

Glen H. Dysinger Sr. Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 30664726027700

County: Orange

District (Local Educational Agency): Centralia Elementary

School: Glen H. Dysinger Sr. Elementary School

Demographics

Enrollment: 476 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Glen H. Dysinger School is an elementary school, which provides services to 476 students in transitional kindergarten through sixth grades, including two Special Day Classes (SDC). Students at Dysinger come from socio-economically diverse homes: 51% of students currently qualify for free or reduced lunch with a significant number of students who are McKinney-Vento; 19% of our students are English Language Learners; 11% of our students are Students with Disabilities; 1% of our students are Foster Youth; Students by Ethnicity are as follows: Hispanic or Latino 50%, White not Hispanic 20%, Filipino 15%, Asian 8%, African American, not Hispanic 2%, Two or More Races, Not Hispanic 3%, Other 2%. 42% of the parents indicated their education level as college graduate or above.

In partnership with parents and the community, Dysinger has a vision dedicated to producing responsible, self-confident, 21st Century learners who master academic concepts and skills, and develop positive character attributes through a comprehensive, technologically enhanced, CA CCSS-based curriculum, which challenges the learner's creative ideas, talents, and interests. Dysinger's Innovation Lab provides an additional

space to create a dynamic 21st Century learning environment for our students to apply concepts and skills in Science, Technology, Engineering, Arts, and Mathematics (S.T.E.A.M). Dysinger fosters an expanding visual performing arts environment with a weekly Enrichment Program for fourth through sixth grade students including, but not limited to Dance Choreography, Chorus, Fine Arts, and a Strings Instrumental Music Program. Additional weekly enrichment activities have included video production, coding with Ozobots, Lego Robots, sewing, and a weekly after-school STEAM Club. Learning Center and Afterschool Academies provide intervention for all students who need RTI support in content areas.

Dysinger received the title of 2013 and 2014 STEM (Science, Technology, Engineering and Math) and 2015 and 2016 California Business for Education Excellence Honor Roll School. Schools receiving this distinction from the California business community have demonstrated consistent high levels of student academic achievement, improvement in achievement levels over time and reduction in achievement gaps among student populations. Dysinger is also the recipient of the California PBIS Coalition 2017 Silver PBIS Implementation Award. Dysinger has a highly collaborative, mutually respectful, positive, and caring environment. A School-wide Positive Behavior Intervention and Supports (PBIS) program has been redesigned in the 2016–17 school year where students are encouraged to embrace the F.I.R.E.D up attitude for Learning. Students are Focused, have Integrity, show Respect and Responsibility, and are Engaged learners. Multi-Tiered System of Supports and student connectedness to school are believed to be essential elements in school success.

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, Professional Development

Target Population(s): American Indian, Asian, Black or African American, Filipino, 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, Health Support, Social/Emotional/Behavioral Support, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

Students are making significant progress on State adopted academic content and performance standards and ELD standards, including English Learners, diverse ethnic groups and at-risk students through Dysinger's Model Program of Multi-Tiered System of Supports (MTSS), inclusive of Response to Intervention (RTI), and Positive Behavioral and Interventions and Supports (PBIS). Identification of student needs, through systematic data collection, is paramount to provide a range of student centered interventions, which benefits all students in their academic, behavior, and social-emotional success. Through MTSS, we implement a team-based approach, inclusive of parents and students, with the goal to identify and provide appropriate services, which match the academic and behavioral/social-emotional needs of students school-wide, including students of all unique subgroups and at-risk populations.

The MTSS model program and practices were adopted to allow us to be proactive in determination of interventions needed to decrease long term poor academic performance. Data analysis showed there were subgroups of at-risk populations, who were not meeting the expected standards on state and district assessments. It was observed there was a correlation with academically at-risk students having social-emotional concerns.

A three-tiered system was designed to meet the needs of social-emotional and academic concerns. A TOSA coordinates MTSS and all staff are involved in the implementation of the program. Tier 1 provides universal access to all students with quality first best instruction, social-emotional education, PBIS monitoring, behavior incentives, and systems to improve attendance and prevent suspensions/expulsions. Tiers 2 and 3 provide RTI to academically at-risk students with small group Learning Center instruction and/or After-school Academy to address specific educational needs with the goal to close achievement gaps using research based intervention materials, such as Leveled Literacy, Phonics for Reading, and core curriculum intervention resources. Specific subgroups of students, such as Students with Disabilities, English Learners and At-Risk students, are targeted in Tiers 2 and 3 RTI.

Tiers 2 and 3 PBIS individualizes support to benefit a myriad of needs.

Ongoing PD in PBIS practices, data analysis, and at-risk student identification is an ongoing goal of this model. Materials, resources, and funding are available through our LCAP for PBIS staff development, professional learning community collaboration for analysis of data and student identification, and materials to implement social-emotional and intervention programs. Our school's program is distinguished from the district's model via the individualized PD and support that is offered to staff based on the unique needs of the school. Our specific interventions and incentives are also distinguished from the district's model as they are based on the needs of our school's diverse population.

