

# 2007 Title III Needs Assessment and Improvement Plan

## North Carolina Department of Public Instruction K-12 Programs

**Due date: March 1, 2007**

**Title III, Sec. 3122(b)(2)**

"If a State educational agency determines, based on the annual measurable achievement objectives described in subsection (a), that an eligible entity has failed to make progress toward meeting such objectives for 2 consecutive years, the agency shall require the entity to develop an improvement plan that will ensure that the entity meets such objectives. The improvement plan shall specifically address the factors that prevented the entity from achieving such objectives."

**LEA: Harnett County Schools    DATE: 2/28/07**

**PERSON COMPLETING THIS PLAN: Bethany Stevens, Director**

*Please refer to the "Guidance for LEA Needs Assessment and Title III Improvement Plan" document for assistance.*

### **NEEDS ASSESSMENT:**

*Definition: A well-planned and well-organized process that examines and gathers data on every aspect of a district's program, practices, and population, which includes all stakeholders.*

- I. What types of data were used to determine areas of need: outcome data, demographic data, and/or process data?** Outcome, demographic and process data were used to determine a comprehensive assessment of needs.
- II. List the specific data that were analyzed under those three categories.**

### **Outcome Data**

#### **❖ AYP Results**

- 2004-2005 AYP results by subgroup show that Harnett County Schools met 45 (or 76.3%) out of 59 target goals. The percent proficient (at or above grade level) was 83.4% district wide. Reading in grades 3-8 showed a missed target (target goal 76.7%) in Black (73%), Hispanic (73.9%), F/R Lunch (75.2%), **LEP (60.3%)**, and SWD (52.7%). Subgroups that met the target in 3-8 reading included Multi-racial with 87.6% and White with 90.0%. Grades 3-8 mathematics target (target goal 81%) was not met in the subgroups of Black (73.3%), F/R Lunch (78.1%), **LEP (74.8%)**, and SWD (59.1%). The mathematics target in 3-8 grades was met in the subgroups of Hispanic with 82.6%, Multi-Racial with 92.0% and White with 91.4%.
- 2005-2006 AYP results by subgroup show that Harnett County Schools met 54 (or 87.1%) out of 62 target goals. The percent proficient (at or above grade level) was 84.7% district wide. Reading in grades 3-8 showed a missed target (target goal 76.7%) in Black (72.3%), Hispanic (76.0%), **LEP (58.3%)**, and SWD (56.3%). Subgroups that met the target in 3-8 reading included Multi-racial with 89.9%, White with 90.7%, and F/R Lunch with 76.8%. Grades 3-8 mathematics target (target goal 65.8%) was not met in the subgroups of Black (34.3%), F/R Lunch (44.3%), **LEP (36.6%)**, Multi-racial (63.1%), American-Indian (56.4%), Hispanics (48.7%), and SWD (29.3%). The mathematics target in 3-8 grades was met in the subgroup of White with 67.7%.

#### **❖ AMAOs Results**

- 2004-2005 AMAO results show Harnett County Schools met both progress (75.0%) and proficiency (57.9%) based on the SBE approved AMAO chart. The proficiency goal was 45% and the progress goal was 25%.
- 2005-2006 AMAO results show Harnett County Schools met progress (67.1%), but did not meet the proficiency goal based on the SBE approved AMAO chart. The proficiency goal was 50% and the progress goal was 30%.

### ❖ **Summer School**

Extended days are offered at all K-12 sites for remediation and review for students below grade level. Certified staff works to improve student success through use of best practice instruction.

### ❖ **Migrant/ESL Summer Enrichment Program**

Identified students (Pre-K – 8) attend the summer enrichment program which teaches SCOS grade level objectives through the science curriculum using hands-on inquiry based instruction. ELD objectives are also incorporated into each lesson. This mode of instruction is particularly advantageous for second language learners. Students are immersed in academic language and given opportunities to engage in learning through inquiry. They are served by a certified teacher and teacher assistant in each class.

