

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

### **School Information**

CDS (County District School) Code: 36677020113688

County: San Bernardino

District (Local Educational Agency): Etiwanda Elementary

School: Perdew Elementary School

### **Demographics**

Enrollment: 810 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

### **Overview**

Perdew Elementary School is a Title 1 school located in the southwest boundaries of the Etiwanda School District. Perdew opened in 2007 under the current leadership of Principal Mrs. Kelly Bray, and actively educates 810 students TK–5. Perdew’s mascot is a pioneer who blazes a trail to success. Our staff celebrates the opportunity to work with the following diverse population of students: 46% Hispanic, 17% White, 13% Black/African American, and 12% Asian. Our socio-economically disadvantaged population is 57.8%, EL population is 9%, and 12% of our students receive special education related services. Living options in our school boundaries range from apartment complexes to single family homes and condos. Through our model program, Digging Deeper, we believe that by increasing family engagement and addressing the social emotional needs of students, we can achieve greater academic success. With safety as a top priority, Perdew is a secure campus, allowing only our students and staff through the gates. All parents/visitors are required to sign in at the front office.

At Perdew, EVERYONE on our staff makes a difference. It starts with our administrators who lead the charge each day alongside our teachers who guide students through a fast-paced, rigorous curriculum filled with academic language. Our instructional aides support student learning through guided reading and Project Read, while our campus support staff supervise students during the least structured times of the day and utilize Positive Behavior Intervention and Supports (PBIS) to be positively proactive. Our librarian makes books come to life with her many voices, and our friendly, upbeat office staff welcome and assist parents, students and staff. Our school counselor provides academic, social and emotional support for students, as well as resources and workshops for families and staff. Our special education team provides assessments, supports and services for both our students who qualify and our at-risk students. The kitchen staff prepares and serves nutritious meals each day for breakfast and lunch, and our custodian keeps our school safe, clean, and ready for each day. We ALL play a vital part in shaping our students at Perdew. Our dedicated staff is committed to providing a school culture that engages students with positive solutions to the challenges they face each and every day.

Perdew offers a wide variety of student programs outside of the school day. Perdew has an active Parent Teacher Association (PTA) which funds our music and choir programs and also provides several free events throughout the year for our families. Perdew's Family Literacy and Resource Center is open one night a week from 4:30–7:30pm and offer access to the library, tutoring, parent workshops, STE(A)M projects, fitness activities, book themed activities, and more. Perdew Pioneers are blazing a trail to success by engaging our students and families, staying connected and working together.

## **Model Program and Practices**

Name of Model Program/Practice: Digging Deeper

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

Target Population(s): American Indian, 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, Parent Engagement, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development

## Description

In a staff meeting three years ago, we began the first of many difficult conversations on social emotional learning, and how it is directly linked to student achievement. At this meeting, each teacher took a slip of paper and read a comment aloud. After all of the slips had been shared, they were told that these were actual comments from our students that year. One of the student comments was, "Most of the time I feel disgusted with myself. I can't learn like other kids in my class. I feel like a worthless ball of nothing." Another student commented, "I have always felt like I don't fit in anywhere. Not even at home." A 5th grader wrote, "I have a hard time concentrating because of all the bad thoughts in my head." A 3rd grade student shared, "I'm having a hard time making friends, controlling my anger, and trying not to cry. I want to fix this. I don't want to feel this way." Another student expressed, "My family isn't like other families. We don't have family nights or stuff like that. I don't know what I am going to do with my life. I am always bored and lonely." Finally, a 4th grade student shared, "I miss my family. I feel alone like a statue. Nobody understands me or how I feel."

The anticipated outcomes for our model directly impact staff, students and parents. Perdew's school-wide model creates a comprehensive school counseling program that identifies and promotes the protective factors that support each individual student to succeed academically and socially. Our Digging Deeper model identifies the interactions that take place among all systems; including the student, the family, the school, and the community. Our model implements interventions that assist in developing positive social skills, anger management, improved self-concept, time management/study skills, and stress management skills.

