

## **River Oaks Elementary Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 34673486110654

County: Sacramento

District (Local Educational Agency): Galt Joint Union Elementary

School: River Oaks Elementary

### **Demographics**

Enrollment: 556 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

### **Overview**

“Teachers are nice at River Oaks. They don’t get mad when you make a mistake. They help you get better.” --River Oaks Student

Imagine a school where the word student is replaced with the word learner and every learner from Transitional Kindergarten through 6th grade:

- has a personalized learning plan
- is taught how to develop and use their personal strengths and talents
- has the opportunity to set personal goals and share their hopes and dreams with their teachers each trimester
- celebrates academic growth

- may participate in listening circles to share ideas and provide feedback on a variety of topics including extra-curricular opportunities and social-emotional needs
- may participate in at least one service learning project during the school year
- may participate in the Rocket Lab, digital studio, and a variety of other after school clubs
- has a classroom that uses restorative practices
- demonstrates the Eight Great Character Traits and are "Bucket Fillers"

This is River Oaks Elementary School.

River Oaks (RO) is one of five elementary schools in the Galt Joint Union Elementary School District (GJUESD), located in the rural community of Galt. We are a learner-centered, data-driven school that has become synonymous with high achievement. Our mission is to foster healthy intellectual, social, physical, and ethical development in all learners.

Classroom teachers dedicate long hours to collaborate with colleagues, analyze data, create lessons for instruction and intervention based on Common Core State Standards (CCSS), and grow as professionals in their craft. Teaching specialists are dedicated to collaborative work to achieve high standards in their own area of expertise: music education, physical education, speech and language pathology, content area interventions, English language resource and development, and addressing the needs of learners with special needs.

The exceptional work of the RO community to meet learner needs does not end with the teaching staff. The diligence and collaboration of non-credentialed adults is one element that makes this school distinctive. While every school employs staff such as secretaries, custodians, yard supervisors, instructional aides, and social workers; these RO staff members affect learner success in direct and personal ways well beyond their paid responsibilities and expectations.

In addition to the diligence of the RO staff, an active Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), School Site Council (SSC) and consistent parent volunteers provide on-going support to accomplish the school mission. Their dedication to the learners is noted through raising funds and hours of labor in supporting classrooms and programs.

The collaborative efforts of all stakeholders are seen in the celebrated success of learner growth and achievement year after year.

## Model Program and Practices

Name of Model Program/Practice: Personalized Learning, One Plan at a Time

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Education Supports

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

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

“Collaboration as a grade level provides us with a focus in meeting individual student needs.”  
--River Oaks Teacher

RO has a history of academic success. There is an inherent belief that, with appropriate supports, all students will learn, grow, and reach their potential. Every RO staff member is committed to supporting each and every learner. This is done through the creation of PLPs for every learner and the personalization of instruction and supports.

At least once each trimester, every learner at RO meets with their teacher to set goals, share hopes, dreams and career aspirations, and reflect on their own learning. This information is captured on the Learner Profile page of the PLP. This goal setting exercise helps learners to build emotional intelligence developing a strong sense of their strengths and talents. It also helps learners take ownership in their own learning and the learning process.

Information from the PLP, along with assessment data is used to create a personalized plan for instruction for each learner. Personalized reading support is a priority at RO. All TK–2 learners have 30 minutes of personalized small group reading instruction daily. All TK–3 learners not reading on grade level has a daily intervention group in addition to their reading instruction. Personalized small group reading instruction in grades 4–6 is also provided. All English learners receive 30 minutes of personalized designated ELD instruction daily. Math lessons are also personalized. Math is taught in personalized small groups in TK–3 grades. In grades 4–6, classes are leveled to allow for differentiation with pacing and instructional practices. Because all learners have access to a chromebook, teachers are able to use software that is personalized to each learner’s needs. This allows teachers the opportunity to facilitate small groups while the independent learners are continuing to work at their individual pace. For example, when learners take the Measures of Academic Progress (MAP) assessments, their results are uploaded to Edgenuity, which assigns individualized lessons based on the MAP data. The ability to personalize independent lessons for use in the classroom allows teachers

the opportunity to pull small groups of learners to better meet their needs whether for intervention or enrichment.

At RO, the staff is committed to personalizing enrichment opportunities as well. Bright Future Learning Center (BFLC) technicians create a variety of week-long learning experiences or clubs that are held after school. Some of the clubs have included Lego Building, Cooking, and Chess. In addition, through a grant from the Sacramento Education Cable Consortium, RO has been able to set up a digital video studio where students have learned to produce monthly informational videos for the school. This year, RO opened the Rocket Lab, a maker space lab to be used by learners both during the day and after school.