The 2004 Summer Program served a total of 325: 141 ESL and 184 Migrant

The 2005 Summer Program served a total of 268: 141 ESL and 127 Migrant

The 2006 Summer Program served a total of 384 students: 294 ESL and 90 Migrant

### ❖ **Tutorials**

Schools offer tutorials during and after-school to selected LEP students that are at risk. Administrators strive to employ and train tutors to provide quality reinforcement of skills taught by the teacher. These sessions focus on improving student success through differentiated instruction.

## **Demographic Data**

Harnett County is situated in the heart of the state and rests on the boundary between the coastal plain and piedmont region of North Carolina. The land area is 2000 square miles with 153 persons per square mile. The county is rural with little industry with a -5.6% employment change from 2000-2001. Harnett County is a bedroom community for Wake County (northern border) and Cumberland County (southern border). The 2000 US Census provided the following statistics: population 91,025 with a racial make up of 71.1% White, 22.5% Black, and 5.9% Hispanic/Latino; median household income of \$35,105; poverty rate of 14.9%. The Harnett County Economic Development Council provided these statistics regarding the county: 2004 population of 101,542; median age of 32.5; 75% of population are high school graduates or higher while 12.8% hold bachelor's degree or higher; the average annual pay in 2000 was \$23,806; 45.3% of the population drive greater than 30 minutes to work. Figures compiled for the 2006-2007 Title I Application show that 54.68% of the students in Harnett County Schools are low-income based on eligibility for free and reduced meals (9,510 students from the district total of 17,391).

### ❖ **Attendance**

Attendance records by school dated January 4, 2007 show that percentages of students present range from 92.59% to 95.96% for regular K-12 sites. The alternative school, STAR Academy, reports 73.63% attendance for the same time period. The county average, including all 26 schools is 93.98%.

### ❖ **Mobility of LEP Students**

2005-2006: approximately 92 students withdrew

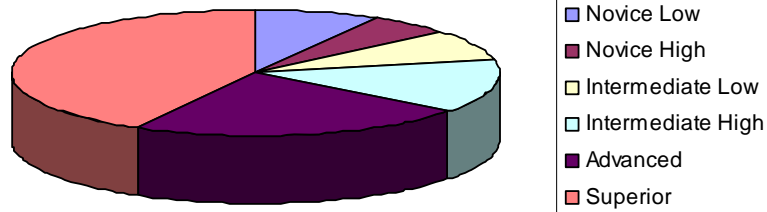
2006-2007: approximately 88 students have withdrawn effective 2/07

### ❖ **Language Proficiency Test Results**

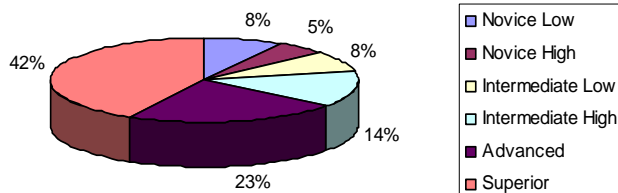
Harnett County Schools 2006-2007

	Listening	Speaking	Reading	Writing
Novice Low	116	118	73	78
Novice High	76	106	146	244
Intermediate Low	112	180	301	298
Intermediate High	193	258	210	336
Advanced	315	305	177	183
Superior	585	380	289	62

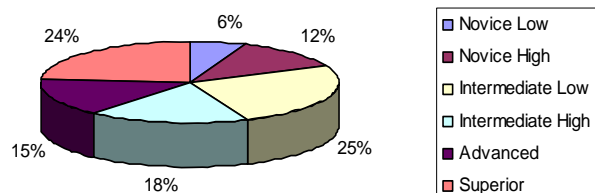
## Harnett County Schools IPT Language Proficiency Results 06-07



