

Proctor Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 01611506090435

County: Alameda

District (Local Educational Agency): Castro Valley Unified

School: Proctor Elementary School

Demographics

Enrollment: 495 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Proctor Elementary School is a K–5 elementary school in suburban Castro Valley, a community of rolling hills and canyons in the San Francisco East Bay. Located across the bay from San Francisco and just south of the city of Oakland, Castro Valley is a growing community that serves an increasingly diverse student population. Proctor is known for our welcoming environment, strong level of parent involvement, and commitment to providing a safe and engaging learning environment. Staff members ensure students are supported in meeting rigorous and relevant essential standards through engaging and relevant instructional practices. Our staff builds positive relationships with students so students see themselves as valued members of the school community. Through the development of social-emotional skills, our students can reach their full potential showing their Proctor PRIDE as a learner, friend, and a contributing citizen.

Proctor serves approximately 500 students. Our current site demographics identify that 79% of students primary language is English, 34% of students are white , 25% are Hispanic, 20% percent are Asian, 15% are 2 or more races, 17% socio-economically

disadvantaged, 10% of our student population is EL, 8% of students receive IEP services, and 56% males, 44% females.

Proctor students have the supports needed for success. We utilize a personalized, Multi-Tiered System of Support (MTSS) to address the unique needs of our students, align initiatives, resources and supports, and continuously monitor our levels of the support, making improvements that result in a school that is more positive, consistent, and supportive.

Our parent community provides additional funding for supplemental instructional staffing, new technology, enrichment materials for the classroom as well as the library, beautify the school grounds, and provide funding and volunteers for co-curricular activities enhancing an already robust curricular program. We partner in wide variety of school, district and community organizations to increase opportunities for our students. We have been a Green Ribbon School since 2009, implementing a sustainable waste reduction/recycling program. Through collaboration with local government traffic and safety agencies, we benefit from grants making pedestrian and bicycle improvements around our school and providing educational programs for students.

Our staff and parents work collaboratively maintaining open lines of communications, building positive relationships, and being partners in their child's learning. As a community, our focus is on doing what is best for the students and ensuring that we put resources in the right place. Our school community is preparing for modernization and facility upgrades over the next three years that are being provided through Measure G and the CVUSD Facilities Master Plan, thanks to the support of the Castro Valley community at large.

Model Program and Practices

Name of Model Program/Practice: Multi-Tiered System of Support (MTSS)

Length of Model Program/Practice: Less than 2 years

Target Area(s): Closing the Achievement Gap, Education Supports, Parent, Family, and Community Involvement

Target Population(s): Black or African American, Hispanic, White, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: School Climate, Small Learning Communities, Parent Engagement, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

MTSS, our model program, aligns with CVUSD's LCAP goals 1, 2 and 4 and was adopted to organize our programs, resources and supports. Our MTSS includes Positive Behavior Intervention Support (PBIS), the COST, Student Success Team (SST), and Response to Intervention (RTI). School-wide teams (grade level, PBIS, COST, School Attendance Review Team (SART), and SST) develop student support plans. Staff attend professional development, continuously improve upon instructional practices and strategies to increase student achievement and engagement. We emphasize strong core instruction in the classroom using evidence based programs and culturally and linguistically relevant teaching (CLRT). Through ongoing assessments and data review, we target students and create personalized plans. Parents are informed of academic and social-emotional supports and work collaboratively with staff to plan supports. Proctor's MTSS services go beyond what is funded by the district due to donations from our parents who value MTSS services.

Our schoolwide PBIS program teaches PRIDE (Purpose, Respect, I Will Do My Best, Do Kind Things, Everyone Safe), our expected behaviors. Students follow five simple rules outlined on a matrix displayed around campus and participate in PRIDE mini-lessons at the start of each year as well as ongoing refresher lessons. Clear feedback on behavior, incentives (PRIDE Points) and appropriate consequences are key. Social-emotional learning is provided through three primary supports. All students participate in the tier 1 Second Step curriculum. The Kimochis program is a tier 2 support. Targeted tier 2 and tier 3 support groups/activities are run by our counselor, psychologist and speech and language pathologist (i.e., boys, girls, divorce, empathy, friendship, grief, mindfulness lesson, social skills, social stories, stress). These programs have reduced annual suspensions.

Our COST meets weekly to review student academic, attendance, behavioral and social/emotional referrals and determines the most effective programs and resources. The team decides next steps, which often results in the scheduling of an SST, counseling and/or behavioral support group. Student attendance and wellness are also monitored through COST.

Our SST supports students having difficulty in the general education classroom. SST reviews student strengths and challenges, sets SMART goals, and identifies interventions. Student progress on goals are monitored. The SST consists of parents, our counselor, resource specialist, speech pathologist, school psychologist, classroom teachers and principal.

