-based implementation study. A suitable study could compare classrooms or grade-level teams using H-ISIM coaching and dashboard routines with similar teams using standard planning processes. Outcomes could include lesson-quality indicators, intervention fidelity, accommodation delivery, teacher efficacy, student engagement, short-cycle reading and mathematics growth, and family communication completion. Qualitative data from teachers, parents and school leaders would also be important because implementation depends on trust, feasibility and professional judgment.

The model could also be adapted for multilingual classrooms, rural schools, high-poverty urban schools, and inclusive classrooms with a high proportion of students requiring accommodations. The strongest future work would examine not only whether student scores improve, but how classroom practice changes and which implementation supports make the greatest difference.

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## 6. Conclusion

Elementary school improvement requires more than well-written plans. It requires an operating model that connects what teachers teach, how students are supported, how teachers are coached, and how evidence is reviewed. This article developed the Honest Integrated School Improvement Model as a practical framework for integrating curriculum implementation, ESOL/ESE support, teacher coaching and monitoring/evaluation in elementary education.

The public data reviewed in the article show that the need is real. Florida's grade 4 reading decline between 2022 and 2024, persistent subgroup gaps, and the national scale of English learner and disability support needs all point toward the importance of implementation discipline. At the same time, research evidence on teacher coaching, formative assessment and English learner instruction shows that improvement is possible when schools select targeted practices and implement them with fidelity.

The contribution of this article is not a claim that one model can solve every school problem. Its contribution is a practical architecture for making improvement visible and actionable. By aligning curriculum maps, lesson routines, learner supports, coaching cycles and M&E dashboards, elementary schools can move from fragmented compliance to disciplined instructional improvement. For practitioners like Honest Tirivavengi, whose profile combines classroom teaching, school leadership, curriculum preparation and monitoring/evaluation expertise, this model provides a credible platform for applied educational contribution and broader school-improvement dissemination.

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## Compliance with ethical standards

### *Disclosure of conflict of interest*

No conflict of interest to be disclosed.

### *Statement of informed consent*

Informed consent was obtained from all individual participants included in the study.

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## Appendix A. Practitioner Implementation Checklist

*Appendix Table A1 School-level implementation checklist.*

| Checklist item                                                                                        | Yes/No | Evidence to attach                   |
|-------------------------------------------------------------------------------------------------------|--------|--------------------------------------|
| Unit map identifies essential standards, vocabulary, prerequisite skills and assessment expectations. |        | Unit map or planning document.       |
| Lesson plans include objective, modeling, guided practice, checks for understanding and closure.      |        | Lesson plans and observation notes.  |
| ESOL scaffolds are planned for academic vocabulary, oral language and written response.               |        | Scaffolded tasks and student work.   |
| ESE/504 accommodations are visible in the teacher's planning process and documented after delivery.   |        | Accommodation log.                   |
| Intervention groups are based on skill diagnosis, not broad labels.                                   |        | Screening data and grouping records. |
| Teacher coaching cycle has a clear goal, observation evidence and follow-up decision.                 |        | Coaching log.                        |
| Dashboard review leads to a documented action: continue, reteach, intensify, regroup or redesign.     |        | Meeting minutes and action tracker.  |
| Families receive timely communication for students requiring additional support.                      |        | Communication log.                   |

## Appendix B. Sample Dashboard Fields

**Appendix Table B1** Sample dashboard fields for local adaptation.

| Field           | Definition                                                           | Example coding                                                                                 |
|-----------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Student group   | Instructionally relevant group membership used for aggregate review. | All, EL, ESE, EL+ESE, economically disadvantaged.                                              |
| Target skill    | The specific standard or prerequisite skill under intervention.      | Main idea, decoding, fact fluency, compare/contrast, math reasoning.                           |
| Support type    | The instructional support delivered.                                 | Tier 1 reteach, Tier 2 small group, ESOL scaffold, ESE accommodation, family practice routine. |
| Dosage          | Planned and actual minutes/sessions of support.                      | Planned: 4 sessions/week; actual: 3 sessions/week.                                             |
| Fidelity rating | Quality/completeness of implementation.                              | High, moderate, low or 0-100%.                                                                 |
| Progress signal | Short-cycle evidence of student improvement.                         | Exit ticket +20 points; CBM +12 words correct/minute; no growth.                               |
| Decision        | Team action after evidence review.                                   | Continue, reteach, intensify, regroup, coach, redesign.                                        |