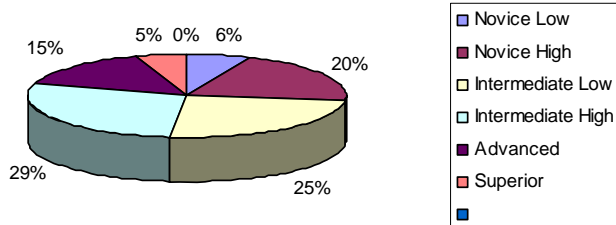
Listening



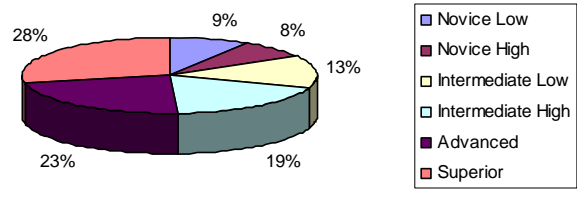
Reading



Writing



Speaking



## Process Data

### ❖ Curriculum and Textbooks

All teachers in Harnett County Schools follow the NC Standard Course of Study and English Language Development Standard Course of Study as their curriculum for delivery of lesson material. Textbooks up for adoption are examined by a select group of teachers to determine correlation with the NCSCS. The committee then provides information and a recommendation to teachers to support their selection and collaborative decisions for selection are made between faculties and the committee. For ESL instruction, Harnett County Schools utilizes ESL textbooks that correlate with the ELD Standards. In 2004-05 the textbooks were selected and introduced in the 2005-06 school year.

## ❖ **Instruction and Organization of program**

### Purpose

The purpose of the Harnett County Schools ESL Program is to provide daily instruction to limited English proficient students (LEP) in a small group setting with a highly qualified ESL teacher, and to support the regular classroom teachers' efforts to effectively teach these students the North Carolina Standard Course of Study while meeting the objectives of the English Language Development Standards. The program also assists in bridging communication and understanding between the parents of LEP students and school. The program serves LEP students in grades K-12 at all schools with daily instructional and support services.

### Eligibility

The U.S. Office for Civil Rights as well as North Carolina State Board of Education policy HSP-K-000 (16 NCAC 6D.0106) requires that a home language survey (HLS) be administered to all students upon initial enrollment. The home language survey is used to help determine if the student is a language-minority student.

In order to determine eligibility for ESL services, all language minority students are assessed with a State-identified IPT English language proficiency test. The IPT English language proficiency test consists of four subtests: Listening, Speaking, Reading and Writing. Students who score below Superior in any or all parts of the IPT English language proficiency test are considered to be *limited English proficient* (LEP) and are eligible for ESL services in Harnett County.

### Exit Requirements

A student remains eligible for ESL Program services until he or she scores Superior on all subtests of the State-identified IPT English language proficiency tests within the same test administration. The LEP students' English proficiency will be assessed annually. Depending on the age of the student, previous academic success and exposure to English outside of school, the time required to exit the ESL Program varies with the individual. Four to six years is an *average* number of years of service before ESL is no longer required.

### ESL Program Services

The Harnett County Schools ESL Program provides a variety of service options for all LEP students. Services will be determined based on the student's educational needs, level of English Language proficiency, and number of years in US schools. Some LEP students will be eligible for direct ESL services while others will receive services on a consultative basis.

