Savannah School
Model Programs and Practices

School Information

CDS (County District School) Code: 19649316022206

County: Los Angeles

District (Local Educational Agency): Rosemead Elementary

School: Savannah School

Demographics

Enrollment: 475 students

Location Description: Urban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Savannah School is a Franklin Covey Leader in Me Elementary School located in the heart of the San Gabriel Valley. It lies in close proximity to the Panda Restaurant Group, Inc. founded by Andrew and Peggy Cherng, our LIM mentors. At Savannah, we teach 21st century leadership and life skills to our students. With the idea that every child can be a leader, our school works to create a climate of student empowerment. In 2016, Savannah School was honored to become a Blue Ribbon Lighthouse School based on our achievement in teaching leadership principles, creating a leadership culture, and aligning academic systems.

With 470 students from pre-K through 6th grade, our diverse ethnic population consists of 48% Asian, 47% Hispanic, 2% White, 1% Filipino, 1% Black, and 1% Pacific Islander. In terms of subgroups, Savannah has a population of 86% Socioeconomically Disadvantaged students, 54% English Learners, and 7.6% Special Education students.

Savannah's Mission Statement is "To Learn, To Lead, To Leave a Legacy." By this we mean it is our mission for students to receive a solid academic foundation infused with good citizenship whereby they are confident enough to become leaders that will have a positive impact in their community. Since our students present many needs that require extra support, we have implemented model programs such as the Response to Interventions Program (RTI), the Leader in Me Program (LIM), and the Positive Behavioral Intervention and Supports Program (PBIS) to promote academic excellence and moral character. All teachers at Savannah have received ELD Intensive Training and Coaching in order to meet State and Federal Compliance Requirements for English Learners. Student Study Teams (SST's) are formed to address and assess a student's academic progress when concerns arise. Our Special Education Department offers Push-in and Pull-out services to students with special needs or disabilities. GATE students are given opportunities to go on field trips and attend special classes.

Programs have been designed to ensure our Savannah students and their families feel connected, respected, and appreciated at school. Some clubs and teams available are the Student Lighthouse Team, Savannah Job Corps, Student Action Teams, Do Something Good Club, Fundraiser Club, Dolphin Doings, and ASES Sports Team. For the last three years our Science Olympiad Team has participated in the Los Angeles Regional Science Olympiad Tournament and they have received two Gold Medals and a Silver Medal. We also have strong parent/community involvement in such programs as our PTA, School Site Council, ELAC, and Parent Leadership Institute.

Savannah School is rated above average in school quality compared to other schools in the state. Students here perform above average on state tests and are making above average year-over-year academic improvement. We are committed to a continuous improvement process so we can "Create Tomorrow's Leaders Today."

Model Program and Practices

Name of Model Program/Practice: RTI / Leader in Me / PBIS

Length of Model Program/Practice: 2–4 years

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

Target Population(s): Asian, Hispanic, 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

Model Interventions/Programs have been put in place to help Close the Achievement Gap and to develop Civic Education Awareness. The formal SST process helps place students in the proper tier interventions. The following are descriptions of these support systems:

Response to Intervention is a three-tiered approach to the early identification and support of students who are at risk or underperforming academically.

RTI Tier 1

All students receive the same instruction using the CC Wonders Language Arts curriculum and the CC Go Math curriculum.

- Interventions at Tier 1 are driven by data from iReady Reading and iReady Math, adaptive diagnostic and personalized student instruction program. It includes both online and teacher-led instruction. Primary grades also use the RSD Reading Assessment

- Guided Reading groups use leveled readers. The focus is on reading for meaning while new skills and strategies are practiced

- Students use Accelerated Reader, on the computer to monitor reading practice and progress. After taking the adaptive STAR Reading Assessment, students select books at their reading level, read independently, and take a test

- Study Island is a web-based program designed as a supplemental educational tool geared to each state's standardized assessments and is used by our students for reading and writing

- Primary students use Reading Eggs to practice their reading skills

- IXL Math is a CC standards-based computer program where students practice their grade level math skills

RTI Tier 2

- Identified as students who are failing to make adequate progress in Tier 1 classroom lessons & strategies. These students need additional instruction that is personalized to fit their needs

- ELA Intervention: Primary groups meet with a teacher to work on phonics.

- Upper grades meet with a teacher to work on vocabulary/comprehension

- ELD Intervention: Primary and Upper grade newcomers receive listening, speaking, writing, and reading skills lessons

- ELD Blocks: Each grade level teaches small Emerging, Expanding, and Bridging groups identified through the ELPAC & ELDA

- *After School Intervention Classes (ASIP) work on specifically identified ELA/Math skills

RTI Tier 3

- A small % of students may not respond to Tier 1 or Tier 2 instruction and will need more intense targeted instruction
- *We have TK–3rd graders in groups of 3–4 students receiving ELA or Math instruction

Civic Awareness Education

The first Leader in Me training in our district began in 2008. Our staff, students, and parents received 7 Habits of Highly Effective People training. The 7 Habits are integrated into our curriculum, systems, common language, physical environment, traditions, and culture. They are principles by which we all live and succeed.

The Positive Behavioral Intervention & Supports is a 3-tiered framework that we began in 2014. It is a system that utilizes proactive strategies for defining, teaching, and supporting appropriate student behaviors.

