

## **Wagon Wheel Elementary School Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 30664646114524

County: Orange

District (Local Educational Agency): Capistrano Unified

School: Wagon Wheel Elementary School

### **Demographics**

Enrollment: 431 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

### **Overview**

Wagon Wheel Elementary School (WWES) was established in 1997 to support a new community of families in Trabuco Canyon. The kindergarten through 5th grade school serves approximately 430 children and is currently celebrating over 20 years of excellence providing students with a robust education pairing of academic and social-emotional & behavioral differentiated supports.

“Transforming the next generation of empowered students by fostering innovation and creating a culture of learning” is the collaboratively developed mission statement that runs through WWES’s comprehensive instructional program. Our vision of rigor, relevance, and relationships is embodied through a multi-tiered system of support by highly qualified staff, a robust curriculum to develop the whole child, and strong partnerships with student peers, staff, and community. Strong academics, a growth mindset, and character education are integrated throughout the curriculum.

Diverse families add to the richness of our student population. Our student “Mustangs” are provided with clear PBIS (Positive Behavior Intervention Support) expectations and

students demonstrate PRIDE (Prepared, Respectful, Integrity, Determined, Empathy) across all areas on campus. These expectations serve as the hallmark of our positive school climate, earning Wagon Wheel the 2017 Silver PBIS Implementation Award from the California PBIS Coalition.

Wagon Wheel takes pride in having sustained academic excellence as evidenced most recently by the highest performance blue indicators on the California School Dashboard for the 2015–2016 and 2016–2017 school years in both English Language Arts and Math. This high level of achievement is a result of the expectations staff hold for all students. Student’s academic, social-emotional, and behavioral learning needs are addressed through a MTSS (Multi-Tiered Systems of Support) framework in which teacher teams provide differentiated instruction and levels of support.

Another outstanding feature of Wagon Wheel Elementary is the high level of parental involvement. Integral to the school’s culture is the large number of parents, grandparents, retirees, and community members who volunteer daily to provide support, encouragement and assistance to staff and students who are in the various stages of mastering key skills. Working collaboratively with parents and members of the school community, the Wagon Wheel staff recognizes the importance of establishing and maintaining a strong partnership between home, school, and community. It is with commitment and pride that we function as a truly effective Professional Learning Community.

## **Model Program and Practices**

Name of Model Program/Practice: Multi-Tiered Systems of Support for Academic and Social-Emotional & Behavioral Learning

Length of Model Program/Practice: Less than 2 years

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

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

Strategies Used: 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**

Since 2016, Capistrano Unified School District (CUSD) has provided training for the implementation of Great First Instruction (GFI) to maximize every student’s opportunity to achieve at the highest levels, establishing 4 areas of focus: lesson preparation,

strategies, interactions, and assessment. Wagon Wheel Elementary School (WWES) has rigorously implemented GFI throughout the instructional day, and although students achieve proficiency levels in English Language Arts (ELA) and Math scores using GFI strategies, the model program and practices were adopted due to Math not matching the level of ELA results. Additionally, our English Language Learner subgroup was not mirroring overall school wide proficiency in both subject areas. We also noted that over 50% of students referred to academic interventions through the Student Study Team (SST) process also needed Social-Emotional and Behavior supports. This study of unique student populations captured the attention of our Instructional Leadership Team (ILT) and informed the school's plan to align academic and social-emotional & behavioral Multi-Tiered Systems of Support (MTSS) to benefit all students.

The focus of WWES's MTSS for Academic and Social-Emotional & Behavioral Learning is to provide scaffolded supports for students needing differentiated levels of intervention to achieve at their highest proficiency levels. The model program design for academic support in ELA expanded from 2 to 3 differentiated tiers as a result of PTA fundraising to add an Instructional Assistant to support dedicated intervention time. Teachers used essential resources such as Ticket to Read, Scholastic Reading Inventory, Voyager Passport intervention curriculum, and leveled guided reading books to accelerate academic growth. We also measured the need to strengthen Tier I instruction in Math and monitored reductions in students needing Tier III supports. The ILT planned and facilitated professional development leveraging grade level work in PLC teams to expand Tier I Math instruction using research-based Cognitively Guided Instruction (CGI) strategies. A collaboration with a CUSD Instructional Coach led to PLC conversations around CGI Math, empowering "CGI Trailblazers" – lead teachers modeling CGI strategies among peers, and nurturing shared leadership amongst grade level teams.

Wagon Wheel's social-emotional and behavioral MTSS provides layers of scaffolding for all students. The PBIS team developed a cohesive matrix of PRIDE expectations explicitly taught school-wide. Students and staff look for "Mustangs" who demonstrate that they are Prepared, Respectful, have Integrity, are Determined, and show Empathy. Our school counselor is a lead member of the PBIS team who incorporates resources such as Second Step curriculum in K–5 classrooms and works with stakeholders to develop supports for at-risk students providing additional tools through focus groups or individual counseling.

