

Warwick Model Programs and Practices

School Information

CDS (County District School) Code: 01611766089619

County: Alameda

District (Local Educational Agency): Fremont Unified

School: Warwick

Demographics

Enrollment: 915 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Warwick Elementary School serves 915 students TK through Sixth grade. Warwick is a very diverse community with many different ethnic backgrounds. Twenty-one percent of the students are English Language Learners, twenty percent are Socially Economically Disadvantaged, and nine percent of the population is receiving Special Education services.

Along with great a student population Warwick also has a staff of highly qualified educators. There are forty-two classroom teachers, two speech pathologist, one school psychologist, paraprofessionals and district coach.

Warwick is a safe, supportive place where students are empowered to reach their full potential, build critical thinking skills, and work collaboratively and independently to solve academic and social problems. We have a flexible resource program with many services for our special education students, a 1–6 special day class program, tiered early intervention classes for those who are struggling academically, and the Project Heart, Head, Hands (H3) character-education program. We have active parent groups

including PTA, MAGIC, Gifted and Talented Education (GATE) Committee, English Language Advisory Committee (ELAC), and parents who are involved in School Site Council and the School Safety Committee.

Each classroom is provided with technology resources to enhance student learning. In addition, we have a computer lab and eleven computer carts that provide more access to California State Standards, as well as our reading intervention program Lexia and our math programs Think Central and Ten Marks. Our library/media center is well stocked with rich literature of different genres that include non-fiction/ fiction, audio books and high interest titles from popular present and past authors thus providing students the opportunity for reading. Our librarian is creating a Makerspace which provides hands on learning, helps with critical thinking skills and even boost self-confidence. It's more of the maker mindset of creating something out of nothing; this space is also helping to prepare students with critical 21st century skills in the fields of science, technology, engineering and math (STEM).

Our school provides students a wide range of enrichment programs such as Chess Club, Lego Robotics, Stem Science, Coding, Choir, Band, Drama, Debate, Basketball, Soccer and Math Olympiad providing them much opportunity for extracurricular activities. Part of our school success is due to our partnerships with PTA. Parental involvement is not only welcomed, but is actively recruited to take part in developing their students' educational experiences.

We are proud of all our staff members who make Warwick a very special place, where learning comes first. Our exceptional office staff work hard to make sure that all guests feel welcomed the moment you come through the office. Our Warwick students make a pledge every morning to show respect, make good decisions, and solve problems.

Model Program and Practices

Name of Model Program/Practice: PLC and Intervention Program

Length of Model Program/Practice: 2–4 years

Target Area(s): Education Supports, Professional Development

Target Population(s): American Indian, Asian, Black or African American, Filipino, Hispanic, Pacific Islander, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development

Description

In the past we noticed from data that students were not being identified at-risk until grade three or in some cases grades four through six. This was a major concern and the team wanted to create an intervention program that would address this issue more efficiently. During Professional Learning Communities meetings, we use data to drive the types of groups that need to be created for intervention. The plan is data-driven implementing evidence-based interventions for all students. Interventions are based on student's needs, using progress monitoring data to know when to make a change in instruction and knowing who needs support as early as possible. Teachers work together to determine which specific standards they will reteach students for a six to eight week period. Through PLC process teachers follow the cycle of inquiry where they analyze data, determine a focus, implement intervention plan, and reflect on impact. This is done by ensuring all stakeholders (highly qualified teachers, staff, parents and community) are involved.

As we continue to refine our program we thought it be important we add the social-emotional when looking at the data as this to can effect the child academics. Our Warwick teachers, RSP Specialist, Psychologist, Curriculum and Instruction Liaison, district coach, COST team and administrators closely monitor progress, district assessments, teacher-created assessments, and computer base programs data. As a team we use the data to create skill based groups that will meet for a six to eight week period. Included in these groups is our students who are in Special Day Classes. These students are mainstreamed with the group that best fits their needs. When making the decision of which highly qualified teacher will work with each group, strengths and data patterns are looked at. This program not only helps the children at risk but also our children who are performing above standards. The groups are leveled so these children are getting challenged at their performance level. We feel that these leveled groups give the children opportunities to feel safe learning with a group that is at their similar level. Students are having less behavior issues in their intervention groups because they feel safe and able to take risks. With help from district coaches and professional developments that have been provided through our district LCAP goals teacher leaders have been trained on data protocols and the entire staff has received intervention training. We use materials/practices that are proven by research and data.

When meeting as a COST team we find that it is important that we look at the whole child. The COST team includes our attendance clerk, who gathers information from our district on-line program. She is also aware of the child's attendance and suspensions. The attendance clerk is a valuable member to the team as she knows the students and their families well.

Implementation and Monitoring

In our PLC's teachers monitor and evaluate the progress of all students. Students are monitored throughout the year using a variety of assessment tools such as state assessments, district benchmark assessments, teacher-created assessments and computer based program assessments. Grade-level teachers meet every six to eight

weeks to reevaluate the data and placement of students. We also use the data to communicate to parents on the process of their child through progress reports, report cards, and SST meetings.

At Warwick we meet bi-weekly as a COST team, which includes our attendance clerk, RSP Specialist, Psychologist, administrators, nurse and a district program manager where students are closely monitored both through academics and social behavior. These students are screened and a COST member is assigned to a child to fully follow the child through the COST process which is another avenue where we make sure all students are receiving proper intervention. We make sure the data and notes are in our shared Google Doc and then the teacher is notified of the next steps. The next steps could be as simple as continuing to monitor the child and gather more data or can be contacting parents for a SST meeting. In the SST, the team (school administrator, teacher, and parents) will discuss the strengths and concerns of the child. The team will come up with current and new interventions to support the child. The team will meet again, if needed to revisit the case and to come up with next steps.

Results and Outcomes

The success of the PLC and Intervention program is that the focus is on the whole child. In our PLC's we obtained thoughtful analysis of each child and as well as a compilation of data from monitoring tools such as district assessments, teacher-created assessments, student grades, teacher data review analysis, Benchmark assessments, Smarter Balance Assessment, and Lexia. The last two years districts assessments show that we have made growth in grade K, 3, 5 and 6th. (grades 1 and 4 does not have two year data comparison). Second grade data slightly dropped; however, this may be due to taking the test on-line for the first time.

The Lexia Reading Program is on its second year and is used in many settings including the English Language Development (ELD) and intervention classes. We are showing a positive growth in the Lexia program with some students increasing their reading proficiency by two or more years.

Our SBAC data shows that we continuously make growth every year in both ELA and Math. Our English Learners made a 7% increase in ELA last year. In the past three years our ELA scores have continued to rise, we went from 66% to 74% passing overall. In math, we have increased from 63% to 72% proficient. We have a variety of assessments and the data to provide intervention. This year has been the first year we have been able to provide an after-school intervention in grades all our grades (K–6th).

Constant communication and collaboration regarding student progress amongst staff and the parent community is the key to the success of all students. We continue to monitor student progress and evaluate our programs using all data sources available to us. It is through these efforts we continue our work toward the PLC and Intervention Program as it is aligned to goals 1–4 in our district LCAP.

The success of the this intervention program is also apparent in the decreased number of children who are being referred to Special Education. We have also found that when students are referred, they are being identified much earlier and are actually qualifying with a learning disability. When these powerful interventions are in place, the staff is able to distinguish between a learning disability and simply not enough time with interventions. With all the interventions and data tracking in place we found that we have much better tracking systems in place and have better pictures of children through the years. We are able to target strengths, weaknesses, their social and emotional and follow the academic growth of all children more efficiently.