

Granite Pointe Elementary Model Programs and Practices

School Information

CDS (County District School) Code: 15635030116715

County: Kern

District (Local Educational Agency): Greenfield Union

School: Granite Pointe Elementary

Demographics

Enrollment: 948 students

Location Description: Urban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Granite Pointe Elementary School was built in 2008 and is celebrating its 10th anniversary this year. It is the newest school in the Greenfield Union School District which includes eight elementary schools and three middle schools and services nearly 10,000 students. The district is located on the southern edge of Kern County in Bakersfield, California. Granite Pointe student enrollment consists of approximately 950 Transitional Kindergarten (TK) through fifth graders and served by 37 highly qualified and dedicated teachers. The current demographics consist of 81% Hispanic, 11% White, 5% Black or African-American, and 2% Vietnamese, Indian or Filipino. Granite Pointe is a Title I School with approximately 84% of the student population qualifying for free or reduced lunch. State and federal funds are utilized to ensure all students are supported in reaching grade level standards.

Granite Pointe has established a strong Professional Learning Community (PLC) culture where Response to Interventions (RTI) data and common formative assessments are

used to drive instruction and monitor all students. Granite Pointe has been awarded both Silver and Gold Level status by the California PBIS Coalition for implementing and sustaining a strong Positive Behavior Interventions and Supports (PBIS) system. Over the past three years, we have become a model school in our county. Multiple schools and districts visit our campus to learn about and observe PBIS in action. Our philosophy is that, like academics, behavior needs to be taught, retaught, and revisited often. Discipline is progressive with a focus of being proactive rather than reactive. The combination of a positive behavior environment and academic tiered systems of support considers the needs of the whole child. Our PBIS system identifies the social-emotional needs while our academic interventions highlight academic gaps. Thus, a Multi-Tiered Systems of Support (MTSS) encompasses the Granite Pointe philosophy for supporting all students.

The final piece toward enhancing our positive climate is the consistent involvement of our parent community. Parents are an integral part of the Granite Pointe family and are welcomed on campus regularly. Coffee and Convos is held monthly and focuses on topics that are relevant to today's parents and provides a forum in which parents share and collaborate as community members. Evening parent workshops with teacher led break-out sessions are held to provide guidance and tools to support student learning at home. Research-based topics include reading and math strategies, positive discipline, growth mindset and volunteer opportunities. Academic nights include Science Fair Readiness, Smarter Balanced Assessment Consortium (SBAC) Information Nights, and Parent Institute for Quality Education (PIQE). Granite Pointe also has numerous family oriented activities throughout the year for families and staff to enjoy.

Model Program and Practices

Name of Model Program/Practice: Multi-Tiered System of Supports (MTSS)

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Education Supports, Parent, Family, and Community Involvement

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

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

Description

Granite Pointe's model program is Multi-Tiered System of Supports. RTI and PBIS are referenced in our district's LCAP under the priority areas that all students will achieve

academic proficiency and will be provided a safe and positive learning environment through communication and collaboration. Granite Pointe's model merged two directives into one system. MTSS is a system where academic and social-emotional supports work cohesively to support the whole child. The model embraces the concept of specified tiers for both academics and behavior. Tiers start with universal supports for all students and gradually become more individualized. The goal is to identify student's current academic levels as well as to support social-emotional needs. All essential resources are integrated into MTSS to support all students.

The MTSS team is comprised of the Principal, Assistant Principal, Academic Coach, Social Worker, Psychologist, Learning Center Teachers, Speech Pathologist and Student Intervention Facilitators. The team meets bi-weekly to discuss students that are currently receiving or may need tiered support.

The adoption of MTSS was a natural blending of RTI and PBIS already implemented at Granite Pointe. The need of a systematic, school wide referral and follow up process drove the implementation of MTSS. The ability to address teacher concerns and student needs in a timely manner was an area that needed improvement and this system has met the goal. The merging of RTI and PBIS into one system makes Granite Pointe unique from the district.

Training and professional development is geared toward building a strong understanding of the academic and behavior tiers, best first practices, and to communicate the referral process to all stakeholders. Parents are included earlier in the process than in the past. Student Intervention Teams (SITs) are scheduled regularly with parents to formulate a plan and timeline to address a specific academic or behavior gap. The site is also dedicated to educating parents on the MTSS model.

Granite Pointe has devised a system that ensures no student is overlooked. Constant data analysis, teacher data meetings, teacher collaboration, and an efficient referral process support all our students. All student are identified and supported through leveling within the grade levels. Results on the California Dashboard showing significant growth in ELA and Math suggest that the system we have in place is having a positive impact on our students. In addition, students that need social-emotional support are being identified sooner than in the past. This benefits every student in every classroom by minimizing behaviors that distract from learning. The MTSS model allows Granite Pointe to impact every student in a positive way.

