

## **Crescent Elementary School Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 30666216029763

County: Orange

District (Local Educational Agency): Orange Unified

School: Crescent Elementary School

### **Demographics**

Enrollment: 767 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

### **Overview**

Crescent Elementary, built in 1967, is one of 27 elementary schools in the Orange Unified School District. We are a transitional kindergarten through sixth grade school on a modified traditional calendar. Crescent is honored to be a school of choice, accepting 214 open enrollment students. The school is adjacent to a park in a residential area of Anaheim Hills. This school year, there are 767 students representing sixteen languages. In addition, Crescent is a GATE magnet school serving students in grades three through six. We see diversity as a strength, preparing children for a world they will work in and live. We provide a strong, integrated curriculum with language as the centerpiece of learning, developing a balance of skills, knowledge, and understanding. Crescent empowers students to take responsibility for their learning, preparing them for the demands of the future, always cognizant of their physical/mental health, engagement, support and challenge. Our school boasts three years of VEX Robotics World Championships, with two current teams qualifying to compete at this year's World Championship in Kentucky. In addition we are a California Gold Ribbon School, recognized in 2016.

Our staff adheres to the belief that education encompasses the whole child and that education is much more than a list of standards or words in a textbook. Crescent models the belief that learning is a life-long journey of which there are many facets. The Single Plan for Student Achievement drives whole school improvement based upon an analysis of student data guiding selection of research-based pedagogy.

Teachers are trained in a variety of instructional strategies with an emphasis on the Depth and Complexity for Advanced Learners, "Nine Effective Strategies" by Robert Marzano and the 4 C's; collaboration, creativity, communication, and critical thinking. Our focus on teaching the Whole Child as described by Association for Supervision and Curriculum Development (ASCD), leads to a diverse professional development menu: Restorative Practices, Write from the Beginning, CSUF 21st Century Math, and McGraw Hill's forward thinking literacy program.

All stakeholders are involved in the collaborative cycle of effective instruction to review academic standards, evaluate student achievement, establish mutual goals and plan for the success of all students. Staff and PTA coordinate activities that support, enhance and extend the educational program. Our families take advantage of many opportunities in order to become active partners in their child's education.

Activities throughout the year strengthen the family and community bond, promote school pride and encourage parent involvement. Crescent acts as a community gathering place for family picnics, movie nights, a carnival, international fair, Daddy Daughter Dance, plays and science night. Communication with families takes place via a monthly newsletter, weekly folders and phone messages, and school and classroom websites.

## **Model Program and Practices**

Name of Model Program/Practice: Crescent's 21st Century Child

Length of Model Program/Practice: 2–4 years

Target Area(s): Career Technical Education, Chronic Absenteeism and Dropout Prevention, Civic Education Awareness, Closing the Achievement Gap, Education Supports, Nutrition and Physical Activity/Education, Parent, Family, and Community Involvement, Professional Developm

Target Population(s): 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

The Whole Child Initiative designed by the ASCD serves as a lens through which to examine Crescent's policies, programs and practices. Its purpose, as stated by the ASCD, is "an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children." The tenets of the Whole Child Initiative aim to support a healthy, safe, engaged, supported, and challenged student.

Crescent ensures healthy and safe students in a variety of ways. A school psychologist and counselor are available to provide 1:1 mental health services and group opportunities for students needing social skill development. Teachers emphasize physical health by participating in the Presidential Youth Fitness Program and health lessons embedded in science curricula. Restorative Practices, which emphasize building community, using affective statement and questioning, giving voice to those harmed and allowing offenders to make amends promotes safety. A Pyramid of Success program highlights a monthly positive character trait providing opportunity for students to earn recognition for growth.

Engagement of students is a high priority for the Crescent Community. Every grade level participates in multiple field trips providing real world curriculum application that transcends classroom instruction, with overnight experiences for grades 4–6 at Outdoor Science School, Ocean Institute, Catalina Marine Institute and California Time Capsule. AVID Self Grading Strategies and goal setting meetings provide opportunity for students to reflect and take ownership of their learning. Student Council leads support to the Ronald McDonald House, Leukemia and Lymphoma Society, Hats Off for Cancer and Second Harvest Food Drive building pride in community and lifelong lessons in philanthropy.

Crescent provides support to all students regardless of academic challenge or success. Collaborative Academic Support Team meetings held three times annually analyze student data, identify at-risk students, arrange strategic interventions and monitor progress. All students benefit from research based strategies (e.g., GLAD, Thinking Maps) and project based learning. A special education teacher provides support along with managing a team of paraprofessionals to push into classrooms providing the benefits of an inclusive schooling model. A Response to Intervention (RTI) Coach provides instructional support in district initiatives and best practices. Crescent teachers take advantage of district voluntary training opportunities providing coaching in utilizing laptops, iPads, and a variety of other technologies to support learning and engagement.

