

Roy Herburger Elementary Model Programs and Practices

School Information

CDS (County District School) Code: 34673140105932

County: Sacramento

District (Local Educational Agency): Elk Grove Unified

School: Roy Herburger Elementary

Demographics

Enrollment: 960 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: Targeted Assistance

School Calendar: Modified

Charter: No

Overview

Roy Herburger Elementary School serves over 900 students in the Elk Grove Unified School District. Located southeast of Sacramento, Roy Herburger students come from diverse backgrounds and speak 24 different languages.

The mission of Roy Herburger Elementary is to ensure high levels of learning for each student. Through mutual respect and purposeful communication, our children will grow and learn in a positive atmosphere where staff, students, and parents within our school community are enthusiastic about the teaching and learning process. Each day, students find a rich, culturally diverse environment and a dedicated and experienced staff focused on rigorous, engaging standards-based instruction in all subject areas. Through the use of district adopted curriculum, technology, and differentiated instruction, all students are supported and challenged to reach their greatest potential.

Roy Herburger Elementary offers a variety of academic enrichment and extra-curricular programs for students. Our campus is home to a beautiful school garden which doubles

as an outdoor classroom. Students are recognized for outstanding citizenship and academic achievement throughout the year and students have opportunities to participate in GATE (Gifted and Talented Education) and STEAM (Science, Technology, Engineering, The Arts, and Mathematics) programs. We offer tutoring, sports, and music programs. Our campus is home to the STORM after-school program and our on-site before and after-school care program Champions. Both STORM and Champions offer support for students and their families in the areas of academics, health, nutrition, and physical education.

Community and family involvement is the key to our success here at Roy Herburger Elementary. A strong Positive Behavior Intervention and Support (PBIS) program is the backbone of our school, with amazing support from our parent volunteers and our Watch D.O.G.S. (Dads of Great Students) program. The Roy Herburger Parent Faculty Organization (PFO) organizes fundraisers and family events to strengthen the feeling of community, and families can be involved in decision making on campus through involvement with the School Site Council and English Learner Advisory Committee. This year, a Title 1 Planning Committee comprised of parents, teachers, and other school staff completed a Comprehensive Needs Assessment and worked diligently to identify areas of strength and needs for improvement on campus. Roy Herburger offers Parent University classes that inform and educate parents and families on important topics including district curriculum and technology, bullying and peer conflict, and ways that parents can support their children at home.

Roy Herburger Elementary offers students and families a well-rounded educational experience. Our goal is to provide a solid academic foundation and prepare students for the rigors of middle and high school and to prepare our students to be college, career and life ready graduates.

Model Program and Practices

Name of Model Program/Practice: Integrated Instructional Approach (IIA)

Length of Model Program/Practice: 2–4 years

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

Target Population(s): Socioeconomically Disadvantaged, English Learners

Strategies Used: Parent Engagement, Data-Driven Decision Making, Professional Development

Description

The Integrated Instructional Approach (IIA) at Roy Herburger Elementary is a comprehensive approach that connects the school and home learning environments. A Professional Learning Community (PLC) model engages staff in collaborative practices

that support intervention, best practices and instructional strategies, and data analysis. Teachers focus not only on the needs of the students in their class, but are mindful of all students in their grade level and the school as a whole. Grade level teams participate in a grade level release day for Cooperative Planning (CO-OP) each fall. During CO-OPs, grade level teams meet with site administrators and support staff including site resource specialists (RSP), school psychologist, mental health therapist (MHT), speech and language pathologist (SLP), instructional coach, and EL coach to analyze initial student data. English Learners are placed into appropriate ELD groups according to their EL level and other assessment data. Intervention groups are formed to address specific student skill deficits. Teachers share their initial observations about their students as a whole, and also have the opportunity to highlight specific students who may need more strategic or intensive interventions.

Twice a year, teachers participate in Collaborative Academic Support Team (CAST) meetings. During CAST meetings, individual teachers bring student data to engage in a dialogue with support staff (RSP, psychologist, instructional coach, EL coach) and administrators regarding specific students with a variety of concerns, including academic and social/emotional. Outcomes of the CAST meetings include academic intervention groups, paraeducator support, afterschool tutoring, SLP, Student Study Team (SST) and health referrals, and behavioral and social/emotional support.

The focus of the IIA is strategic intervention and structured learning opportunities for all students. Teachers and support staff provide targeted English Language Development instruction through a designated program for English learners, as well as integrated ELD supports and instruction for all students throughout the school day. Instructional coaches and administration provide professional development opportunities for teachers that are focused on strategies and interventions that produce the greatest effect size on student achievement. Visible Learning strategies are applied to enhance teacher clarity and encourage student goal setting and self-assessment. Visible Learning strategies used in classrooms include explicit instruction on content and language goals, identifying success criteria with students, and teaching students to self-monitor and self-assess learning.

