

Lincoln Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 10621176100408

County: Fresno

District (Local Educational Agency): Clovis Unified

School: Lincoln Elementary School

Demographics

Enrollment: 681 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Located in the heart of Fresno County, Lincoln Elementary is a Title 1 school that prides itself on being part of a unique, ethnically and economically diverse community. Each year, approximately 22% of our nearly 700 students in grades TK–6, are new to Lincoln. Our population consists of 50% Hispanic, 33% White/Non-Hispanic, 5% African American, 7% Asian, 1% Filipino, 2% Other Asian and 1% other ethnic groups. Currently, Lincoln stands at 54% low income (LI) and 4% of our students are designated as English Learners (EL). As a walk-to school with wide attendance boundaries and an open campus, Lincoln serves as a hub for numerous activities within the community. The staff works tirelessly to provide a safe learning environment with a rigorous standards-based curriculum where students can develop to their fullest potential in mind, body, and spirit.

Lincoln has 30 teachers on staff: 27 full-time teachers, three part-time music teachers, two full-time resource specialist program (RSP) teachers, one speech and language

specialist, and one school psychologist. The veteran teachers at Lincoln possess broad and deep knowledge regarding pedagogy and student development, which provides a solid foundation to support learning. We believe that each employee has a prime responsibility to protect the emotional and physical well-being of each child who comes to Lincoln. We provide quality learning experiences and seek to strengthen our programs to maximize student potential.

At Lincoln, our work focuses on providing a safe learning environment centered on the California Common Core State Standards. Our mission states, "We believe ALL students CAN learn and become responsible, lifelong learners." Not only do we believe students can learn, we feel that it is our mission to ensure that students WILL learn. Lincoln sets high standards for student achievement and expects all students to show academic growth. We are committed to developing creative thinkers and problem solvers who will be college and career ready once they leave high school. The staff at Lincoln is known for their willingness to go "above and beyond" to provide students with substantial, meaningful, and timely learning opportunities. Teachers deliver standards-aligned lessons, embedded with multiple checks for understanding, differentiated instruction, and timely interventions for struggling students. With our student focused approach, Lincoln students with special needs are identified quickly and served by the Lincoln staff through a Multi-Tier System of Support (MTSS) model. Lincoln has replicated success across each grade level by using research-based learning strategies, alignment of personnel and curriculum resources with student learning needs, and integration of supporting technology tools and programs

Model Program and Practices

Name of Model Program/Practice: Comprehensive Multi-Tiered System of Support (MTSS) for ALL students

Length of Model Program/Practice: 2–4 years

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

Target Population(s): Socioeconomically Disadvantaged, English Learners, Students with Disabilities

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

Description

The true strength of the educational program at Lincoln Elementary lies not in the programs we have in place, but in the people who administer these programs. Collective responsibility is evident on our campus, which reflects the teachers' belief that ALL students can learn at high levels, and that ALL staff members are fully invested in our mission. Our school culture is characterized by the terms perseverance, grit, and

growth mindset, and students can verbalize the meanings of these terms. We have implemented a universal screening system, a multi-tiered system of support, and a solid SST process. The educational program we have developed ensures early detection of students' needs, which allows us to develop plans to meet the needs of ALL students.

At Lincoln we have a multi-tiered system of support for both academics and social-emotional needs. At the Tier 1 level, teachers are highly trained and collaborative. Each week, grade level PLCs meet to determine specific learning goals, develop lessons and common assessments, and analyze data. There is high-quality differentiated instruction occurring in all classrooms, as evidenced by the observable small group and 1 on 1 instruction. Teachers receive significant professional development, which recently included Visible Learning, Kagan Structures, Math Camp, and Guided Reading. We have credentialed push-in teachers who are providing daily high-quality language development to our English Learners using state adopted curriculum, as well as supplemental resources to meet individual student needs.

At the next level (Tier 2), our interventions are based on the needs of students and grade levels. We hired 5 credentialed teachers to provide additional instruction and reteaching to small, flexible student groups based on needs identified by common assessments. Many grade levels employ a deployment model, while others provide additional after-school skill-based intervention groups. As an example of the efficacy of our programs, a first grade EL student who was reading at a DRA level 4 in January began receiving daily Tier 2 intervention focused on decoding and phonics, while he was also receiving very targeted designated ELD for 30 minutes a day. The teacher met with his father to instruct him in supporting his son's reading, and provided 3 take-home books each night. By April, the student improved his DRA to a Level 14, showing a full year's growth.

