

Fugman Elementary Model Programs and Practices

School Information

CDS (County District School) Code: 10621170106419

County: Fresno

District (Local Educational Agency): Clovis Unified

School: Fugman Elementary

Demographics

Enrollment: 834 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Fugman's motto, "Marlins SWIM with the BEST: Show Character, Work Hard, Include Everyone, and Make Wise Choices best describes the students and staff of James S. Fugman Elementary School in Fresno, California. The school was named after a well-respected administrator of the Clovis Unified School District (CUSD), James S. Fugman, Ed.D, a legendary educator who worked diligently to make a difference for all children. Dr. Fugman established high standards of excellence, which served as the foundation for this exemplary school. Opening in 2004, Fugman Elementary has always provided a rigorous and effective standards-based system, which ensures ALL students achieve at high levels. Dr. Fugman's love of the ocean and fishing inspired our mascot, the Mighty Marlin, and our colors of blue, black, white, and silver.

James S. Fugman, resides in the northeast area of Fresno, and serves 834 students grades TK–6. Located in the San Joaquin Valley, CUSD has a student population of 42,745 in the city of Clovis, portions of Fresno, Pinedale, and Friant. The district is comprised of 33 elementary schools, five intermediate schools, five high schools, a continuation school, online school, and adult school. Fugman is a diverse, suburban,

middle class community. Currently, 51% of Fugman students represent underrepresented minorities. The ethnic composition of the student population is 1% American Indian, 2% African American, 3% two or more races, 4% Filipino, 18% Hispanic or Latino, 23% Asian, and 49% white.

The Fugman community of students, parents, community members and staff have proudly established themselves as one of the top performing schools in the district and Fresno County. The well-defined standards-based curricular program, collaborative Professional Learning Communities (PLCs) and student-centered decision-making is the source of the high achievement. On state assessments, Fugman has increased 9% in Mathematics and 9% in English Language Arts over three years. In 2016–17, 84% of the students met or exceeded standards in Mathematics and 86% in English Language Arts. These notable scores are attributed to the Multi-Tiered System of Support, closing the achievement gap and supporting all students learning at high levels.

The well-rounded co-curricular program and commitment to the community sets Fugman above the rest. Fugman has received the National Blue Ribbon Award, California Distinguished School Award, California Gold Ribbon Award, Honor Roll School Award and the California State University, Fresno Bonner Virtues and Character award. The student body has given back to the community by participating in Kids Day, Toys for Tots, Pennies for Patients, and a blanket drive. We are fortunate to be among a caring community that desires to give back.

Fugman plays an important role in preparing students to be College and Career Ready. The learning community develops life-long, learners who maximize their potential in mind, body, and spirit.

Model Program and Practices

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

Length of Model Program/Practice: 5–8 years

Target Area(s): Closing the Achievement Gap, 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: Small Learning Communities, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development

Description

Fugman has narrowed the achievement gap by facilitating high levels of learning for all through collaboration, use of best practices and targeted academic and behavioral interventions.

Data analysis of state/district assessments and universal screenings allow for early identification of those not meeting standards or lacking foundational skills. Academic Success Plans are created for students performing below grade level and define instruction and academic supports necessary for mastering grade level standards. Students struggling with behavior or social emotional needs are equipped with a Behavior Success Plan that details strategies to utilize in supporting a change in behavior.

Tier 1 is Fugman's core instructional program and is designed so all students receive quality instruction. PLCs focus on bringing clarity to Tier 1 instruction. Learning intentions and success criteria are created for essential standards and communicated to students so the learning target is known and students have the ability to self-assess for mastery. Essential to Tier 1 is PLCs' identification and utilization of best practices to ensure high levels of mastery at initial instruction. Tier 1 supports are universal and include highly engaging, multi-modality lessons, differentiated small-group instruction, research-based strategies and use of technology. Common assessments on essential standards provides data that identifies students needing a more intensive intervention.

Tier 2 support is highly focused on essential standards only and is provided in Mathematics and English Language Arts. Ancillary materials from core curriculum and research-based strategies help expedite growth. A pre and post-test is given and three other probes over six weeks to monitor progress and adjust instruction. PLCs monitor the progress of Tier 2 students and determine additional needs and next steps.

Tier 3 is structured for the 5% of students who show significant gaps. Students are placed in Tier 3 from universal screening data and grouped by skill, not by grade. Tier 3 is more intensive with instruction four days/week utilizing research-based curriculum such as Sound Partners or Read Naturally. The Intervention Team monitors students in Tier 3 by reviewing qualitative and quantitative data, seeking explanations for gaps and providing teachers with supports.

Fugman's tiered behavioral system begins with Tier 1 and the implementation of PBIS. The team established expected behaviors for each academic setting, determined major/minor behaviors, designed a reinforcement system and identified strategies for changing inappropriate behavior. Tier 1 supports include positive relationships, re-teaching expected behavior and supporting reflection and behavior correction. Tier 2 supports include our Check In/Check Out and referral to our student support groups that focus on a variety of topics such as caring connections and anger management. Behavior Support Plans are a Tier 3 support.