# Harnett County Schools English as a Second Language Plan 2006-2007

## Minutes of Service

Grade	Novice Low-Intermediate High Reader (Direct Services)	Intermediate High-Advanced Reader (Direct Services)	Advanced-Superior Reader (Consultative Students)
K-2	<p>Minimum 1 hour, 5 days/week</p> <ul style="list-style-type: none"> <li>➔ Pull Out</li> <li>➔ Inclusion</li> </ul>	<p>Minimum 45 minutes, 5 days/week</p> <ul style="list-style-type: none"> <li>➔ Pull Out</li> <li>➔ Inclusion</li> </ul>	<p>Minutes/Mode of Instruction designed by Language Appraisal Team</p> <ul style="list-style-type: none"> <li>➔ Pull Out</li> <li>➔ Inclusion</li> <li>➔ Monitoring</li> </ul>
3-5	<p>Minimum 1 hour, 5 days/week</p> <ul style="list-style-type: none"> <li>➔ Pull Out</li> <li>➔ Inclusion</li> </ul>	<p>Minimum 1 hour, 5 days/week</p> <ul style="list-style-type: none"> <li>➔ Pull Out</li> <li>➔ Inclusion</li> </ul>	<p>Minutes/Mode of Instruction designed by Language Appraisal Team</p> <ul style="list-style-type: none"> <li>➔ Pull Out</li> <li>➔ Inclusion</li> <li>➔ Monitoring</li> </ul>
6-8	<p>Minimum 2 course periods, 5 days/week</p> <ul style="list-style-type: none"> <li>➔ Elective</li> <li>➔ Inclusion</li> <li>➔ Sheltered Class</li> </ul>	<p>Minimum 1 course period, 5 days/week</p> <ul style="list-style-type: none"> <li>➔ Elective</li> <li>➔ Inclusion</li> <li>➔ Sheltered Class</li> </ul>	<p>Minutes/Mode of Instruction designed by Language Appraisal Team</p> <ul style="list-style-type: none"> <li>➔ Inclusion</li> <li>➔ Sheltered Class</li> <li>➔ Monitoring</li> </ul>
9-12	<p>Maximum 2 block courses, 5 days/week</p> <ul style="list-style-type: none"> <li>➔ Elective</li> <li>➔ Inclusion</li> <li>➔ Sheltered Course</li> </ul>	<p>Minimum 1 block course, 5 days/week</p> <ul style="list-style-type: none"> <li>➔ Elective</li> <li>➔ Inclusion</li> <li>➔ Sheltered Course</li> </ul>	<p>Minutes/Mode of Instruction designed by Language Appraisal Team</p> <ul style="list-style-type: none"> <li>➔ Inclusion</li> <li>➔ Sheltered Course</li> <li>➔ Monitoring</li> </ul>

Any changes to the required minutes/modes of instruction listed above must be approved by the HCS ESL Department.

Revised 5-8-06

## Harnett County Schools English as a Second Language Plan 2006-2007

### Modes of Instruction

Service/ Mode of Instruction	Direct Services	Consultative Services
ESL Elective ➡	<ul style="list-style-type: none"> <li>Students receive ESL instruction during a scheduled <u>class/elective/ elective block/course</u>.</li> <li>ESL classes are taught by a certified/highly qualified ESL teacher.</li> <li>Instruction focuses on English language acquisition in the areas of Listening, Speaking, Reading and Writing.</li> <li>The NC English Language Development SCS is the mandatory curriculum for determining English language objectives. Other curricula are optional for references in determining content taught via the ESL elective (i.e. NC SCS, etc...).</li> </ul>	
ESL Sheltered Course	<ul style="list-style-type: none"> <li>Students receive ESL instruction during a regularly scheduled <u>class/elective/ elective block/course</u>.</li> <li>ESL classes are taught by a teacher who is certified/highly qualified in the specific content area of the course, and who has been officially trained in <i>Sheltered Instruction for Second Language Learners</i>.</li> <li>Instruction specifically promotes the development of English as a second language while simultaneously facilitating the mastery of academic content.</li> <li>NC Standard Course of Study and the NC English Language Development SCS are the mandatory curricula for determining content and English language objectives.</li> </ul>	
ESL Inclusion Course	<ul style="list-style-type: none"> <li>Students receive ESL instruction during a regularly scheduled <u>class/elective/ elective block/course</u>.</li> <li>ESL classes are “team-taught” by: <ul style="list-style-type: none"> <li>A content teacher certified/highly qualified in the specific content area and officially trained in <i>Sheltered Instruction for Second Language Learners</i>. <ul style="list-style-type: none"> <li>And an ESL teacher certified/highly qualified in ESL</li> </ul> </li> </ul> </li> <li>Instruction specifically promotes the development of English as a second language while simultaneously facilitating the mastery of academic content taught through the second language.</li> <li>NC Standard Course of Study and the NC English Language Development SCS are the mandatory curricula for determining content and English language objectives.</li> </ul>	
Monitoring		<ul style="list-style-type: none"> <li>ESL Teacher and content teachers <i>monitor</i> the language and academic progress of LEP students who are eligible for <i>Consultative Services</i>.</li> <li>Progress is evaluated and documented every six/nine weeks by the student’s regular class/course teacher(s).</li> <li>At any time during the school year if academic and/or language progress are not adequate, the LEP student is eligible to return to Direct ESL Services.</li> </ul>

