

Faylane Elementary Model Programs and Practices

School Information

CDS (County District School) Code: 30665226028393

County: Orange

District (Local Educational Agency): Garden Grove Unified

School: Faylane Elementary

Demographics

Enrollment: 526 students

Location Description: Urban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Faylane Elementary School is a professional, academic, supportive community committed to partnership & academic success. We make a difference in the lives of students, families, & community. We serve diverse needs for students to receive a rigorous & supportive academic experience that motivates learners to meet high expectations. Closing academic gaps, striving to help students become successful & responsible citizens who contribute/ thrive in a diverse society is our nucleus.

We are located in Garden Grove, one of 65 schools in the Garden Grove Unified School District (GGUSD). GGUSD is the 3rd largest public school district among 28 in Orange County. Faylane consists of a diverse population of 526 students. In 2016–17, 50% were Hispanic, 33% were Asian, 14% were White, & 3% Filipino, African-American, or Pacific Islander. We serve both general & special education students. About 10% of our population qualified for specialized support services in speech, adaptive PE, a resource program, a self contained Special Day Class, Occupational Therapy or related services.

Among those served, 40% of students are English Learners (EL) & 73% are socio-economically disadvantaged (SED).

School leadership is represented by partnership between a principal, 20 general & 2 special education teachers, 7 specialized staff, a Teacher on Special Assignment (TOSA), a music & an orchestra band teacher, classified staff including Spanish and Vietnamese Community Liaisons & bilingual instructional aides, various other support staff members, Peer Assistance Leaders (or “PAL,” a student leadership group), School Site Council (SSC), English Language Advisory Committee (ELAC), PTA and other volunteers who are active. Program decisions are made by the principal, Grade Level Chairs (GLC) & Instructional Leadership Team Facilitators (ILT) who represent each grade level. A Positive Behavior Interventions and Supports (PBIS) system encourages and reinforces productive behavior choices among targeted behaviors. In addition to meeting with parents to provide an overview of the student program, an anti-bullying trainer meets with each grade level once per month to promote desired kindness focus behaviors.

Faylane staff encourages strong working relationships with families. Multiple opportunities for parent education & input focus upon Western Youth Services, technology & drug awareness, communication, parenting methods, 40 Developmental Assets, college & future success, interpreting student progress & related data and other monthly meetings. To encourage family participation, PTA & the Boys & Girls Club ASES program (BGC) offer various family nights (movie, skate, STEM, science, etc.) BGC offers a free adult supervised on-site after school program for 1st–6th graders to further assist working parents with homework, tutoring, & organized activities. Staff strives to ensure that our students & families feel included & valued; rendered the tools & opportunities needed to succeed.

Model Programs and Practices

Name of Model Program/Practice: MTSS/ Intervention/ Extension

Length of Model Program/Practice: 2–4 years

Target Area(s): Chronic Absenteeism and Dropout Prevention, Closing the Achievement Gap, Education Supports, Parent, Family, and Community Involvement, Professional Development, Science, Technology, Engineering, and Mathematics, Use of Technology, Visual and Performing A

Target Population(s): Hispanic, Socioeconomically Disadvantaged, English Learners

Strategies Used: School Climate, 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

GGUSD utilized systems of Response to Intervention (RTI), newly defined under MTSS within Common Core Standards (CCSS). Under RTI, academic instruction and remediation was to occur with students performing below grade level expectations. This was implemented at Faylane years both during and after the school day. In transition to CCSS, we identified several areas of need among our EL, SED, and Hispanic subgroups. We developed an approach to academic intervention & extension/enrichment opportunities to promote student growth under the MTSS model.

Using data from multiple measures, support programs were developed to remediate ELA and Math deficits. Instruction was provided both during & after the school day. Differences from RTI to MTSS practices lay in design and effort to reach EVERY student at their point of their need rather than solely targeting students below standards. The school's intervention/ extension systems likewise to a "multiple supports" approach. Technology websites were utilized, including Imagine Learning, MobyMax, ST Math, Read Live/ Naturally, and Code.org. Academic intervention programs were added including Voyager, WonderWorks, Wonders Phonics Intervention, & curricular reading/math supports. This approach assisted, supported, and extended student achievement in core subject areas, as well as providing extra curricular learning. Instructors were trained on these materials & websites through webinars, support staff, and peer mentoring. The school increased its student to device ratio to 1:1. Funding for technology and extra duty hours was allotted from LCFF and Title 1 sources under the guidance of SSC voting members. Anticipated outcomes were targeted to improve academic performance among all participants, particularly within our three targeted sub groups. Targeted students were specifically invited to participate in extended day classes and placed in small group instructional classes during the day. Other interested students were also given opportunity to join extended clubs and intervention classes. Parents supported programs by providing transportation to before and after school groups to attend. Increasing levels of daily attendance, confidence & excitement for learning were noted. Formative and summative data demonstrated marked gains. Parent conversations indicated strong support for the program.

