

Harold L. Woods Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 10621170108142

County: Fresno

District (Local Educational Agency): Clovis Unified

School: Harold L. Woods Elementary School

Demographics

Enrollment: 746 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Woods Elementary is one of 34 elementary schools in Clovis Unified. Woods Elementary opened its doors in 2005 with approximately 500 students, and has grown to almost 750. When walking on the campus one would not know it is 13 years old by the look of the facilities. Our facilities are well maintained not only by our staff here at Woods and district staff, but the many community members that use our facilities each weekend for their sports programs.

Living by the beliefs of the founding superintendent, Floyd B. Buchanan, Woods offers programs that will help children become the best they can be in mind, body and spirit. Our staff and students are committed to living our Wolverine G.R.O.W.L. each day. Everyone is committed to Giving their best effort, showing Respect for All, demonstrating Outstanding Character, displaying Wolverine Pride, and Leading by example. Students have the opportunity to participate in numerous sports, academic teams such as robotics and Destination Imagination, and performing arts programs such as band, orchestra, choir, or drama throughout the school year. For those students that need more intervention, Woods provides academic assistance during the school

day for both language arts and mathematics. Social/emotional intervention is also available through our Clovis Support and Intervention program (CSI) and/or our Transition program for those in need.

With the many programs and events that Woods has to offer, there have been accolades given to our school as a result. Each year Clovis Unified gives out a district award for schools excelling in the areas of academics, physical fitness, community response, and the arts. In the past fourteen years, Woods has received this award each year. For our character programs on our campus, we have received the Bonner Award given by California State University, Fresno. We were recognized in 2016 as a California Gold Ribbon School. For sports, we have won both league and district championships in basketball, wrestling, softball, volleyball, cross country, and track.

The community at Woods is one that is very supportive of the school in many areas. Not only financially with our annual jog-a-thon or with Parent Teacher Club (PTC) fundraising, but in attendance at our PTC community activities, Back-to-School Night and dinner prior to our Open House. On campus each day you can see many volunteers in our classrooms supporting our teachers and students. Woods faculty and community also believes it is important to give back to others. In the winter we operate a Giving Tree and food drive that provides clothing, toys and food to local less fortunate children in our own surrounding community. We have participated in Pennies for Patients, collecting money for our local Children's Hospital, collected funds for the Jump Rope for Heart campaign, collected books and shoes for those in need, and written letters to the troops overseas. It is this part of our school that is the pride of the campus.

Model Program and Practices

Name of Model Program/Practice: Data Driven Instructional Intervention

Length of Model Program/Practice: 5–8 years

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

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

Strategies Used: Small Learning Communities, Data-Driven Decision Making, Professional Development

Description

Woods Elementary's model practice is Data Driven Instructional Intervention. Our model is designed to meet the academic needs of ALL students through quality instruction, using evidence to maximize impact on student learning experiences in the learning environment.

Through the use of Professional Learning Communities, PLC's, teachers work in close concert with each other to unpack grade level standards to set clear learning goals and develop lessons. To support this effort, professional learning emphasizes developing teacher clarity through a deep understanding of what to teach and why, how to teach it, and what success looks like. It involves the teacher in knowing the learning intention for the lesson, the success criteria, and planning progressions to know where to go to next. This process enables teachers to communicate those aspects to students in plain and simple language that creates clarity for the learner. Research supports teacher clarity's effectiveness with a .75 effect size, or almost two year's growth in academic achievement.

PLC's meet during dedicated time each week for 90 minutes. Teachers create targeted instruction by discussing content of lessons, level of instruction and supports for focus group students, and instructional strategies that engage all students in learning. The academic progress of all students is monitored by the classroom teacher and shared with teams to create a shared support system. Data from common assessments made by the teams is analyzed and conclusions about corrective instruction, intervention skill development or extension opportunities are made based on the results. Teachers identify students that are not mastering standards to create focus groups based on student needs. Students who need further instruction and intervention that is more intensive are placed together in small groups for the most significant impact to make learning explicit for these students. Students who have already mastered the standard are placed in settings where they are given tasks geared towards accelerating their understanding and learning. Teachers, push-in teachers, special education support staff, and EL Instructional Assistants work together to support academic progress and monitoring for all students.