School staff engages in regular communication with families and provides resources and guidelines to support students at home. Parents are invited to attend conferences each trimester to discuss student progress, as well as attend other educational opportunities on campus and in the district.

Implementation and Monitoring

Implementation of the IIA focuses on providing targeted intervention to students. During staff pre-service days, administration uses feedback from grade levels to develop a master calendar. The calendar outlines grade level designated ELD and intervention blocks. Each day, English Learners (EL) receive designated ELD instruction and integrated supports including enhanced vocabulary instruction using videos and visuals, outlines and graphic organizers to support writing development, and specific language

arts instruction to address common second language errors like using incorrect tenses and dropping inflectional endings.

Paraeducators work with teachers daily to provide small group support for students. Two days per week, the site Bilingual Teaching Associate (BTA) supports individuals or small groups of students with ELD instruction. Grade levels schedule designated intervention blocks to target specific student skills and remediate and/or accelerate learning. Classroom Chromebooks provide access to online intervention programs and resources for both ELA and Math. After-school opportunities include small group tutoring with teachers to target skills and the STORM program for homework support and leadership skills.

Parent and family involvement is vital to the success of our students. Parents conference each trimester with teachers to discuss student progress, and administrators secure interpreters in multiple languages to contact parents and provide interpretation services for conferences. Using new district technology, parents have real-time access to grades, the ability to contact teachers easily, and teachers are able to keep parents apprised of student progress and offer online resources for parents to access at home or from any device with internet access.

Monitoring of the Roy Herburger IIA is done during collaboration time on campus. Grade level teams meet weekly and throughout the year as part of a Professional Learning Community (PLC) to analyze data, unpack grade level standards, develop SMART goals, plan lessons and devise instructional strategies to best meet student needs. Teachers learn best practices by observing other teachers. Administrators walk-through classrooms, meet with and provide feedback to teachers, and supervise and evaluate teachers and staff. Using a variety of assessments including English language proficiency assessments, standardized test scores, and district and grade level assessments, teachers, support staff, and administration meet to discuss student progress as part of our CO-OP and CAST process. EL progress is documented and monitored for both current English Learners and students reclassified as Fluent English Proficient (FEP). Our 6th grade team meets with the secondary EL coach and our site EL coach to discuss student placement options and assessments and ensure appropriate class placement for our sixth grade English learners as they move to the middle school.

Results and Outcomes

Results and outcomes of the IIA show that students from targeted groups, including English Learners and Socio-economically Disadvantaged students, have made growth and/or maintained high achievement on the California Assessment of Student Performance and Progress (CAASPP). Grade level assessments and district benchmark assessments for our kindergarten and first grade students show growth in the number of students at or above benchmark. Since 2015, 176 students have been reclassified from EL to Fluent English Proficient. Grade level assessments and data analysis during CAST meetings show students in targeted groups making steady progress toward meeting grade level standards.

At Roy Herburger Elementary, our commitment to building strong connections and relationships with students and families has increased parent involvement and a sense of community. We communicate with families using flyers, emails, Facebook posts, school website, auto-dialer messages, and phone calls. The marquee in front of the school is updated to reflect upcoming events. Before and after school, administrators monitor breakfast and greet students as they arrive on campus, connecting with families and ensuring the safety of students during arrival and dismissal. The Principal and Vice Principal spend time with students on the playground during recess, in the lunch room, in classrooms throughout the day. They support students at after school music and sporting events. Administration has held morning “Coffee Chats” where parents meet with the administrators to engage in conversation about current and future school activities, answer questions, and gather feedback. School benefits include increased parent engagement, volunteerism, and ideas for school improvements. Using teacher feedback, monthly “Positive Phone Calls Home” are made by administrators to share student growth, success, and positive behavior.

Increased attendance at stakeholder meetings has been observed, including Back to School Night, School Site Council, Title I and English Learner Advisory Committee (ELAC) meetings. When engaging parents of English Learners, we send home invitations to all students, publicize the meeting on Facebook, send out emails, and make personal phone calls to all households in which English Learners reside. High attendance at Parent Faculty Organization events has also been observed. More than 1,200 people attended our annual fall Harvest Festival, and we have had multiple Family BINGO nights with well over 200 students, parents, and family members in attendance. Teachers report positive attendance for parent teacher conferences due to increased communication. Our site currently has 10 teachers and staff members, including administrators, who have participated in the Home Visit Project training and have conducted home visits in order to better understand our students and families. Overall, stakeholders have been more active and involved in both social and academic functions on campus.