Implementation and Monitoring

Model programs such as RTI, LIM, and PBIS work effectively in schools where there is fidelity on the part of the students and teachers. Models used at Savannah are:

RTI Tier 1

- CC Wonders Curriculum: Wonders Literature Anthology, Your Turn PracticeBook, CA Reading/Writing Workshop, and Close Reading Companion are used.

- Progress is monitored with Weekly Assessments, Unit Assessments, and Benchmark Assessments.

- Go Math CC Curriculum: The materials are the Go Math books and PracticeWorkbooks. The Differentiated Instruction book and Unit Leveled Assessments assist in monitoring student progress.

- iReady Reading and iReady Math are practiced by upper grade students for 45minutes per week.

- Guided Reading meets 3 x's a week. Wonders Leveled Readers are used and student progress is monitored with Wonders Respond to Reading Activities and Wonders Weekly and Unit Assessments.

- The STAR Reading Assessment is given once per trimester to assess students' GE and ZPD levels.

- Accelerated Reader allows students to set reading goals and earn AR points.

- Study Island is where students practice their reading and writing skills online.

- They self-motivate.

- Reading Eggs is used by primary students on their own to practice their reading skills.

- Upper graders use IXL Math to get gold medals for passing tests on cc standards.

RTI Tier 2

- ELA Intervention meets 4 x's per week for 40 minutes. Primary Grades practice iReady phonics lessons and upper grades practice vocabulary and Core Lit. Comprehension. Both are monitored with iReady Reading.

- ELD Intervention meets 5 days a week for 1½ hours. Primary grades practice on Imagine Learning. Upper Grades practice listening, speaking, writing, and reading skills using Making Connections and Core Lit. books. K–8 ELDA and ELPAC are used to monitor progress.

- ELD Blocks are created by ELD levels and meet 5 x's per week for 30 minutes. The Wonders ELD Companion Worktext is used. Wonders ELD Unit Assessments and the K–8 ELDA monitors progress.

- In After School Intervention Classes (ASIP), students practice iReady Reading or Math Lessons. They use Making Connections and the iReady Phonics Library. For Math, Common Core Coach Mathematics and IXL are used.

RTI Tier 3

- *K–3 students meet 4 x's per week for 45 minutes to an hour. They use iReady Reading, Waterford reading, the SRA Corrective Reading Program, and Phonics and Friends. To help with math, iReady math and Foundational Math – Basic Skills are used.

- The Leader in Me

- The 7 Habits are reinforced and monitored in activity books, in Leadership books, and in the curriculum. Students have roles in classrooms, on the Lighthouse Team, in Open House, and on Student Leadership Day.

- PBIS

- When students exhibit positive behavior they are rewarded for their choices with verbal praise, notes of recognition, Dolphin Dollars, positive activities, and are given accolades during Positive Action assemblies.

Results and Outcomes

Local Assessment Data – Behavior

Data results support Explicit Interventions & Support Systems. Parent & Student surveys show an ongoing positive school culture is an effective way to promote growth. Our students have grown to be responsible citizens with a Growth Mindset; they know they are still growing and what they don't know now they will learn in the process.

Growth Indicators:

1. Monitor, evaluate & revise PBIS program

   - Increase implementation from 23% to 33% as measured by the TFI at Savannah School - RESULT: 37%

2. Reduce office discipline referrals by 10%

   - RESULT: There was an increase, using PBIS with fidelity

   - We are in the implementation stage of documenting all classroom and office referrals. They are systematically input into a SWISS data system.

   - Need one more year to have enough data to show an increase or decrease of Office Referrals when implementing the program with fidelity.

3. Establish a baseline for school connectedness and safety:

   - Administer the HEALTHY KIDS SURVEY – RESULT: Not enough participants;

   - Administer a PARENT/STUDENT SURVEY – RESULT: 68% participation rate; 90% of the parents expressed satisfaction with the instructional practices and a 98% satisfaction rate for The Leader in Me. Students demonstrate high satisfaction with PBIS and the positive contributions they can make to their school via Savannah's Job Corp and Leadership framework. 8 out of 10 students expressed a desire to continue service contributions to their school.

4. Reduce chronic absenteeism rate from 2.3% to 2.0%; RESULT: 1.5%

Data results demonstrate our students benefit from rigorous Instruction & Intervention programs:

Suspension Rates - 0–1.9 %

Through the PBIS & Leader in Me we teach our students cool tools & techniques to use when interacting with others and when working at having a "Win-Win" mindset.

English Learner Progress

English Learners made sufficient progress, placing them in the green with a 4.9% increase.

English Language Arts (Grades 3–8) Indicators

All students showed an average increase of 9.5 points; English Learners increased 8.5 pts; disadvantaged students increased 12.5 pts; Hispanic subgroup grew 7.6 pts; Asian subgroup grew 7.8 pts and our homeless subgroup grew 13 pts.

Mathematics (Grades 3–8) Indicators

All students had an average increase of 10.9 points; English Learners increased 9.9 points; disadvantaged students increased 14 pts; the Hispanic subgroup grew 7.3 pts; Asian subgroup grew 7.2 pts and our homeless subgroup grew 5.2 pts.

The tremendous ACADEMIC & SOCIAL GROWTH indicates that the:

- use of research based behavior/leadership frameworks & strategies;

- use of research based instruction strategies;

- use of standards-based instruction & formative assessments;

- use of technology to support & encourage effective teaching & learning; and

- use of Grade Level Professional Learning Communities (PLCs) all work to ensure students achieve adequate yearly progress results.