

## **Forest Park Elementary Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 01611766111330

County: Alameda

District (Local Educational Agency): Fremont Unified

School: Forest Park Elementary

### **Demographics**

Enrollment: 1,003 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

### **Overview**

Forest Park is a large Kindergarten to Sixth grade elementary school located in the Ardenwood Forest area of northern Fremont. Our mission is to build a collaborative community that is committed to providing students with rich learning opportunities that will prepare them for the growing demands of the 21st century, college, and career, while fostering social responsibility, good citizenship, and an appreciation for diversity. Forest Park provides a variety of learning experiences for students to enhance the curriculum including but not limited to; art history, Walk Through the Revolution, Oakland Mobile Zoo, Barracuda Math, and Norton Museum Rock and Minerals. Our students are celebrated for their excellence in character education through monthly awards ceremonies honoring the Eight Great Traits. School wide assemblies promoting Anti-bullying, healthy lifestyle, and reducing our carbon footprint are great additions to our academically rigorous, challenging, and engaging curriculum as we promote the growth of the whole child during their time at Forest Park.

Our student population is diverse and welcoming. Asian students make up the majority of our student population and we also have Hispanic, African-American, and White

students represented at Forest Park. Roughly 16% (or 160) students are classified as English Language Learners. Our teachers have been trained to use strategies to guide our English Learners in their language acquisition. Due largely to the hard work and dedication of our teachers, our English Learners are progressing in their language acquisition at the very high rate of 93.8%. In addition to serving our English Learners, Forest Park also supports a large population of Gifted and Talented students through extension activities and other learning experiences to engage students at the deepest levels of critical thinking. Teachers participate in Professional Learning Communities to collaborate on best practices and engage in data driven instruction to guide teaching and learning and ensure success for all students.

Even with our very high performance on state and district tests, we still have students that need intervention support in a variety of subjects - math, reading, writing, and social emotional growth. Forest Park is particularly proud of our intervention systems for students in both primary and intermediate grades. We have one part time staff member and one full time staff member who provide in class and pull out support to our students in academics. Through small group instruction, these staff members provide targeted intervention to help fill in gaps so that these students can complete grade level work. The goal of the intervention program we have is to bring students up to grade level and move them out of the intervention groups. Data from classroom teachers and intervention specialists is reviewed regularly to ensure students are progressing and hopefully, move them out of intervention all together.

## **Model Program and Practices**

Name of Model Program/Practice: Intervention Support

Length of Model Program/Practice: 2–4 years

Target Area(s): Education Supports

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

Strategies Used: Data-Driven Decision Making

## **Description**

Forest Park takes a multifaceted approach to provide intervention to our students. Though an overwhelming majority, more than 85%, of our students are advanced or meeting grade level expectations, we have many unduplicated students who are in need of academic and behavioral support to ensure their success at Forest Park. Classroom teachers provide Tier 1 and Tier 2 intervention daily through small group and one-on-one teacher support. Students are referred to the Forest Park CARE Team consisting of primary and intermediate teachers when progress is not made with Tier 1 interventions. Teachers bring multiple pieces of data showing progress or non-progress

from Tier 1 interventions. CARE team members discuss the teacher's concerns regarding student achievement. The team makes recommendations for supports and develops an intervention plan. Follow-up meetings are scheduled where it may be that the team decides to give the student more time with Tier 1 or Tier 2 interventions or determines that the student needs to move onto a Tier 3 intervention and/or an SST appointment.

Students are referred to intervention at the beginning of the year based on several different factors: state and district assessment data, teacher observation, beginning of the year assessments, and report card performance, to name a few factors. Intervention specialists work with administration to create a schedule to meet in small groups with students and provide in class support to students identified as needing intervention support. Students are regularly assessed to track progress and determine program effectiveness. Resources such as the creation of the CARE team, intervention specialists, and regular data analysis were needed to ensure the success of the program. Our teachers have received training in data analysis protocols and procedures to identify students in need, the CARE team reviews referrals and creates intervention plans, our partnership with Student Support Services ensures we can identify resources outside of our school to support students in need, and having one full time and one part time intervention teacher is crucial to our success.

