

## **Oak Meadow Elementary School Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 09618380100024

County: El Dorado

District (Local Educational Agency): Buckeye Union Elementary

School: Oak Meadow Elementary School

### **Demographics**

Enrollment: 695 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

### **Overview**

Oak Meadow Elementary School is located in beautiful El Dorado Hills, CA and is one of six elementary schools in Buckeye Union School District. With an enrollment of 695 students, Oak Meadow is home to students with diverse cultural, language, and socio-economic backgrounds making us one of the most diverse schools in the district. Demographically Oak Meadow is made up of 2% African American, 18% Asian, 3% Filipino, 14% Hispanic, 56% White, and 7% other ethnicities students. Our special populations include 8% socio-economically disadvantaged, 6% English Language Learners, and 8% Special Education students.

At Oak Meadow, cooperation, compassion, and celebration of diversity are celebrated in a safe and nurturing environment. Oak Meadow's mission is to provide meaningful educational experiences that encourage lifelong learning. We work together with our families and community to support and develop each child intellectually, physically, socially and emotionally. Our school mascot, the raptor, reflects our desire to soar to new heights in learning each day.

We provide a quality, standards-based curriculum that ensures every child will meet or exceed proficiency. In addition, many special programs at Oak Meadow provide support and educational opportunities for our students including an after school extended day program, cross-age buddies, technology partnership with Intel, and push in/out intervention programs. Our students are encouraged to become involved and practice responsible habits through participation in school community programs such as T.E.A.M. (Together Everyone Achieves More) Raptors who organize and lead lunch-time games and activities and help students find friends to play with. Students serve as parking lot supervisors to assist children and parents during pick-up and drop-off times.

Parent participation and support is critical to the success of our school programs. Our school-wide art program, Meet the Masters, is taught by parent volunteers and brings a quality arts education to all of our students. Parents and staff serve on the School Site Council, Budget, Master Plan, Wellness and Technology Committees to provide input into our school and district LCAP. Our P.T.O. also plays an important role at Oak Meadow, generating and donating funds that greatly enhance the school's existing programs.

Curriculum improvement is an ongoing, collaborative process and is actively supported by our well-trained staff. Teachers regularly review performance-based assessments. Strong educational leaders, with the support of administration, have created a learning environment in which all students are successful. This is clearly demonstrated by our school's model practice of a Multi-Tiered System of Support for which we have been nominated for the 2018 California Distinguished Schools Program.

## **Model Program and Practices**

Name of Model Program/Practice: Multi-Tiered Systems of Support

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Education Supports

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

Strategies Used: Data-Driven Decision Making, Implementation of Academic Standards  
Basics (Teachers, Instructional Materials, Facilities)

## **Description**

Oak Meadow's model practice of a Multi Tiered System of Support is the result of a multi-year process of refining and expanding our Tier 1 and Tier 2 supports for students and includes academic and social-emotional components. The Buckeye Union School District LCAP focuses on the collection and use of data to drive instruction and the funding of supports and services for students. We are fortunate to be a part of a district

that understands how data can be used effectively to implement, monitor and evaluate programs and supports for students. Oak Meadow has built upon the district's already strong commitment to data use and program support and taken it to the next level.

Three years ago Oak Meadow had a variety of interventions for students in need of support, but these tended to be of a one-size-fits-all approach. In the past three years we have added additional reading interventions that specifically target areas of need such as comprehension, fluency, accuracy, vocabulary, and phonics/phonemic awareness. In mathematics we have developed a system of push-in and pull-out services that provide interventions designed to both fill in gaps in student's prior learning and support current instruction so that students continue to make progress while filling those gaps. All of these supports are data driven and targeted to individual needs so students are working right on the cusp of their learning. Teachers and administration review data on a continuous basis and are able to step in and provide a targeted intervention for a student on an as needed basis. Students move in and out of interventions in a fluid manner based on their immediate and long term needs.

We are able to provide these multi-tiered interventions through our LCFF site funding, LCFF district funding, and LCFF supplemental grant funding. These funding sources provide two reading intervention teachers, two math intervention teachers, after-school math intervention, and an English Language Development teacher who work directly with our students. Additionally we are able to support our program with materials such as our LLI materials, Read Live, guided reading books for small group instruction, and supplemental phonics/phonemic awareness materials. Ongoing professional development at site collaboration has focused on providing differentiated first instruction in the classroom using formative assessments to drive instruction and help teachers reteach and enhance lessons to meet the individual needs of our students. Constant monitoring of student learning allows us to step in with a targeted intervention as soon as a need is identified rather than waiting for trimester or annual assessment data.

