

Earl Warren Elementary Model Programs and Practices

School Information

CDS (County District School) Code: 30665226028328

County: Orange

District (Local Educational Agency): Garden Grove Unified

School: Earl Warren Elementary

Demographics

Enrollment: 498 students

Location Description: Urban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

I believe in myself and my ability to do my best at all times.

Just for today –

I will listen.

I will think.

I will speak.

I will reason.

I will read.

I will write.

I will do these things with one purpose in mind, to prepare myself for college!

To do my best and not waste this day!

Visit Warren Elementary School any week and you will hear students grades TK–6 recite this creed. It's not just recited, it's lived by all at Warren.

Warren Elementary is one of 70 schools in the Garden Grove Unified School District (GGUSD), a district which serves the communities of Garden Grove and portions of Anaheim, Cypress, Fountain Valley, Santa Ana, Stanton and Westminster cities located in Orange County, California. The population of Warren is 79% Hispanic, 13% Asian, 5% White, and 3% other. Eighty-nine percent of students are socially-economically disadvantaged with approximately 70% with an English Learner background. Warren is especially unique with nearly 15% of the population designated as special education (resource, mild/moderate, moderate/severe.)

Warren's ethnically diverse community is supported by a caring and dedicated staff that focuses on teamwork in setting and maintaining high standards. All students have multiple opportunities to meet and exceed Common Core Standards in a safe and nurturing environment. High expectations for student success set a precedence of rigor in the classrooms at Warren. Warren is dedicated to the GGUSD strategic plan with a mission to ensure student success by providing a rigorous and supporting academic experience that motivates all learners to meet high expectations. Warren teachers and staff emphasize the district's three key goals of Academic Success, Personal Skills, and Lifelong Success. Our highly qualified Warren teachers strive to incorporate the most up-to-date, research-based strategies to differentiate and enrich academic content to meet the needs of all students.

Warren Elementary is a school where parents, educators, and the community work collaboratively to engage and support all students and families. Teachers and staff work diligently to inspire and motivate the participation of our parents and community. Our exceptional team of community liaisons and support staff provide a warm and welcoming environment which empowers parents to navigate the educational system and become actively involved in their students' education. Our outreach efforts include referrals, counseling, translating, and numerous other services. This has resulted in families that sincerely embrace Warren as a safe and supportive environment. Parents, staff, and students are united in the common goal of student success.

At Warren Elementary all stakeholders are committed, dedicated, and passionate about our ability to do our best and not waste a day.

Model Program and Practices

Name of Model Program/Practice: Embracing PDSA

Length of Model Program/Practice: 5–8 years

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

Target Population(s): Asian, Hispanic, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

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

Description

Warren staff centers on high academic achievement for all students, which consistently directs us back to the CCCSS. After looking at assessment data and instructional practices, teachers and staff realized change was needed. This resulted in Warren formulating its own process to plan and deliver lessons then convene to debrief and reflect. This Plan, Do, Study, Act (PDSA) model was implemented more than 5 years ago at Warren.

This process allows teachers to plan, develop, and deliver instruction that is tailored to the needs of students. Instruction is driven by a focus on essential standards and the result of extensive data analysis. Continuous reflection of our teaching allows us to make modifications or adjustments to enhance future instruction.

When examining prior years' data, it was clear that Warren faced systemic academic challenges. We noticed minimal growth on standardized tests among our high population of English Learners (EL), socially-economically disadvantaged students and students with disabilities. An overall gap of approximately 30 points with our Hispanic subgroup was a particular concern.

These findings led us to research the practice of analyzing and reflecting on teaching. We began to look closer at student data and studied success in high poverty, high minority schools. The Warren staff came to a consensus to study and implement the PDSA model using best practices and results-driven research from Doug Reeves' 90-90-90 studies. Teachers attended site based professional development and partook in cross-grade collaboration to develop and implement the PDSA process. Warren staff members embraced characteristics specific to Reeves' 90-90-90 research, focusing on 5 specific areas: academic achievement, clear curricular choices, frequent assessments of student progress with opportunities for improvement, written responses for performance assessments, and collaborative scoring of student work. Teachers utilized results-driven graphs and charts which were posted for all stakeholders, including students. We collected, graphed, and analyzed student progress in language arts, math, writing, discipline referrals, and even attendance.

Clear curricular decisions were emphasized to ensure all students had opportunities for success. Instructional schedules were redesigned to include a "tier 2" model; a model

which designates time for reading and writing beyond the normal instructional block. Based on ongoing assessments, teachers created flexible student learning groups, and formative/summative student data was collected to gauge student progress. Essential standards were identified and made an area of focus.

Teachers and staff focused on analysis of student written responses. Teams collaboratively collected and scored close reading student responses, quick-writes, and other prompted writing. In collaborative meetings, we examined student progress that led to another cycle of learning and planning next steps for instruction.