## ❖ **Classroom Assessments**

- Use authentic assessments to measure the academic and English language progress of the student (ongoing): portfolios, rubrics, checklists, anecdotal records, dated samples of work over time, projects, demonstrations, visual representations of content, retellings, book talks, mapping of ideas/concepts visually representing more important information, journals, learning logs, conferencing, participation in collaborative activities, surveys, etc.
- Thrower's Organization of ELD Standards used as Benchmarks - ongoing
- EOC, EOG - annual
- K-2 Assessments – every 9 weeks
- Progress Reports, Report Cards – every 9 weeks K-8 and every 6 weeks 9-12
- Consultative Updates - every 9 weeks K-8 and every 6 weeks 9-12
- Parent/Teacher Conferences – ongoing
- Computerized Assessment designed for LEP (STAR, Study Island, etc.) – as programmed

## ❖ **Parental Involvement**

Harnett County Schools' philosophy on parental involvement is based on Epstein's framework (2001) which identifies six types of involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community. Development of a "school learning community" based on these six types is an organized program of school, family and community partnerships with activities linked to school goals that promote high levels of achievement.

Parents are involved in a variety of ways:

- Parent Surveys
- PTO/PTA Activities
- Site-Based Committees: School Improvement Team, PTO Executive Board, Parent Advisory Board
- Site-Based Parent Trainings: Preparation for Transition, Hispanic Nights, Literacy, Policy, Procedures and Expectations, Student Promotion Standards etc.
- LEA Migrant Parent Advisory Meetings
- LEA ESL Parent Advisory Meetings
- Parent/Teacher Conferences (Regular Education and/or ESL Teacher)
- Harnett County School Board of Education Monthly Meetings
- Informal Written and Verbal Feedback
- PEP/IEP Meetings
- Contact with the Migrant Recruiter
- Collaborate with state, county and local agencies to provide family support services

## ❖ **Professional Development**

- ESL Lead Teachers – A team of three expert teachers deliver professional development customized to meet the needs of the schools in their charge in relationship to needs of the English Language Learners, maintain compliance with federal, state, and local guidelines related to Title III of NCLB, oversee initial and annual language proficiency testing, mediate LEP student referrals to assistance team and the exceptional children's program, and develop, oversee, and provide technical assistance to the Harnett County School parent involvement framework based on Epstein's 6 types of involvement.

- Literacy Coaches – A team of seven exceptional teachers comprise the literacy coach team that delivers professional development customized to meet the needs of the schools in their charge. These coaches lead the training to build a systemic balanced literacy program for Harnett County Schools. They work collaboratively with ESL lead teachers and school administration to meet the needs of all ESL at-risk students.
- Professional Development Guide – Harnett County Schools has implemented choice for teachers regarding the plan for their own professional development. It is important as professionals that teachers take the initiative to plan and development their own course for improvement. The guide lists all opportunities for staff development for the year and teachers sign up for their chosen menu using the SEA system. The SEA system tracks the professional development of all teachers, provides opportunities for feedback, awards CEUs earned and provides a systematic procedure for reimbursement.
- Leading the Learning, Administrator's Institute – Administrators are often the educators who “stay at school” and do not take advantages of professional growth opportunities offered to them through staff development. Central Services saw the need to provide a common instructional framework to all administrators. The framework provides an understanding of the expectations for LEP federal, state, and local guidelines, and guides curriculum and instruction in order to implement systemic change. The institute meets bi-monthly with principals and assistant principals.
- Professional development is ongoing throughout the school year. Participants include:
  - ESL teachers
  - Classroom and Resource Teachers
  - Administrators
  - Teacher Assistants
  - Counselors, Social Workers, Nurses
  - Assistance Team Leaders
  - Psychologists
  - Parents

