

Dailey Elementary Charter School Model Programs and Practices

School Information

CDS (County District School) Code: 10621660121533

County: Fresno

District (Local Educational Agency): Fresno Unified

School: Dailey Elementary Charter School

Demographics

Enrollment: 396 students

Location Description: Urban

Title I Funded: No

School Calendar: Traditional

Charter: Yes

Overview

Dailey Elementary Charter is located in the heart of central Fresno. Dailey opened its doors in August 2010 as a K–5th grade independent charter school authorized by Fresno Unified School District. Dailey provides a longer school day from 7:45–3:30 which allows for additional instructional time. The diverse population at Dailey is closely reflective of the neighborhood in which resides. Over 58% of Dailey’s student population resides within a 2 mile radius and 78% are from the Fresno Unified attendance area. In addition, 40% of the student population falls below the poverty line. The overarching goal of the school is to produce “internationally-minded” students who are prepared for college and careers. To create internationally-minded students are taught the Learner Profile which names 10 attributes and 12 attitudes that students encompass in their daily lives and throughout their academics. Students and teachers demonstrate the Learner Profile daily in both social and academic situations.

As a school of choice, Dailey is able to provide all students with access to a rigorous and well-rounded curriculum. Students eagerly participate in weekly specialty classes that consist of Spanish, Music, Art, P.E., and GLOBAL (technology). Throughout these

classes, students are exposed to a wide variety of content and are also provided digital foundational skills to ensure the development of a 21st century learner. Woven throughout their specialty instruction and core instruction are the attributes and attitudes of the Learner Profile.

With a student-centered focus, our students have many options to pursue activities that stimulate their interests while strengthening their connection to the school. Students are able to participate in Science Olympiad, Student Council, Student Valets, Super Dragons, Classroom Ambassadors, morning announcements, and library writing contests.

Another larger component of the culture at Dailey is community involvement. Parents are welcome to visit and assist in the classrooms at every grade level. Additionally, special events are held throughout the year to involve parents in their child's learning, as well as family events that connect back to the school.

Our strength is creating a culture of success through an academically challenging program for neighborhood students. Our program teaches to grade level and above with an emphasis on writing and collaboration, with supports built in to ensure all students succeed. For seven years, Dailey has shown no disproportionality in academics or behavior for any of our sub groups. Teachers accept nothing less than what students are capable of achieving.

As we finish our eighth year of operation, Dailey takes pride in our students, social and academic achievement and in the strong community spirit that has been built and sustained over time

Model Program and Practices

Name of Model Program/Practice: International Baccalaureate Program

Length of Model Program/Practice: 5–8 years

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

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

Strategies Used: School Climate, Small Learning Communities, Parent Engagement, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

Through the implementation of the International Baccalaureate (IB) Primary Years Program (PYP), Dailey incorporates teacher created units of inquiry that guide all instruction. Each unit of inquiry focuses on structured questioning methods that promote high-level thinking, global mindedness, and conceptual learning. The curriculum encourages and enhances our students' natural curiosity and engages them in the learning process. Teachers provide opportunities for learners to construct meaning, principally through concept-driven inquiry. Through a comprehensive and balanced curricula coupled with ongoing assessments, Dailey develops the individual talents of our students and teaches them to relate the experiences of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, a strong emphasis is placed on the integration of the Learner Profile.

Dailey's curriculum is based on six teacher developed concept-based units of study per grade level. The units integrate all of the subject disciplines and are fully aligned to the State Standards. Students are able to gain knowledge through concepts that are connected to the world they live in. Grades first through fifth, core novels are used to bring in fictional elements to round out the instructional program, along with the use of poetry, journals, and short stories. Our Program of Inquiry (POI), or curriculum map, guides the essential learnings so students build upon previous learning and curriculum is not overlapped. Teachers from Kindergarten to 5th grade work together to ensure that ideas and understandings build upon each other over their course of learning at Dailey. IB has eight essential concepts that must be taught in different lights throughout the continuum. Grade levels also select related concepts based on their state standards that connect to the IB concepts as well.

Another key component to the IB program is teaching our students how to implement both small and large changes within their home, school, community, and world by "taking action". Students are taught how to identify a problem, identify solutions through research, implement solutions, and then reflect on its impact. By taking action students can make a difference in their world. Dailey scholars are intrinsically motivated to be better citizens.