The program benefits our high needs students by providing targeted, regular, and intense interventions to build skills and ensure academic and social emotional success. This program specifically addresses students who are struggling academically and socially by pairing them with services that will support their progress be it counseling or academic intervention. Through classroom interventions provided by the teacher and small group intervention provided by one of our two intervention specialists, our students are provided with a variety of learning opportunities and chances to access curriculum at their instructional level. Teachers and intervention specialists work closely to ensure student success and track student progress frequently through the year so students can move in and out of intervention when they are ready.

### **Implementation and Monitoring**

A retired FUSD teacher works 2 days a week with our intermediate students who need the most intensive support by providing Tier 3 pull-out sessions. These students receive support in Writing, English Language Arts, and Math in a small group environment. Students are referred to Tier 3 intervention based on two consecutive years of "Not Meeting Standards" on State-Wide Assessments in either ELA or Math as well as below-grade level academic performance during the school year. Students strengthen their writing skills by working with the Intervention teacher on grammar, parts of speech, structure of writing, and proper conventions. The use of current event news articles in the intervention class supports students with both reading comprehension skills and writing skills. Progress monitoring of each student is continuous so student groupings can be flexible. Students exit the program when data shows students are consistently performing at grade-level. Student receiving math intervention work independently on an online Math program while our Intervention Teacher works one-on-one with students

on targets specific standards and skills highlighted by benchmark and progress monitoring data. Students are exited from the Tier 3 Intervention when benchmark and progress monitoring data show that a student is now performing at grade-level. Intervention for our first grade students who do not have the phonemic foundational skills to read on grade-level as determined by their teacher. A para-professional works 5 days a week to support these students with phonemic, spelling, and comprehension skills with the goal of getting these students to grade-level reading before the end of their 1st grade year. These students receive small group instruction and in class support from this para-professional. Students in need of behavioral support will receive a referral to our school counselor. He is on campus twice weekly to hold individual and group sessions to support students with emotional and behavior needs.

Parents are engaged in this process through regular meetings and updates on their child's progress with the classroom teacher. Parents attend SST meetings and SNAP meetings to progress monitor and address their child's specific needs. They also receive reports from intervention specialists on their child's progress. Our school counselor will meet with families to provide family counseling if students need that and they will also remain in regular contact with parents to discuss ongoing concerns and student progress all the while, maintaining confidentiality. Next school year, teachers will receive additional training on providing in class interventions and extensions to create a more robust program.

## **Results and Outcomes**

Between our primary and intermediate intervention and on site counseling, roughly 80 students are served throughout the course of the year. Intervention teachers gather observational, anecdotal as well as qualitative student data during each session. The Tier 3 pullout for intermediate students' qualitative data is gathered through the use of a progress monitoring assessment system as well as a data tracking system developed by the intervention teacher. The data gathered by the teacher is used to pinpoint specific standards that a student needs additional support and is used as a measure to determine enough growth to exit student from Tier 3 intervention. The content taught in the writing program is determined by the needs of the students as reported by both student and teacher. Qualitative data is collected through the use of a progress monitoring assessment systems using the periodic benchmark assessment included in the program. Test bank questions are used to correlate with standards aligned to students' grade-level and instructional level. Primary intervention data is gathered as each student show consistent proficiency with using the sound spelling correctly and transfer their understanding to increased spelling skills and reading fluency. Positive student outcomes for Tier 3 Math intervention determined through benchmark tests given 3 times yearly as part of a progress monitoring assessment system resulted in 15% of students being exited after the first reporting period of the school year with an additional 12% pending exiting upon review of second reporting period in March. Students receiving TIER 3 Intervention for ELA & Writing, continue to show positive growth. Primary students show an increase in their fluency speed and spelling assessments. The success of the students who participated in TIER 3 intervention has been evidenced through their increase in their academic grades shown on trimester

report cards. Of students participating in the intermediate Math intervention, 27% are now working on grade-level in both the small group and in class. Primary students participating in intervention are now reading more closely to their grade level as shown by teacher fluency assessments and increased academic progress on their trimester report cards. The intervention teachers use the results from the benchmark and progress monitoring assessments to keep, fix, stop, or add to their programs. Since last year, the intermediate intervention teacher determined that more emphasis on parts of speech and sentence structure was needed to remediate the gaps of students. Adapting the curriculum to the needs of the students has shown an overall improvement in students' abilities to structure sentences and paragraphs to more align with the State Common Core writing standards.