Implementation and Monitoring

Fugman's Multi-Tiered System of Support was further delineated through Response to Intervention (RTI) professional development. As a result, Fugman's Leadership Team assessed current realities and identified the following areas of focus.

- PLC time included partial emphasis on instruction and student learning.
- Tier 2 lacked targeted instruction and progress monitoring.
- Tier 3 supports were inadequate.
- Limited support available for students with behavioral concerns.

Previously, universal screenings were pre-assessments for grade level content, not for identifying students with large gaps. PLCs researched appropriate universal screening tools that identify students lacking basic skills. Current universal screening tools include DIBELS, STAR Reading, DRA, and Easy CBM. Appropriate screening data ensures the implementation of Tier 3.

Strong core instruction and immediate supports to struggling students is the foundation of Tier 1. Professional learning reset PLC expectations and purpose, emphasizing student learning, best practices, engagement strategies and small group instruction. Hattie's Visible Learning (VL) training was attended by staff, which propelled the work on identification of essential standards, learning intentions, success criteria, plus the development of common assessments to support Tier2 intervention. Implementation of PBIS is the foundation of Tier 1 behavior support. The PBIS team created a behavioral expectation matrix and reflection forms, determined major/minor disciplines and established a reinforcement system.

Although strong core instruction is provided, 15% of students still need additional support. VL training led to cohesive Tier 2 instruction with the essentials being the primary focus. Common assessment results assists in identifying students for Tier 2 intervention. Pre/post-tests and weekly progress monitoring checks systematically inform instruction over six-week intervals. Data is collected, tracked and reported to the team to monitor progress of students and inform next steps. Tier 2 behavioral supports include daily Check In/Check Out and game clubs for students needing additional social support. Eight-week social/emotional support groups is the core of our Tier 2 intervention.

Around 5% of students, display gaps in foundational skills and are referred to the Intervention Team for analysis of attendance, social/emotional needs, school readiness, and previous supports. The Special Education team identified research-based resources to address foundational skills and provided training to the intervention teacher. Groups are 30–40 minutes, four days per week for eight weeks. The Intervention Team monitors data and determines if adequate progress is made for exit, continuance of intervention, or if further assessment is warranted.

Results and Outcomes

Fugman's Multi-Tiered System of Support provides every student with the additional time and support necessary to achieve at high levels as evidenced by growth on state assessments. From 2014–2017, the number of students meeting/exceeding standards in English Language Arts (ELA) has increased from 77% to 86%. This is 15% above district average and 37% above state average. Mathematics achievement reflects a 9% increase with 84% of students meeting/ exceeding state standards. This is 27% above the district average and 46% above the state average.

Subgroup categories have demonstrated significant growth. The number of students meeting/exceeding standards in Mathematics has increased by the following percentages: 7% Asian, 12% African American, 16% Hispanic, 7% White, 4% SED, 15% English Learners, and 41% Students w/Disabilities. In ELA, the number of students meeting/exceeding standards increased by: 9% Asian, 37% African American, 18% Hispanic, 16% White, 4% SED, 60% English Learners and 20% Students w/Disabilities.

Growth on district assessments, survey results, and qualitative data provides evidence of Fugman's growth in Tier 1 supports. Three-year district ELA assessment scores indicate the number of students meeting/exceeding standards has grown 5% to 30% and Mathematics from 2% to 17%. Fugman's growth is correlated to the intentionality of PLC work on essential standards, core instruction, planning, teaching and reflecting in responding to struggling students. Staff PLC survey results reflected a 10% growth in PLCs' efficiency and effectiveness. Eighty percent of staff believe that the PLCs focus on assessment results, curriculum, and intervention. PLC agendas and notes indicate an emphasis on essential standards aligned with learning intentions and success criteria, best practices, and data.

Targeted instruction has enhanced Tier 2 consistent with strengthening PLCs. Team-created common assessments aligned with essential standards are utilized to identify students needing Tier 2 interventions. Teachers report a transfer of learning from intervention into core instruction. A parent survey indicated that 90% believe their children are improving in reading, writing, and math. Seventy-nine percent of parents know where to find support if their child is struggling. Tier 2 intervention has become more focused and data-driven.

Growth in positive behavior, climate, and parent satisfaction have been the outcomes of PBIS. Consistency in application of school rules and expectations has yielded positive outcomes. Clearly defined major/minor offenses set students up for success because expectations and consequences are known. Results reflect a decrease in suspensions and detention. Social/emotional support groups have provided students with a different outlook on school community and staff/peer relationships. Ninety-four percent reported feeling better about attending school and 86% feel relationships with peers and adults have improved.