As Faylane's MTSS program sought to focus on District Goal #1 (Academic Gains), a PBIS leadership team was formed to study, identify, and establish positive behaviors related to Goal #2, (Personal Skills). Parent input and support was elicited by means of ELAC, SSC, and various parent meetings. The acronym "SOAR" formed the basis of the "Falcon Essentials;" Safety, Ownership, Acceptance and Respect. Efforts to align our SST process, our counseling program, and the initiation of an anti-bullying program were measures aimed at students success... AND our Faylane Falcons SOARED!

Implementation and Monitoring

Parents were informed of program development and practices by means phone/ text/ email through School Messenger, Classroom Dojo, written home language communications (flyers, letters, bulletins, invitations, etc.), the marquee, PTA, committees, parenting class participation, and monthly presentations by the principal

and other leaders. Parents played an active role in sharing thoughts, ideas, needs and concerns during principal/ staff led meetings such as ELAC, SSC, and “Muffins 4 Mom/ Donuts 4 Dad” meetings. Through these discussions, positive changes, program implementations and improvements occurred which greatly benefited students.

MTSS supported ELA instruction at the level of student need as determined by various academic measures, including DIBELS, IRL, Wonders Assessment, Benchmarks, and classroom performance. Students then received instruction from a qualified instructor based on their determined level of need. Groups were composed to be dynamic and fluid, changing with new data connected to student growth. Students were periodically evaluated to determine movement within groups to best suit their needs.

Through MTSS, students have received academic support for 90–150 minutes, meeting 3–5 days weekly in every class and grade level within school hours. Student groups differentiated between below grade level expectations (intensive/ high risk), students who were partially meeting standards (some risk), to students who met or exceeded standards. Grade level push in and pull-out groups were respectively formed and instructed by teachers/ support staff. In this way, ALL Faylane students benefited from the model, TK through 6th grade. Before and after school “clubs” and classes were likewise instituted. All targeted sub group students were specifically invited to these classes. Other interested students were welcomed as well. In 2016–17, this comprised 168 extended day participants, both inside and outside the targeted group, participating in “clubs” including Coding, Robotics, STEM, ST Math, Future Scientists of America, Pentathlon, Chess Club, Art Reflections, Family Holiday Art Project, and a talent show. In 2017–18, this expanded to include a Disney Musical production of The Jungle Book and a Vietnamese Heritage Language Class. Our sixth grade students annually attended Outdoor Science School to receive intensive, hands-on science instruction. Additionally, Faylane’s Boys and Girls Club After School ASES Program provided after school care, homework and tutoring given to students in grades 1–6, free of charge.

Teachers utilized their grade level collaboration meetings to discuss data and to monitor and assess student progress. This information was utilized to enhance, modify and differentiate instruction. GLC met with the principal on a monthly basis to evaluate vertical alignment across levels. The ILT also met monthly with the principal and our TOSA to ensure improvement in instruction for all students.

Results and Outcomes

Intervention and Extension classes beyond regular school hours have grown significantly at Faylane over the past several years. Looking at the past two years, in 2016–17, 168 students were involved in academic and enrichment/extension programs outside of the school day, with some overlapping 85 students involved in our BGC program. Extension class participants included both targeted and interested students. During the school day, 57 targeted students at the below/ intensive/ high risk levels were involved in ELA push in intervention.

Comparatively, in 2017–18, 96 intensive students and 71 “partially meeting/ some risk” students received targeted ELA instruction during an MTSS schoolwide instructional block (totaling 167 versus 57 in 16–17). Targeted sub group students continued to be the focus, though now with a instruction for ALL students, the remaining body of “meeting and exceeding standards” students received reinforcement or extension instruction weekly during MTSS, schoolwide. Our extended hours program choices likewise expanded, both in the number of students and alternative classes now available: This year we are serving 210 students in intervention/ extension classes with overlap among 125 participating BGC students.

Teachers and staff monitored student learning gains by multiple measures, moving students between focus groups based on these data sources. Instructional practices in strategic level groups were modified to address data driven instructional deficits as they surfaced. Groupings have been fluid, with periodic change based on ILT and GLC weekly collaboration meetings where each grade level discusses student gains, needs, changes and moves. SST meetings also served to monitor and modify. These involved individual students, parents, teachers, and support staff members analyzing and addressing in-depth needs, result being the formation of an individualized student Action Plan. PBIS leadership met monthly to advance and modify related measures. Parent group input was collected at meetings to monitor and adapt practices.

Results have been compelling. Targeted subgroups in ELA showed 6% (SED, Hispanic) and 8% (EL) growth as measured by the 2017 SBAC ELA performance gains for students meeting or exceeding standards, and 1% (EL), 5% (SED) and 8% (Hispanic) in 2017 SBAC Math similar gains. In all cases Faylane student subgroups outperformed district elementary overall performance gains as well as exceeding their percentage performance improvement by 1–4%+ unilaterally.

EL, Hispanic and SED student gains, while comparatively impressive, have still not been enough. In addition to academic intervention measures, Faylane purposes to further treat the motivational, emotional and success oriented needs through the advent of our new extension programs and opportunities. We expect to see more robust related gains in the future. As falcons, we plan to SOAR HIGHER!