In addition to our academic supports we have also implemented targeted social-emotional supports as well. These supports include individual and small group counseling to address behavior and social needs that might otherwise negatively impact student learning.

## **Implementation and Monitoring**

When evaluating the effectiveness of our program we look at data on an individual level. We use the Benchmark Assessment System (BAS) to determine a student's level of literacy proficiency and in what area(s) a student may need support (comprehension, fluency, decoding, vocabulary, etc.). Additionally we use SBA and MAP (Measure of Academic Performance) assessment scores to monitor student mastery of CA State Grade Level Standards. Finally we look at classroom assessments to see day to day academic progress. We use these many assessment tools to develop a picture of a student's whole academic profile because we understand that a single measure may not demonstrate a student's actual abilities or needs. We then match the need to an intervention and provide target instruction. Monitoring of student progress in the

intervention occurs on a bi-weekly basis and is communicated through the use of a Google doc that is shared with all teachers involved in the student's educational plan. Parents are updated on their child's progress on an ongoing basis through both formal (progress reports, conferences) and informal (e-mail, mini-progress updates) basis. Our broader community is engaged through updates at SSC, ELAC, and PTO about the implementation of our supports and the successes our students are demonstrating.

Our entire school community is involved in professional development around the use of targeted instruction and intervention. We have focused on skills and strategies students need at various instructional levels to become successful readers and mathematicians and how we can provide support to all students through the use of ongoing formative assessments to determine individual needs. Students who are not making progress in their current intervention are reevaluated to insure that we are focusing on the specific area of need. We have focused specifically on our English Language Learners and socio-economically disadvantaged students. Because Oak Meadow is a high performing school, students from these special populations had in the past been over represented in our referrals to special education. Through professional development training our staff has come to understand that many of these students lack educational opportunity and that we can directly address these gaps in their learning through our targeted instruction and interventions. Prior to our work together it was common practice to refer every struggling student to Special Education. We now have coordination between our interventions and our Special Education referral process. One unintended consequence of this awareness is that our teachers have become much more aware of individual needs and personal areas of weakness. This ends up benefiting all of our students, higher or lower performing, and allows our teachers to target their classroom instruction through small group work at many levels to support and enhance learning for all.

## **Results and Outcomes**

The results of our model program have been very positive. On the California School Dashboard our overall school status in ELA and Math were Very High. Our English Language learner progress was Very High as well. Looking at our subgroup data for English Language Arts we see that all subgroups rank in the Very High range except Socioeconomically disadvantaged (Medium) and Students with Disabilities (Medium). In Mathematics we see that our socio-economically disadvantaged and Students with Disabilities were in the Medium range, Hispanic Students were in the High range and all other subgroups were in the Very High range. Our suspension rate continues to be Very Low, in fact we have not had a suspension in over 3 years.

When we look specifically at our students who participate in one of our interventions our data show very strong success rates. Looking at our BAS and MAP assessment results we found that of our students in our reading interventions 63% of those students met or were near meeting end of grade reading level. An additional 21% were a year or less below grade level. 90% of our students made at least a year and half growth in their reading levels. 8% (4) of our students in reading intervention made less than a year's growth and were significantly below grade level. In Mathematics 32% of students in the intervention program met or exceeded end of year standards, 32% were less than a

year below grade level, and 35% were a year below grade level. 2 students did not make progress and were referred for evaluation. 92% of the students in the interventions made at least a 1 1/2 years growth.

Our success in maintaining a zero suspension rate is directly related to our teacher's ability to refer students for counseling for a variety of needs and supports. Because we do not wait for behaviors to escalate, but rather intervene as soon as we see concerns we are able to help our students learn strategies to help themselves and therefore everyone is better able to focus on academic efforts. Our system of targeted instruction and intervention give students the additional support they need so that they do not become academically frustrated which can lead to negative behaviors. The two work hand-in-hand to meet the needs of the child as a complex, unique individual, and show clearly how a program designed, implemented, monitored and evaluated on an individual basis can have a positive impact on the educational future of every child.

We have seen a significant drop in our referrals to special education from over 40 three years ago to 13 this year. We have also decreased the number of students in interventions in grades 3–5 decrease from 65 to 30 this year. Providing a system of multi-tiered interventions, intervening early and targeting intervention to the specific needs of individual students has made a difference to our students and contributes to the success of all our students.