In addition, we have a vibrant After-School Enrichment and Support (ASES) program that provides services to approximately 100 students based on identified needs such as homelessness, FY, and family income. Lastly, we have programs and supports in place to ensure growth for students who are already performing on or above grade level. We offer GATE and ECL enrichment groups outside of school hours and also use digital resources in math and reading that assess the needs of each student and provide lessons and activities at their individualized level.

Implementation and Monitoring

To begin the year, we administer universal screening assessments to identify students' levels. Based on these results, students may receive additional diagnostic testing in order to further identify the needs of students who are performing below grade level. Once specific needs are ascertained, we are able to plan the best intervention possible for the students, forming flexible groups which target the academic need for instruction. As the year progresses, classroom teachers, intervention teachers, and administration meet regularly to monitor the growth of the students by using data from DRA, STAR, AR, running records, benchmark assessments, and ALEKS reports. In addition, each quarter teachers and administration analyze the data from our STAR reports, district

interim assessments, and ELD assessments. Classroom teachers at Lincoln provide the first response to intervention by implementing strategic instruction at the Tier 1 level tailored to the students' specific needs. If a student is still exhibiting a lack of progress in their areas of need, they are referred to our SST team. This facilitates reflection on individual students' needs and allows development of a plan for success. Our SST team consists of teachers, administration, parents, our school psychologist and an RSP teacher. The team reflects on all data points gathered from all interventions and makes a plan for additional Tier 2 or possible Tier 3 interventions. If the student is not responding at Tier 2, they are referred to the Tier 3 level where more targeted, foundational intervention is provided. If a student fails to make progress at Tier 3, they are re-evaluated through the SST process for possible special education assessments.

Within the scope of this process, and at all levels of our implementation and monitoring system, we analyze student attendance. Part of our proactive approach to student attendance was the development of monthly attendance challenges with individual and classroom rewards. These challenges resulted in increased enthusiasm and motivation to attend school among our students. Administration also identifies students whose poor attendance puts them at risk of academic failure and provides individualized incentives to encourage improved school attendance. Last year, we had a student who was very reluctant to come to school. She was disengaged from her peers and disconnected from school. After identification as an at-risk student due to poor attendance, the teacher and administrators developed an incentive program for this student. She chose to have hot chocolate with an administrator as a reward for continuous attendance. This personal connection provided the motivation this student needed to drastically improve her attendance, which resulted in this student achieving one the highest growth percentages in our school on the CAASPP for the year.

Results and Outcomes

Lincoln primarily focused on first time, best instruction and a targeted Multi-Tiered System of Support (MTSS) in the academic area of ELA. This multi-tiered system helped Lincoln make substantial gains among all students and with significant subgroups. For ELA grades 3–6, Lincoln grew 11 percentage points from 66% to 77% met or exceeded standard, surpassing the state average of 45.63% and the Clovis Unified district average of 65.28%. Significant subgroups increased their academic performance as well. Among Lincoln's significant subgroups, Black/African-American students grew nine percentage points to 62% met or exceeded standard, Hispanic/Latino students gained 15 percentage points to 75% met or exceeded standard, White students grew six percentage points to 80% met or exceeded standard, and Asian students gained 14 percentage points to 85% met or exceeded standard. These gains by far surpassed state and district averages by double digit percentage points. Additionally, students designated as Socio-economically Disadvantaged (SED), English Learner (EL), and Students with Disabilities made substantial gains. SED students and Students with Disabilities gained 14 and 15 percent respectively, improving to 70% met or exceeded standard for SED and 34% met or exceeded standard for Students with Disabilities. Lincoln's EL students made the greatest improvement overall, growing 43% percentage points to 62% met or exceeded

standard. Overall academic gains have helped to decrease the gap between nearly every subgroup as compared to the average achievement of all Lincoln students. Additionally, most student groups had a positive point gain for Growth Over Expected in the 2016–2017 school year. Lincoln’s MTSS combined with targeted direct instruction for EL students, led to improved reclassification rates for EL students. During the 2016–2017 school year, Lincoln reclassified 7 out of 44 EL students, resulting in a 15.9% reclassification rate, compared to the Clovis Unified, Fresno County, and State reclassification rates of 10%, 6%, and 8% respectively. In addition, due to our focus on addressing chronic absenteeism through monthly attendance challenges, individualized plans, and many SARB interventions, our attendance rate for the year improved to 97.2%.