Through this process, our goal has been to create a shared purpose by all in our school community. In addition to the enhanced PLC process, increased student engagement to activate learning has become a greater focus. Through the work of developing clarity and impact cycles, students are becoming engaged in evaluating their learning goals and understanding the next steps in their own learning process.

Implementation and Monitoring

The Data Driven Instructional Intervention program at Woods has evolved since its inception. The improved process has progressed from PLC development to incorporating data analysis and a more evidence-based system through Data Teams. Our teams placed a greater emphasis on error-analysis in student work and the identification of instructional strategies with high effect size. As a result, teachers spent quality time during their PLC meetings not only compiling data, setting SMART goals and resource distribution, but also on the evaluation of students' learning progressions and implementation of effective instructional strategies. While students were having success with academic achievement, and teachers understood how to use student data, teachers realized in order to ensure high academic achievement for ALL students, greater clarity in their learning intentions, success criteria and developing learner dispositions were needed.

A recent focus on teacher clarity and student engagement through Visible Learning staff development has been added to support instruction that is more effective. Teams of teacher leaders received training through Visible Learning and currently attend quarterly training and coaching opportunities. These teachers develop impact cycles to guide their implementation of learning intentions, success criteria, and developing learner dispositions. The teachers and principal provide staff development for the other teachers to incorporate this shared focus and common process in our PLC program. Staff development will continue to improve our program implementation and include a greater population of our staff.

The impact cycles teachers have started with students include characteristics of learners, daily and weekly learning goals, success criteria and what learning looks like. Teachers received training and use appropriate feedback to guide student learning. A consistent classroom management system has been created to encourage a safe learning environment where students are challenged, know where to receive support, and feel safe to make mistakes and know it is an opportunity for learning. Students are actively involved in monitoring their learning goals and progress.

Student progress is monitored by teachers through conversations with PLC teams and charting data from assessments. Student data is collected by teachers and monitored on a Teacher Grade Level Expectation form. The TGLE form is reviewed by the principal and PLC teams routinely throughout the year to track student growth and focus group progress. Teachers also assist students with monitoring their personal growth by using weekly data charts and feedback conversations. Staff monitors student progress by discussing student benchmark data throughout the year. The monitoring process is multi-tiered with the goal of not only high academic achievement for ALL students, but embedded, highly effective learning behaviors that will propel students to independence.

Results and Outcomes

With the shift to California Content State Standards and the new CAASPP assessment being implemented, many of the grade level PLC teams have been active participants in implementing this model to increase student achievement for ALL students. On the 2015 CAASPP, 63% of our students met or exceeded the grade level expectation in mathematics and 68% in ELA. We have experienced continued growth in 2016, as 69% of students in mathematics and 78% in ELA, and in 2017, 72% in mathematics and 82% in ELA met or exceeded the grade level expectation.

With the Spring 2017 Dashboard release, we have seen an increase in student performance in all groups in ELA. Student performance increased significantly in most subgroups and our achievement gap has continued to close. In mathematics, we have seen an increase in student performance in most groups and maintained performance with students with disabilities. We have made continued progress with reclassified EL students as they have increased significantly in both mathematics and ELA.

Woods attributes our continued academic growth to our Data Driven Instruction Intervention program. All of our team members at Woods Elementary are committed to continuous improvement for both staff and students. This year our teaching team has set two goals. The first goal is to improve the learning process with a deeper understanding and practice on teacher clarity and focus on clear learning intentions. In this goal, teachers and students will be able to communicate learning expectations, success criteria, and set individual learning goals. Our second goal is to function as highly effective PLC's at all grade levels and to increase communication and efficiency of school wide systems. Through this goal, the PLC process would be refined so that all grade levels are operating as proficiently as possible. We will continue to monitor and analyze all data trends as we move forward in this process. Woods Elementary remains dedicated to the in-depth study of our instructional program and practice to ensure the high achievement of ALL students.