To support inquiry and student curiosity, each classroom has a myriad of "inquiry stations" that are mini-learning areas where students take on a challenging or interesting educational task. Each classroom also contains a Wonder Wall. This wall is a space that students can record questions that they have regarding any topic. Each classroom has their own system for finding the answers to the questions. Inquiry stations and Wonder Walls support the idea of making challenging learning, engaging while helping to support curiosity and foster the love of learning.

Implementation and Monitoring

At Dailey, students are engaged in transdisciplinary learning throughout all of the disciplines including language arts, writing, math, science, social studies, and digital literacy. Additionally, once a week, each class spends 45 minutes in specialty classes

taught by credentialed teachers in Spanish, P.E., Music, Art, and GLOBAL (Generating Learning Opportunities by Achieving Life Skills) class. Throughout these specialties, students are exposed to a wide variety of content.

Woven throughout the general classroom and specialty instruction are the Attributes and Attitudes of the Learner Profile. Through the Learner Profile, teachers embrace what it means to be a global learner. Teachers seek out opportunities to connect students to the world around them and model how to be an internationally minded person both within the school and outside community. With the incorporation of the Learner Profile, students have the opportunity to not only learn how to exemplify the Learner Profile, but also experience it throughout their day which supports their social-emotional needs.

A challenging and rigorous curriculum is defined and measured in multiple ways to meet the State Standards and school expectations at Dailey. Teachers create lessons with strategies that require high level thinking and questioning skills which in turn creates critical thinkers. Through the Approaches to Learning students are taught and practice skills that will help them be successful and productive leaders.

The expectation at Dailey is for every lesson to be significant, relevant, challenging, and engaging. This is achieved by designing and implementing units of study and lessons through the inquiry cycle. Hands-on learning engagements and community involvement also expand the concepts and standards of both IB and State Standards and make learning applicable and relevant to their world. Through this connected learning and different modality approach to teaching and learning, target populations are able to access the curriculum and thrive.

In order to create a school with highly-qualified and effective teachers, Dailey created professional development plans that are focused on school wide goals created through staff reflection. The professional development plans require both administration and teachers to be lead learners on site. In order to craft and implement the type of program teachers need to be in the same space with each other and be provided with intense and purposeful professional learning from administration, peers, and outside workshops. As a charter school, Dailey is able to implement a longer school year for the instructional staff in order to provide extra time for learning, planning, and reflection. Dailey teachers spend 246 hours in professional learning and planning. This continued commitment to learning creates a high achieving school led by highly-qualified and skilled teachers.

Results and Outcomes

Assessments occur on a regular basis in classrooms in multiple formats and for a variety of purposes. Teachers assess the anchor standards, grade level standards, and the Learner Profile. Both formative and summative assessments are strategically planned to support all learners and learning modalities, in order to support student learning. Timely and effective feedback is also a crucial piece of assessments at Dailey.

To help create an environment and mindset that helps students take ownership of their learning many assessments have a reflection component. Students reflect on both academics and their social-emotional development. Starting in Kindergarten, students participate in student led conferences where they describe their learning with work samples to their families. At the end of every quarter Learner Profile reflections take place through effort codes and written explanations. Teachers also provide time for students to reflect on their work in order to identify and fix mistakes. This is done to support students Growth Mindset.

Parents and students also provide qualitative data through surveys, reflections, and parent meetings to provide input on the program implementation. Parent survey results indicate that 98% of parents are satisfied with their child's school and 95% feel that their child is in a safe and secure learning environment. In addition, 90% of students surveyed feel supported and a part of the school.

For ongoing monitoring of student academic progress, students take an online nationally normed assessment (NWEA) three times a year, along with the state assessment (SBAC). Results for NWEA demonstrate all grades performing above the national norms with no disproportionality and SBAC results for 2016–2017 indicate 85% of students were meeting or exceeding standards in Language Arts and 77% of students meeting or exceeding standards in Mathematics. In addition, English Learners were redesignated at a rate of 56% for the 2016–2017 school year, which is nearly three times the rate of neighboring districts. These results are communicated to all stakeholders and presented to the Board of Directors when results are available.

The culture at Dailey fosters an environment of lifelong learning for both students and adults. Through the implementation of IB's Essential Elements, State Standards, and research based strategies each student is provided an education that challenges them and creates a love of learning. The high expectations at Dailey for both students and staff ensures continual growth and development. Students explore the world through hands on learning engagements, text, multi-media, collaboration, and action projects in order for them to connect to their community and feel empowered to make change. Overall, the rigorous curriculum and multiple exposures to various worldly-based concepts help promote lifelong learners beyond their time at Dailey, helping them become college and career ready.