Regardless of participation in GATE or general education, all Crescent classrooms provide rigor. Some tools providing challenge are project based learning, hands-on science, AVID focused note-taking, Costa's Levels of Questioning, Depth and Complexity, and Socratic Seminars.

## Implementation and Monitoring

Crescent is in constant pursuit of meeting the needs of the Whole Child as stakeholders collaborate in efforts throughout the year. Ongoing professional development provides teachers to do so. Our Instructional Leadership Team represented by each grade level and administration, identifies areas of professional need based on data, guiding development opportunities each year. This school year saw the support of Next Generation Science Standards, 21st Century Math strategies, formative assessments, Restorative Practices, and Write from the Beginning. The newly district adopted Wonders ELA/ELD program invigorated a school-wide collaborative spirit amongst the staff, establishing procedures and techniques to best serve our students. Professional Learning Communities gather monthly on modified Wednesdays to target barriers and develop solutions.

Data from a variety of assessments provide support for mindful decision-making. Educators utilize SBAC Interim and Summative Assessments to gauge conceptual understanding, problem solving, and creative ability to apply knowledge to new and unfamiliar situations. Assessments Math and Reading Inventory along with DIBELS Next allow identification of specific student needs. District writing assessments along with performance tasks allow teachers evidence and data to target areas of need. Teachers provide after-school intervention to grades 1–6 in core curricula for EL, Low Income and at-risk students; progress monitoring is administered biweekly. Grade 4–6 students participate in cross-age tutoring with primary students, bolstering self-esteem and school connectedness.

Site curriculum leaders, including an RTI coach and administrators, vigilantly stay abreast of current development and trends in education. Research by Jay McTighe in *Understanding by Design*, John Hattie in *Visible Learning*, Nancy Frey and Doug Fisher in *Close Reading and Formative Assessment*, and Bob Costello in *Restorative Practices* allow for informed, deliberate, and educated decisions when considering next steps with professional development. Professional periodicals such as *Edutopia*, *Edweek*, and *ACSA Smartbrief* shared with staff promote rich discussions to lead change.

Our school hosts an active PTA, ELAC and empowered Site Council. These stakeholder groups are involved in data analysis and subsequent school goal setting. Monitoring of parent participation in school engagement is regularly assessed for effectiveness. PTA reports hundreds of logged classroom volunteer hours annually. Data garnered through an annual Crescent Parent and Community Survey and District LCAP Survey furnish criterion by which stakeholder perception is measured. Contributing factors such as school climate, culture, and safety are reflected in collected data.

## Results and Outcomes

Data of efforts to meet the needs of The Whole Child provide affirmation, insight, and identification of growth opportunities. School wide data from the 2017 Single Plan for Student Achievement identifies areas of need and goals for the year. This is then

revisited twice annually with staff and stakeholder groups (SSC/ELAC) to monitor progress and refine if needed.

SBAC Summative assessment informs teachers of achievement while pinpointing areas with greatest opportunity for growth. Results show 79% of Crescent students Met or Exceeded Standard in ELA, 30% greater than the state overall and 24% higher than the district average. In Math, 75% of Crescent students Met or Exceeded Standard, 37% higher than the average CA school and 33% higher than the district. Based on these findings, Crescent's efforts in ELA and mathematic engagement and support prove effective. During the 2017–2018 school year, Crescent chose to focus on Listening Comprehension in ELA and Problem Solving in mathematics. Crescent reclassified 61% of enrolled English Learners to Fluent English Proficient during the 2017 school year, providing evidence of exceptional support and language development for every student.

The California Physical Fitness Test reports the average 5th grade Crescent Student who achieved a "Healthy Fitness Zone" are 13.6% above state in aerobic capacity, 17% above state in body composition, 23% above state in abdominal strength, and 28.8% above state in upper body strength. Focused efforts to support health continue to meet student needs.

According to the 2017 LCAP Student Survey, 87.67% of Crescent students report agreeing and strongly agreeing they are happy at school. 90.28% agree or strongly agree they feel safe at school. 95.94% agree or strongly agree teachers care about them.

Parent feedback is also crucial in guiding the decision making process. According to the 2017 Parent LCAP Survey, 87% of parents feel their children receive excellent academic support. 78% are confident their child will receive social-emotional support if needed. 96% of parents report being encouraged to take part in trainings, workshops, or events. Additionally, data is garnered through implementation of the Crescent Parent and Community Survey. Findings show 87.1% of students look forward to coming to school on a daily basis. 93.5% of parents communicate that their child feels safe at school. Data presented exhibit Crescent's achievement in providing safe and supported students.

Attention to attendance, office visits and referral totals provide a measure for student behavior. This quantitative data reflects success of Restorative Practice implementation and the John Wooden Character program. Suspensions represent 0.26% of Crescent's ADA, a significant decrease from .52% last year, and .64% prior to that. Average daily attendance rate soars at 97%, providing further evidence that Crescent succeeds in providing a healthy, safe, engaged, supported, and challenged student.