### **Implementation and Monitoring**

Multi-Tiered Systems of Support (MTSS) for academic progress in English Language Arts and Math was strategically implemented by Wagon Wheel Elementary School's (WWES) shared leadership team. The site principal continuously provided parents, PTA, and School Site Council stakeholders the clarity needed surrounding MTSS to align fundraising efforts, positively impacting parent involvement in volunteering and PTA committees. Through PTA's efforts, WWES established a dedicated intervention time of 30 minutes, four times a week. Intervention lead teachers implement Voyager Passport curriculum and guide Tier III levels of supports for approximately 6% of all

Wagon Wheel students 1st – 5th grades. Tier II supports for approximately 7% of students 1st – 5th grade on the cusp of proficiency are provided small group shared reading and guided reading interventions with an Instructional Assistant using grade level curricular resources. Students at or above proficiency levels receive differentiated instructional supports through Scholastic Reading Inventory and Passport Reading online programs in addition to small group guided reading instruction. Teachers use DIBELS and common formative assessments to monitor and assess student outcomes for transitions out of each level.

WWES leverages MTSS to fully implement Cognitively Guided Instruction (CGI) in Math. The Instructional Leadership Team received Professional Learning Community (PLC) training through Leverage Learning and led professional development each month to strengthen grade level PLC structures. After each ACE (Articulation and Collaboration for Excellence) training, staff provided feedback through exit tickets. We also partnered with an Instructional Coach to provide grade level PLC collaboration three times a year with a focus on CGI strategies. Teachers received individual reflective coaching and engaged in a To-With-By model which included co-planning, modeling, co-teaching, and assessing student learning. The implementation of CGI strategies increased school-wide as evidenced by classroom learning walks by administration and district leadership.

Social-emotional and behavioral MTSS was guided by Wagon Wheel's Positive Behavior Intervention Support (PBIS) team. A lead teacher from every grade level received 4 days of training and met monthly to plan staff development, receive staff feedback, and design next steps for whole school implementation. Essential to the PBIS plan was the development of the PRIDE matrix which established school-wide behavioral expectations that were reinforced by all staff. To leverage behavioral expectations with social-emotional learning, Wagon Wheel's counselor facilitated 6 Second Step curriculum lessons in every classroom each year, and in collaboration with parents and site team, the counselor also reviewed discipline records, referrals, and stakeholder feedback to develop Tier II and Tier III interventions for students needing intensive social-emotional supports.

## **Results and Outcomes**

Wagon Wheel Elementary School (WWES) continues to demonstrate great success using Multi-Tiered Systems of Support (MTSS) to address academic and social-emotional & behavioral learning. Through shared leadership, grade level and program teams collaborate as a Professional Learning Community to monitor and assess school-wide efforts to support all students' achievement at their highest levels. As a result of program implementation with fidelity, quantitative proficiency results in English Language Arts (ELA) remained very high and increased in 2016–2017 by 3.1 points with an overall blue score of 56.4 points above level 3. Math results also maintained very high with 1.7 points and an overall blue score of 38.6 points above level 3. Additionally, Wagon Wheel is proud to highlight a dramatic growth in Reclassification percentages of our target English Language Learner subgroup from 15.8% in 2015–2016 to 35% in 2016–2017 doubling our success rate.

The commitment from WWES's teachers to engage in PLC collaborations and model our school's vision to "create a culture of learning" as evidenced by the professional development, coaching, and implementation of Cognitively Guided Instruction (CGI) in Math and multi-tiered intervention planning in English Language Arts exemplifies true shared leadership. Our partnership with PTA also plays an essential role in this success. The development of a common vision between the community and school resulted in an increase in parental support of academic and social-emotional & behavioral MTSS on site. Qualitatively, direct volunteer support increased by 723 hours from 2015–2016 to 2016–2017 totaling 12,274 hours by year's end. PTA also funded support for an Instructional Aide to ensure that ELA MTSS supports continued to thrive.

Concurrent with WWES's focus on academic rigor, an equal emphasis had been placed on social-emotional and behavioral learning. Paired with direct social-emotional supports provided by Wagon Wheel's school counselor, professional development around PBIS, monthly PLC meetings, and stakeholder feedback facilitated by our PBIS team resulted in a cohesive MTSS vision for behavioral and social-emotional learning. Students and staff have a common language of PRIDE expectations. Through the PRIDE matrix, explicit behavioral and social-emotional lessons, visual charting campus-wide, establishment of a reward system, and creation of a student produced PRIDE video illustrating Preparation, Respectfulness, Integrity, Determination, and Empathy, all stakeholders share accountability for student achievement. The 2017 Silver PBIS Award from the California PBIS Coalition is a testament to the hard work, continuous improvement, and commitment by Wagon Wheel's collective team. Wagon Wheel's relentless focus on academic rigor and social-emotional & behavioral learning will continue to be our school's priority as our team is committed to differentiation so that all students achieve at high levels.