

## **John Green Elementary School Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 01750930114579

County: Alameda

District (Local Educational Agency): Dublin Unified

School: John Green Elementary School

### **Demographics**

Enrollment: 866 students

Location Description: Urban

Title I Funded: No

School Calendar: Traditional

Charter: No

### **Overview**

John Green Elementary School (Green) was established in the fall of 2007. Since our opening, staff, students and families have come together to create an environment that truly supports success of all children. Green is a high-performing, academically rigorous school that emphasizes lifelong learning, high levels of literacy, and STEAM learning embedded in all classrooms. We fully embrace 21st century learning and our goal is for our diverse population of students to become passionate, ethical, and inquisitive global citizens. One staff member notes, "Our student population, diversity, strong parent support and leadership distinguishes our school."

Green's motto is: "Kids first - every student, every day."

Our mission at Green is to provide all students with the opportunity to persevere with real world problem-solving skills. This is accomplished in a trustworthy, respectful, and safe environment that fosters positive attitudes towards self, others, work and citizenship while highlighting individual differences. Students, staff, parents and

community members collaborate to continuously improve and empower lifelong learning.

We believe that collaboration is most successful when it exists in a context of empowerment and engagement. Joining together as educators is an integral component of our culture and practice. A Green teacher points out that Green is special in its “collaboration to ensure all teachers are reaching the needs of every student.”

Another major key to our school success is our parent community. Parents of our students value their children's education, and support them in becoming strong learners through parent participation in the Parent Faculty Club (PFC) and School Site Council (SSC). Our 745 registered volunteers dedicate countless hours to the school in many of ways, including assisting in classrooms as well as organizing and coordinating activities such as Art in Action, Junior Achievement, the Gator Gallop (jog-a-thon), Talent Show, Engineering Fair, and Family Math/Science Nights. They also coordinate many community-based activities such as Muffins with Moms, Donuts with Dads, school-wide dances, family movie nights, seasonal and multicultural activities, and our upcoming 10-year anniversary celebration. With their assistance, we are able to offer specialized programs that foster 21st century learning experiences for all students. A student recognizes the importance of parent involvement by noting “Everyone is united, we’re all in things together, and it is a friendly, happy school.”

The success of our school is not about just one or two specific instructional programs or a single instructional methodology. It is about coming to an agreement as to the direction we will take for all our students to be successful! Students recognize that “What makes Green special is the special teachers and staff who make us students feel welcome, happy, and most importantly safe.”

## **Model Program and Practices**

Name of Model Program/Practice: Response to Intervention Program

Length of Model Program/Practice: 2–4 years

Target Area(s): Chronic Absenteeism and Dropout Prevention, Closing the Achievement Gap, Education Supports, Parent, Family, and Community Involvement, Professional Development

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

Strategies Used: Small Learning Communities, Parent Engagement, Data-Driven Decision Making, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

## Description

As part of the DUSD LCAP, each school in the district has developed a comprehensive Response to Intervention (RTI) model with the goal of closing the academic achievement gap between overall performance and student subgroup performance on the CAASPP. The LCAP specifically states, "We will maximize student learning and achievement by providing a rigorous and relevant 21st century education that prepares EVERY student for college and career and success in the global economy. We will align resources and establish partnerships to maximize student learning." Green is unique in its commitment to a RTI Model based on the premise that academic achievement is grounded in supporting high levels of learning through teamwork and an intentional multilayered approach. Using the PLC framework, the following questions guide instruction: What is it we expect our students to learn and do? How will we know when they have learned it? How will we respond when some students do not learn? How will we respond when some students already know it?

Green teachers assign universal screening assessments to all students and analyze their needs with district benchmarks, CAASPP and formative assessments. Data is entered into shared documents accessible by grade levels, co-teachers and IST. Teams determine which tiered levels of support or enrichment are needed to support students. Progress is monitored and shared with IST weekly and parents of identified students receive a progress report at the end of each instructional cycle. In addition, teachers are in continuous contact with parents regarding academic progress. Funding for the higher level tiers comes from LCAP Supplemental Funds and provides two intervention specialists as well as SIPPS and Read Naturally materials.

The targeted group of students serviced in this model include EL, SPED, SED and GATE and are defined in the following areas: Above Grade Level students are being challenged to show depth and complexity on a particular standard. One student notes, "John Green makes me a better learner because there are a lot of extra hard curriculum stuff for advanced students so that they don't lose all of their smartness." Students performing At Grade Level may require additional instruction to further develop their understanding of a particular standard. Students performing Near Grade Level require lower tiered intervention to solidify foundational skills. One student wrote, "Green teachers help us be better learners by repeating and seeing if someone is having trouble, then they help them right away." Students who are Below Grade Level require intensive higher tiered interventions to build foundational skills. We are proud that students with low academic progress receiving Tier 3 intervention supports have increased overall academic progress while decreasing behavior incidents. Student suspended prior to receiving intervention support have not received a suspension since participating in our intervention program.