Our RTI program supports students across all grades. PTA and Science Booster funding adds 17 additional hours of classified and 32 hours of certificated RTI support above what is funded by the District. Students are identified through progress monitoring of data. Flexible student groups receive push-in and pull-out services.

Implementation and Monitoring

The MTSS is a systematic and ongoing process involving a wide variety of stakeholders. Each year, we adjust to our resources and services based upon program effectiveness in supporting student success and funding. It is essential that all stakeholders and decision making groups that directly provide additional funding and oversight (PTA, School Site Council-SSC, English Language Advisory Council-ELAC) are kept aware of the effectiveness and needs of MTSS in order to align resources and funding.

Staff members monitor and assess student data to determine the effectiveness of instructional strategies and the use of available services and supports. Staff use a variety of formative and summative assessments and universal screeners (BAS, CAASPP, CELDT, DAZE, DIBELS, ESGI, OLSAT) to determine appropriate instructional practices, strategies and supports. Classroom instructional strategies are adjusted and reteaching occurs before tier 2 or tier 3 interventions are implemented. The PBIS, COST, and SST teams and RTI staff are also involved in ongoing review of student data, in collaboration with individual teachers and grade level teams.

Parent involvement is essential to the success of MTSS. From the time families begin at Proctor, we work to develop a partnership of meaningful engagement and collaboration. Families who are aware of our curriculum, standards and grade level benchmarks are able to advocate and support their children. We want parents to be actively engaged and informed about the programs available. A variety of methods to communicate about programs, services and opportunities for involvement with families, such as during parent-teacher conferences and meetings, schoolwide and teacher newsletters and webpages, social media, parent engagement events (Back to School Night, Open House, Incoming Kindergarten Night, ELAC, LCAP input meetings, PTA, monthly Principal's Coffee and Tea, School Smarts, SST, and SSC). In the Fall of 2017, SSC coordinated a Parent Engagement Survey to gain an understanding of how well connected parents feel to Proctor and gain input on ways the school community can better support families.

The Proctor staff collaborate weekly and participate in ongoing professional development opportunities to expand their knowledge and skills to implement and refine best practices and build consistency. Staff attend trainings related to California Standards curriculum and the UNIQUE special education curriculum, workshops on systems thinking, professional learning communities, essential standards, readers and writers workshop, ELD designated time, Guided Language Acquisition Design (GLAD), CLRT, Silicon Valley Math Initiative, integration of technology, PBIS, mindfulness and various safety trainings. Proctor staff annually reviews the effectiveness of our programs and services to determine necessary resources (curriculum, staffing, trainings) and program changes to implement MTSS and its respective programs.

Results and Outcomes

Proctor's RTI program supports students in meeting grade level standards in Language Arts. By the end of the 2016–2017, 87% of students demonstrated Grade Level Mastery (2 or more) on their 3rd trimester report cards in ELA. Students who receive intensive tier 3 support for an extended period of time, but do not make significant gains, often end up qualifying for special education services, receive extra support and make progress on standards. While the 2016–2017 CELDT testing shows our EL performance decreased from 2016–2016, the 2016–2017 CAASPP ELA results show our EL students increased in performance by +13.1 and +5 points on CAASPP Math assessment earning the Highest Performance for both assessments.

Proctor implemented School-Wide Information System (SWIS) this fall to collect and analyze student behavior data. Our PRIDE program provides consistent language and expectations for behavior across all settings on campus. Students use PRIDE and Second Step language to self talk their way through problems using empathy, calming skills and problem solving. This year, Proctor has had 1 suspension, while in past years we have averaged 3–4 suspensions. We attribute this to our PBIS program supports. Students with intensive behavioral needs (general education and special education) receive functional behavioral assessments and behavior intervention plans to support tier 2 and tier 3 RTI allowing students to stay in their general education class and succeed. Our California Healthy Kids Survey (CHKS) data shows that 71% of 5th grade students feel connected to school; 60% of students report “Caring Adult Relationships”; 94% of students “Feel Safe at School”; and 93% reported “Students are Treated with Respect.” Our schoolwide focus on teaching expected behaviors, ensuring students have at least one staff person they feel safe communicating with, engaging parents as partners early and developing behavior support plans and alternate activities to suspension have been key in reducing suspensions and developing a student's ability to self-advocate, empathize with others, utilize calming strategies, and seek adult support early.

In February 2018, all staff attended the Mike Mattos RTI training. In planning for 2018–2019, Proctor is finalizing reading essential standards to drive assessments and RTI support. We will use grade level designated RTI time to remediate reading across all grades and pool staffing for flexible student grouping. Certificated staff will lead in providing targeted intervention instruction and classified staff will provide on and above grade level support. During 2018–2019, we will develop our math essential standards and will implement math RTI supports in 2019–2020. Based upon feedback from our SSC Parent Engagement Survey, School SMARTS and other parent partnerships, we will work together with PTA to unify communication platforms from school to home and increase afterschool programs and parent education resources.