## **Implementation and Monitoring**

“Our PLC works because of the strengths brought to the table. Our identified strengths come out at different points in the learning and planning process...that helps with the important work for and with students.”  
--River Oaks Teacher

The use of PLPs allows teachers, parents, and learners to have regular access to updates on student progress and provides opportunity for reflection and discussion. Data included on the PLP allows learners and their families to monitor growth and set goals for achievement.

At RO, teacher collaboration and data analysis are driving forces in learner achievement. All learner needs are addressed at the weekly grade level PLC meetings. Teachers engage in discussions regarding learners' progress as monitored through assessments, work samples, and their response to the targeted interventions to determine the accepted and expected progress toward meeting standards. Additionally, at Wednesday meetings, support is provided by specialists and/or curriculum coaches in order to determine how to meet individual learner needs. Daily working lunches are also common at RO. Teachers use this time to discuss instructional strategies, and lesson and learner successes or needs. The depth with which these discussions take place is what makes RO distinctive. Teachers are open-minded to share and accept ideas from one another. They also welcome observations by their peers and constructive feedback to sharpen their skills and knowledge. Through the use of classroom celebrations, each class can earn a 30-minute visit from the administrators for positive behavior over a 2–4 week period. During the celebration, the teacher has the opportunity to observe colleagues in action--whether it's to watch a predetermined lesson, or to observe implementation of classroom management and procedures. The intended use of celebration opportunities provides an avenue of growth to teachers of all experience levels. It also emphasizes the notion that observing a lesson is more powerful than simply hearing about it.

At least three times a year, each grade level meets with administrators, curriculum coaches, district personnel, and other specialists to analyze common assessment data. During these Academic Conferences, growth and achievement, along with interventions and enrichment opportunities for each learner is analyzed. After studying data, we

address the need for additional materials and resources for interventions, personnel support for the classroom, and any professional development (PD) needs. It is the belief of the RO administration that the growth and development of the adults in the school environment have the greatest impact on learners to meet academic standards.

## Results and Outcomes

Through the use of the PLP and a strong collaboration model, RO has seen a continued increase in learner outcomes. While we continue to strive for academic growth and achievement, we also focus on the social/emotional growth with each learner. The following data indicates how we continue to monitor, analyze, and celebrate while working to continuously improve:

- 100% of TK through 6th grade learners have PLPs
- Individual Growth Accomplishment, Winter 2018:
  - 68% met or exceeded personal growth goals for math as measured by MAP
  - 63% met or exceeded personal growth goals for ELA as measured by MAP
- % of Learners that Met or Exceeded Standards on SBAC English Language Arts, 2017 by Student Group
  - 61%-All Learners
  - 52%-Hispanic or Latino
  - 82%-White
  - 50%-Economically Disadvantaged
  - 55%-R-FEP
  - 4%-EL
  - 27%-Students with Disabilities
- % of Learners that Met or Exceeded Standards on SBAC Math, 2017 by Student Group
  - 52%-All Learners
  - 42%-Hispanic or Latino
  - 73%-White
  - 39%-Economically Disadvantaged
  - 43%-R-FEP
  - 4%-English Learners
  - 17%-Students with Disabilities

- % of Learners in TK through 6th grade That Met District Reading Assessments, Trimester 2, 2018
  - TK-64%
  - K-71%
  - 1st-80%
  - 2nd-69%
  - 3rd-84%
  - 4th-94%
  - 5th-77%
  - 6th-82%
- California Dashboard
  - Suspension Rate, Mathematics-Blue
  - English Learner Progress, English Language Arts-Green
- % of Learners that agree/strongly agree with the following statements based on the GALLUP Student Poll for Hope and Engagement, 2018
  - 96% - They have at least one teacher who makes them excited about the future.
  - 92% - The adults at my school care about me.
  - 96% - I have a great future ahead of me.
  - 89% - I can find many ways around problems.

The data presented above is part the information that is used by learners to set academic goals and consider careers aspirations which is then captured on their PLPs. The dedicated RO staff use this same data, along with learner input from the PLP goal setting process to develop individualized learning opportunities for each learner. RO has experienced continued growth and achievement but we recognize that through the use of the PLP, strong collaboration, and data analysis, we will increase our capacity to Personalize Learning, One Plan at a Time.