## Implementation and Monitoring

We work hard every single day to narrow our achievement gap and identify students who need extra support, immediately providing intervention within our classrooms or intervention groups. We have effective communication structures to monitor students

who need extra support from one school year to another. Watch lists are created and reviewed by IST and PLCs. Students with the highest intervention needs are provided top tier supports. Progress monitoring begins at the start of the school year. Within the first few weeks of the year, teachers assess all students with universal screeners to identify current levels of progress. Data is analyzed by teams during collaboration. New students of concern are added to watch lists and the IST reviews weekly. Concurrently, teachers reach out to parents to communicate concerns and potential tiered interventions.

Student Success Team (SST) meetings are scheduled based on IST recommendations to review concerns and action steps with parents and educators. In special circumstances, students may be assessed for specialized academic instruction and sometimes receive their resource services with co-teaching teams in the general education classroom. Some students are recommended for placement into the school's Intervention Program (IP).

The IP sets Green's intervention model apart from the rest of the school district. It is designed to meet the needs of students requiring the most intensive intervention programs, including Phonemic Awareness Groupings, SIPPS (Systematic Instruction in Phonics, Phonemes, and Sight Words), Numeracy Centers (designed to build foundational understanding of numeracy concepts), Read Naturally (designed to increase fluency, reading comprehension, and writing skills), and English Language Development groupings. Students served in intervention range from students in need of temporary intervention to students with an IEP.

Administration, specialists, and many teachers attended PLC and RTI training featuring the DuFours and Mike Mattos. Staff meetings and release days are further opportunities for PD. In the past two years all staff members have been provided PD on lesson enrichment, Writer's Workshop, NGSS, Capturing Kids Hearts, Math Talks, etc.

We are diligent in data gathering for students who receive intervention. Students meeting goals are exited from the IP. A follow-up SST meeting to discuss further interventions is scheduled for students not meeting goals. Parents are notified of student achievement with progress reports after each instructional cycle. Our school supports all students through strong classroom learning, collaboration between staff members, intervention (including IST and SST processes), and strong relationships with families. Parents value their children's educations and support them in becoming strong learners. Parents are thankful that each one of us works together to support their students.

## **Results and Outcomes**

CAASPP Data and District/Site Data are reviewed during designated PLC collaboration and by the IST to determine the effectiveness of more intensive interventions. Our intervention groups have built-in progress monitoring to provide students, teachers, intervention instructors, and parents with feedback in eight week cycles.

Over a three-year period, student CAASPP data for grades 3–5 show the number of students who met or exceeded standards has grown by 3% in ELA and 6% in math. In addition, students who did “not meet” grade-level standards decreased by 1% in ELA and 3% in math. These students are targeted in IP. Since our targeted intervention group is a small portion of our total school population, data focuses on all-school achievement.

Further information is also analyzed for the entire student body. Data is obtained via district benchmark assessments in addition to CAASPP. Our Tier 1 and Tier 2 intervention includes all students at our school. Our Tier 3 intervention program is made up of 67 students we have identified as at risk. These students include EL, SPED, SED, Asian, Hispanic, Black, Asian Indian, and White students. Because our research-based Tier 3 intervention programs target early reading phonics, fluency and comprehension skills, pre and post assessment data for participating students resulted in substantial gains across all grade levels. Kindergarten saw a growth in mastery of sounds from 40% to 97%. Our 1st and 2nd graders’ DRA levels increased on average of 3.4 and 2.3 levels respectively. STAR reading levels for 3rd, 4th and 5th grade increased 0.7, 0.5 and 1.7 grade level years after the eight-week instructional cycle. Additionally, fluency levels increased through Read Naturally for grades 2–5 as follows: 11 wpm, 5 wpm, 22 wpm and 10 wpm.

Our results clearly indicate the effectiveness of the targeted interventions in place for our Tier 3 intervention at Green. Assessment data also highlights the success of Tier 1 and Tier 2 interventions taking place in general education classrooms.

Efforts are being made to further develop the amount of Tier 1 interventions that are available in the general education classroom through ongoing professional development at monthly staff meetings, model lessons presented by district curriculum coaches, peer to peer observation, co-teaching, classroom walkthroughs, and formal observation.

Our RSP teacher states, “Co-teaching has been the most amazing experience. I have not only become a better teacher, but the students have grown so much.” One student reported, “I don’t have to get pulled anymore; I am doing so well.” The student’s motivation, behavior, and endurance have all improved.

Green has some growth and improvement potential. Through effective practices and structures, our students thrive as they demonstrate their mastery of standards. We are determined to continue refining our Intervention Program until every child succeeds.