Implementation and Monitoring

After the rollout of the PDSA model, a measurable increase in academic performance among all subgroups motivated us to continue to hone the process. Simultaneously GGUSD adopted a similar model known as Plan, Do, Analyze, Reflect (PDAR). Warren noticed elements similar to the PDSA model in place so combined the best practices of both.

Implementation of PDSA/PDAR continues to evolve. Lead teachers attend training and collaborate. Site specific needs are identified which sets a focus for the study cycle. Lessons based on essential standards are designed by teachers across content areas. Release time is arranged for co-planning/co-teaching, and lesson studies. This opportunity allows teachers to assess student progress, receive feedback from colleagues, and refine instruction. This ongoing cycle allows us to capitalize on a teacher leader's growth within the PDSA/PDAR cycle and build capacity in the process.

Unique to Warren are students taking part in the PDSA/PDAR model. They track their academic progress with goal-setting/data folders and meet with administration to discuss progress, areas of pride and needed areas for improvement, and plans to ensure continued improvement. This planning, acting, and reflecting is a part of a continued cycle of learning for all students.

Outgrowths of our PDSA/PDAR model include a continued focus on specific lesson elements such as clear objectives, purposeful student engagement strategies, gradual release of scaffolds, and academic discourse. Consistent school-wide implementation of these practices ensures that students are receiving effective instruction. Teams conscientiously analyze how these change efforts affect the academic results of our Hispanic and Special Education populations. We identify key effective strategies which are practiced, strengthened, and applied across all grades and curricular areas.

Warren stakeholders participate in annual surveys that provide input on both school climate and academic results. Recommendations are addressed to hone our PDSA/PDAR process. One example is a recent survey that indicated our students needed support in understanding effective study skills. Based on this, we provided a parent training to address this concern. Parents participated in a professional development opportunity provided by Warren teachers that demonstrated effective study habits. Parents were given background information in this area and informed

about strategies teachers use to support students in the classroom. Parents then visited their children's classrooms, and took part in a lesson. After class visits, parents debriefed and received resources, tools, and suggestions about how to support their children at home.

PDSA/PDAR combined with our ongoing Partners in Education (P.I.E.) parent education program, support student learning both at school and at home. As a result, our Warren staff and parents make up a learning community that fosters continued growth and improved student achievement.

Results and Outcomes

Warren's PDSA model produced positive results and was enthusiastically accepted by teachers and students. Through informal observation it is evident that class discussions, student assignments, and teacher collaboration facilitate growth. Through the PDSA model, teachers continue to analyze data, observe students at work, and recognize that students are applying higher level thinking. Student explanations and understanding of content surpass basic comprehension with a focus on problem solving strategies to assess if the strategies are suitable and/or meaningful, then reflect on an alternative approach for future situations.

CAASPP data demonstrate remarkable evidence of a positive impact on student achievement. Prior to 2012, ELA and Math scores school-wide and in most significant subgroups had declined or stagnated. Using the PDSA/PDAR model, scores on both district and state assessments have indicated growth as evidenced by the 2017 California Dashboard.

According to results displayed on the Dashboard, the English Learner (EL) population has an overall status of high. ELA and Math show overall growth with 8.6% growth in ELA and 5.8% in Math. In ELA all subgroups increased by at least 3 points: EL students 9.4, Hispanic 9 points, Students with Disabilities 9.2, and the Asian subgroup showing notable growth at more than 16 points. In Math all subgroups increased as well: EL students grew 5.7 points, Hispanic 8.4, Asian 3.2, and Students with Disabilities showed tremendous growth with 18.3 points.

As evidenced by this data, all students progressed. Students with Disabilities and Hispanic subgroups made exceptional growth. According to 2015–2017 CAASPP results, the percent of Hispanic students proficient in math had a gain of 17 percent. Similar results were noted in the Students with Disabilities subgroup who had a gain of 14 percent. 2015–2017 ELA results showed similar promising outcomes. Our Hispanic students demonstrated a gain of 19 percent, and our Students with Disabilities demonstrated a gain of 26 percent. Recently, Warren's Hispanic subgroup has exceeded the district's average growth in the area of Mathematics by 11 percentile points on the CAASPP.

Adopting the PDSA practice at Warren has enabled us to meet the needs of all students, translating into significant student results. Improved student practices and an

increased understanding of the diverse student population has been met with rewarding results. This practice will continue to flourish further with the district's newly developed Focus, Act, and Reflect (FAR) model. The Warren Staff and students will continue to build our understanding of this new FAR model. Our own results have shown to be an exemplary means to help our students reach their full potential. Through the process of focusing, acting and reflecting, Warren students will develop the academic skills necessary for continuous individual growth towards mastery and understanding of California Common Core State Standards.