Implementation and Monitoring

Stakeholders are engaged in Dysinger's MTSS model by working collaboratively in a climate, which strives to maintain a positive school culture, with raising student achievement and positive behavior as priority. Parents are encouraged to attend parent committees and volunteer to support achievement in the classrooms. PTA arranges a multitude of family activities which support parent involvement, and they provide incentives for achievement and positive behaviors. Together stakeholders have raised attendance from 96.52% to 97.14% from 15–16 to 16–17 by working together.

The methods used to communicate information about MTSS to parents have included parent workshops, open forums with the Principal, Back to School presentations, student planners, parent conferences, and SSC/ELAC meetings. As the basis of our school culture, students are immersed in MTSS and are continually exposed to RTI and PBIS practices daily. PBIS is visible in the classrooms, on handball walls, and on spirit t-shirts. PBIS Implementation Day and behavior assemblies are used to communicate the model practice to students. Student Flag Crew helps with the morning flag ceremony and helps instill PBIS values through daily character education.

Local Control Accountability Plan Surveys and individualized site surveys are used to evaluate the program effectiveness of parent engagement. Our 2016–17 parent survey showed that 93% of parents believe that the school makes efforts to keep all families informed about important issues and events and nearly 90% know that there are multiple ways for parents to provide input and get involved.

Instructional and non-instructional staff build capacity for the MTSS program model by ongoing professional development opportunities in program implementation. PBIS Teams meet monthly to review progress of student behavior and determine if additional interventions need to be implemented to meet the needs of students and to refine our practices. Regular staff development on behavior supports and response to intervention for students is held for whole staff, grade levels PLC's, Leadership Team, Student Success Team and PBIS team to analyze data to drive instruction and to provide appropriate supports for students.

Teacher observations, analysis of parent, student, staff, and community LCAP and California Healthy Kids Surveys, standardized assessments, and data collection of behavior incidents are used to evaluate the effectiveness of Dysinger's Multi-Tiered System of Support. Staff positively correlates Dysinger's Multi-Tiered System of Support's combination of RTI and PBIS elements with the significant gains we are making in student achievement.

The distinguishing characteristic of the Dysinger Multi-Tiered System of Support Model is our resounding practice of working together as a community to provide an enhanced level of success for all students and establish a positive school culture, which is rooted in the MTSS Model Program.

Results and Outcomes

Monitoring and assessment results are used to evaluate the effectiveness of Dysinger's MTSS/RTI/PBIS program improvement, which allows us to individualize programs to meet students' needs. An analysis of the PBIS data shows that our efforts have reported positive results in behavior. 34 students received a total of 59 referrals in the 16–17 school year. 85% of the targeted students have not received any referrals in the 17–18 school year. We can attribute this to students internalizing the Dysinger F.I.R.E.D up expectations, ability to self-regulate, and increased connection to the Dysinger Community. Staff continually evaluates and prescribes behavioral programs on an individual basis, with the assistance of two school behavior aides. Parent volunteer hours supporting student achievement and school programs exceeds 4,000 hours for the current school year.

Our school wide CAASPP/SBAC scores, including targeted and non-targeted students showed positive outcomes from 2015 through 2017 with an increase of 14% in students meeting or exceeding standards in ELA. Dysinger made greater progress than the District (9%), County (4%) and State (5%) averages. Similarly in Math, Dysinger students meeting or exceeding standards made an increase of 9%, which exceeded District (8%), County (3%) and State (5%) averages. Further analysis shows that Dysinger is narrowing the achievement gap of targeted Hispanic/Latino subgroup with a 16% gain in ELA, which is greater growth than other ethnic subgroup at Dysinger, and a 6% gain in Math. Targeted English Learners group showed a +8.3% status change on the CA Dashboard in 2017. Additionally, the number of targeted EL students redesignated as Fluent English Proficient has increased 60% since 2015, with 18 students redesignated in 2015, 22 students in 2016, and 30 students in 2017. Targeted Socioeconomically Disadvantaged students made a growth of 9% in ELA and 8% in Math from 2015–2017. Students with Disabilities made growth of 22% in ELA and 8% in Math.

Multiple measure data was used to monitor the academic progress of 119 grade 1–6 students in Learning Center Tier 2 ELA and Math Intervention during the school day, and nearly 100 students in After-school Academy Intervention. All students from all groups are eligible for Tier 2 if they are Not Meeting Standards. 100% of Learning Center and After-school Academy students showed positive growth on multiple measure indicators.

The dedication of staff and students in academics and behavior through the MTSS model has led to a direct correlation between the school's data and student success. Supporting student learning with effective research based strategies, by building academic and behavior success, we have sustained continual program improvement to impact student achievement. The distinguishing aspect of Dysinger's program is the constant fluidity in which our intervention teams support and service students, meeting individualized needs on a daily basis.