### **III. What are the greatest areas of need in your LEA?**

#### **a. What patterns of strengths and weaknesses were discovered from data analysis?**

- The IPT test data shows that our LEP students are developing the speaking, listening and reading domain faster than the writing domain.
- AYP data shows that our LEP group has not met grades 3-8 reading and math goals for two years in a row.
- AMAOs – For both progress and proficiency, percentages have decreased.



**b. Are the areas of need in specific language domains, or in specific schools or grade levels?**

-The writing domain of the IPT is the weakest domain in all grade levels

**c. Please include all relevant details.**

- Best practice implementation using inclusive practices as we implement SIOP to increase success in all content areas

-IPT test comparisons from 2004-2005 to 2005-2006 are not conclusive due to the new form of IPT administered in 2005-2006

-Teacher Shortage

-Increased population of LEP students

-Inequity of administration of IPT and state writing test (The prompt must be read by the student on IPT , actually a measure of reading and writing, while the state test allows the prompt to be read aloud by the teacher)

-Increase Parental Involvement of LEP parents

## HCS Title III Improvement Plan

Goals for improvement	How to implement	Timeline	How LEP student success will improve
<b>Professional Development:</b> ❖ Sheltered Instructional Observational Protocol (SIOP) <b>(Second Language Acquisition and Acculturation will be imbedded in this training)</b>	<p>Build a cadre of trainers at each school to teach, implement and monitor the SIOP model to all teachers at every HCS site.</p> <p>Train the Trainers Institutes</p> <ul style="list-style-type: none"> <li>-February '07 State SIOP Training</li> <li>-April '07 LEA Training: HCS Instructional Leaders</li> <li>-June '07 SIOP Institute for HCS teachers</li> <li>-July '07 State SIOP Training</li> <li>-On site training in heavy LEP pop sites</li> </ul> <p>SIOP pilot site inservice SIOP coaching SIOP follow up inservice</p> <p>HCS will continue to send educators to SIOP trainings offered by DPI</p>	<p><b>5 year Implementation Plan:</b></p> <p><b>-Year One:</b></p> <ul style="list-style-type: none"> <li>*Train the trainer Institutes (Instructional Coaches 6-12, Literacy Coaches K-5, Middle School Content Teachers)</li> <li>*SIOP Pilot Site Inservice Trainings (two elementary sites and five middle schools sites)</li> </ul> <p><b>-Year Two:</b></p> <ul style="list-style-type: none"> <li>*Site training – Elementary Schools</li> <li>*Follow-up Train the Trainer Inservice</li> <li>*SIOP follow-up Inservice and trainings at year one pilot sites</li> </ul> <p><b>-Year Three:</b></p> <ul style="list-style-type: none"> <li>* Site training - Elementary and High School Sites</li> <li>* Sustain sites already using SIOP with follow-up inservice and monitoring support</li> </ul> <p><b>-Year Four:</b></p> <ul style="list-style-type: none"> <li>* Site training - Elementary and High School sites</li> <li>* Sustain sites in the model with follow-up inservice and monitoring support</li> </ul> <p><b>-Year Five:</b></p> <ul style="list-style-type: none"> <li>* Site training: Elementary and High School sites</li> <li>* Sustain sites in the model with follow-up inservice and monitoring support</li> </ul>	<p>SIOP research indicates that writing scores for LEP students increase with implementation of the protocol. (Echevarria J., Short D., Vogt M., 2004)</p> <p>The model is based on best practices of instruction and brain based approaches to language and academic development. LEP students will acquire the ability to read, write, under State SIOP Training understand and speak English at an accelerated rate.</p> <p>Overall outcomes on state and local academic and language assessments will be at improved levels of proficiency.</p>