Implementation and Monitoring

School-wide screenings are administered four times a year in language arts, and student data is compared to national norms and expected rates of improvements (ROIs) for each grade level. Grade level data meetings are held to identify students that need extra support and progress monitoring. Screenings and data meetings drive the Response to Intervention and Instruction (RTI2) process that is strongly rooted on campus. Leveling within grade levels (1st–5th) for the reading block provides RTI2 and enrichment for the students. In 1st–3rd grade, the Tier III classrooms are smaller and

have an additional credentialed teacher that pushes in to work with students, and the Tier II classrooms have an assistant that pushes in to support students. Fourth and Fifth grades each have a Read 180 class taught by a credentialed teacher and an assistant, and a GATE class to enrich and extend the learning. This system limits pull-out type services for tier students, and students are in their home class for core instruction. For the few students that need additional support beyond Tier III interventions, they are serviced in small groups by the Learning Center teachers. All students that are in a Tier II, Tier III, or Learning Center interventions are progress monitored weekly using AIMSweb. These interventions typically run 8–10 weeks.

Every grade level is provided Math intervention as well. Grade levels determine a Math standard where students are demonstrating achievement gaps. Students are given a pretest to determine their mastery of the Math standard and results drive the instruction for intervention. Students are given a post test at the end of the intervention in order to compare results. Math interventions are very fluid and range in length from 2–4 weeks depending on the standard and the students' ability.

Student Intervention Team (SIT) meetings are utilized to provide a focused plan for students with academic deficiencies. Currently we have supported 40 students with over 80 initial and follow up SITs. English Learners receive designated English Language Development (ELD) using a systematic research-based language program. Granite Pointe consists of 21% EL and 19.5% RFEP students. Daily instruction is delivered at the students' language proficiency level.

Social emotional needs are identified using PBIS SWISS data, referrals, and teacher observations. Identified students are discussed at a biweekly MTSS meetings. An MTSS member is assigned to gather student data and communicate with the teacher and parent. Once data is gathered and presented to the MTSS team, a social behavior improvement plan is developed. A strong plan can include one on one counseling, structured recess, social groups, check-in/check-out, or referrals for outside services. Progress is reviewed at follow up MTSS meetings.

Results and Outcomes

Data for percent of students performing in “Met” or “Exceeded” standards category was considered when making the following conclusions: for the 2014–15 baseline year, Greenfield Union School District scored 4% higher than Granite Pointe in ELA and 5% higher in Math as measured by the Smarter Balanced Assessment and Consortium (SBAC). Since the implementation of the MTSS model, Granite Pointe performed 7% higher in ELA and 5% higher in Math for 2015–16, in comparison to district average. Continuing a growth trend in 2016–17 Granite Pointe outperform district averages by 9% in ELA and 10% in Math. Through refinement of MTSS we outscored ourselves based on year to year growth. In summary, over the previous three years Granite Pointe has increased an overall 12% above district growth averages in ELA and 10% in Math.

Granite Pointe gains demonstrate significant progress in student achievement. Granite Pointe shows a 29% increase of students performing in the “Met” or “Exceeded”

standards category in ELA over a three year span and a 26% gain in Math during the same time period. District growth from the baseline year 2014–15, over a three year term, was 16% in ELA and 11% in Math. When compared to state growth average in the standards “Met” or “Exceeded” category, both district and site scores show to be higher.

Every child’s academic career is a focus at Granite Pointe Elementary. Our MTSS model assesses every student a minimum of four times annually while tiered students are monitored weekly or biweekly. Due to this system, Granite Pointe showed significant gains in the performance of students within the “Economic Status” category. Students in this category showed a 21% increase in the standards “Met” or “Exceeded” from 2014–15 to 2015–16 in both ELA and Math. Additionally, this same population of students continued to make positive growth from the 2015–16 to 2016–17 academic year term. During this time students had an 11% growth in ELA and 8% in Math. Initially, SBAC assessment results showed that only 18% of students in the “Economic Status” category scored within the “Met” or “Exceeded” category in 2014–15. In 2016–17, however, 50% of students in this same category scored “Proficient” or “Advanced”.

Overall, Granite Pointe began at 22% of the population being proficient or advanced as measured on SBAC in ELA and only 16% in Math in 2014–15. After much work and dedication, 51% of Granite Pointe students scored proficient or advanced in ELA and 42% in Math in 2016–17. Our SMART Goals for the 2017–18 school year states that 58% of students will score proficient or advanced in ELA and 49% in Math.