<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>❖ English Language Development Standards Course of Study (ELDSCS)</li> </ul> <p><b>(FYI- Second Language Acquisition and Acculturation will be imbedded in this training)</b></p>	<p><b>Initial ELDSCS inservice for K-12 ESL teachers</b>  <b>Follow-up ELDSCS inservice for K-12 ESL teachers</b>  <b>New ESL teacher orientation initial ELDSCS inservice training</b>  <b>New ESL teacher orientation follow-up ELDSCS inservice training</b>  <b>ELDSCS Administrator's Inservice</b>  <b>ELDSCS K-12 Content Teacher inservice training</b></p>	<p><b><u>2007-2008 Year</u></b>  <b>Fall Semester: Initial ELDSCS inservice for K-12 ESL teachers</b>  <b>Spring Semester: Follow-up ELDSCS inservice for K-12 ESL teachers</b>  <b><u>Yearly</u></b>  <b>Fall Semester: New ESL teacher orientation initial ELDSCS inservice training</b>  <b>Spring Semester: New ESL teacher orientation follow-up ELDSCS inservice training</b></p> <p><b>The ELDSCS will be imbedded in all LEP inservice trainings offered to K-12 administrators, ESL and content teachers</b></p>	<p><b>According to NCLB guidelines under Title III, ESL and content teachers are required to integrate ELDSCS goals and objectives in their daily lessons for LEP learners. In using the ELDSCS as a source of differentiation, benchmark progress, and assessment, teachers will be better equipped to meet the needs of LEP students. In doing so, the outcomes for language and academic proficiency will increase.</b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>❖ Writing</li> </ul>	<p><b>Lucy Calkins' 10 session inservice</b>  <b>K-12 ESL teachers, K-2 content teachers, and ESL Lead Teachers</b></p>	<p><b><u>Two Year Implementation</u></b>  <b><u>Year One:</u></b>  <b>Fall semester Five 2-hour sessions for K-12 ESL teachers and ESL Lead Teacher</b>  <b>Spring semester Five 2-hour sessions for K-12 ESL Teachers and ESL Lead Teacher</b>  <b><u>Year Two:</u></b>  <b>Follow-up inservice for K-12 ESL teachers and ESL Lead Teacher</b>  <b>Initial training for new ESL teachers: Fall semester Five 2-hour sessions and Spring semester Five 2-hour sessions</b>  <b>Coaching by ESL Lead Teachers</b></p>	<p><b>Implementing the Lucy Calkins' Best Practice for Writing will show outcomes of increased writing proficiency evident in LEP student IPT, and 4th, 7th, and 10<sup>th</sup> grade writing test scores</b></p>

<b>Parental Involvement</b>	<b>Joyce Epstein's Framework of Parental Involvement Inservice Trainings</b>  <b>Harnett County Schools' Guide to Parental Involvement Administrative Inservice Training</b>	<p><b><u>Fall Semester:</u></b> One LEP parental Involvement Activity based on Epstein's framework is required to be implemented by the ESL teacher in collaboration with school administration and staff (per school site)  Administrative Inservice training on Harnett County Schools' Guide to Parental Involvement  Inservice training on Joyce Epstein's Framework of Parental Involvement for K-12 ESL and content teachers</p> <p><b><u>Spring Semester:</u></b> One LEP parental Involvement Activity is required to be implemented by the ESL teacher in collaboration with school administration and staff (per school site)  Follow-up inservice training on Joyce Epstein's Framework of Parental Involvement for K-12 ESL and content teachers  Follow-up Administrative Inservice training on Harnett County Schools' Guide to Parental Involvement</p>	<p>Research overwhelmingly indicates that parental involvement affects student achievement. The outcomes for students include: higher grade point averages and scores on standardized tests, enrollment in more challenging academic programs, more classes passed and credits earned, better attendance, improved behavior at home and at school, and better social skills and adaptation to school.</p>
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