Perdew's Digging Deeper model represents our commitment and focus in gaining a deeper understanding of what supports our students and families need. As a staff, we challenge ourselves to have difficult yet important conversations about poverty, empathy, brain development, compassion, and most of all relationship building. We continue to dig deeper and break down barriers to find out how we can connect with each child and family to support them with what they need to be successful. Building individual relationships with students and families has had a positive impact on attendance and behaviors.

In response to comments from both students and parents about how stressful it is at home, we opened our Family Literacy and Resource Center three years ago. It is open once a week for three hours and provides homework help, tutoring, parent education workshops, access to our library, and special activities to encourage family engagement. Using our Unduplicated Pupil and Title 1 funds, we staff our Family Literacy & Resource Center with a librarian, teachers, instructional aides and a school counselor.

## Implementation and Monitoring

Our model began with educating our staff on the importance of Social Emotional Learning (SEL) and its impact on student achievement. Our staff received two full days

of training and has implemented the P.A.T.H.S. curriculum (Promoting Alternative Thinking Strategies) in all classrooms. Perdew's model utilizes Unduplicated Pupil and Title 1 funds to contract with our school counselor. We also contract with licensed clinical social workers who deliver clinical counseling services to our students, at no cost to the school. Our school counselor provides Tier 1 Response to Intervention (RtI) support for all students in grades 1–3 and small group Tier 2 support for students in grades 4 and 5. Our counseling program utilizes the American School Counselor Association (ASCA) model which focuses on three goal areas: academics, attendance, and behavior. To evaluate the effectiveness of instructional learning activities, our school counselor utilizes pre- and post-student surveys with each content area. In addition, our student data system is used to monitor and evaluate attendance and behavior trends.

Our Digging Deeper model allows all stakeholders the ability to be engaged in their child's school experience and success. Parent workshops and family engagement nights have been held at our local apartment complexes making it easier for our families to attend. Personal invitations are extended to our socio-economically disadvantaged families. Parent and community engagement is evident through our weekly attendance at Family Literacy nights. Weekly attendance has ranged between 75–250 individuals on any given night.

Multiple forms of communication are utilized to reach all families: Twitter, Class Dojo, email, phone calls, School Messenger, school/teacher websites, weekly reminders, and class newsletters. Class Dojo provides private, two-way communication for parents to communicate with teachers, school counselor, librarian, and administrators. Parents and students have the opportunity to provide specific feedback through open ended responses on our annual survey. Collecting this feedback is key to guiding our focus and programs towards meeting the specific needs of our school community.

Our model has increased the amount of communication and training we have with our teachers and support staff. Professional development is strategically scheduled throughout the year during staff meetings. Our campus support staff receives ongoing training in Social Emotional Learning, The 7 Habits of Happy Kids (character education), PBIS, and effective student supervision. Instructional Aides receive ongoing training in the following: Project Read, small group instruction, and guided reading. They feel empowered and prepared to do their daily jobs with consistency and confidence. Additionally, Perdew administrators participate in ongoing training in the following areas: SEL, equity, effects of poverty, Kagan Cooperative Learning, guided reading, and PBIS.

## **Results and Outcomes**

Monitoring and assessing our model is critical in determining how and when to move forward. Setting year-long goals allows us to track how we are meeting the needs of our students and where improvements need to be made. Last year we met 2 of our 3 goals and closed the gap to achieving our third goal.

Attendance Goal: Students with 4 or more unexcused absences will decrease by 20%. Perdew met this goal by decreasing from 116 to 93 students, a 20% decrease.

Behavior Goal: The number of student discipline incidents will decrease by 25%. This goal was exceeded and discipline incidents decreased by 67%.

Academic Goal: 5th grade students will increase to “On Level or Above” in reading, using the iReady diagnostic, moving from 51% to 65%. We came close to achieving this goal at 59%. When we look at our school-wide iReady diagnostic data we found that our end of the year percent of all students “On or Above Level” went from 66.4% to 73.1% in math and 72.3% to 74.8% in reading. Our English Learner (EL) data reflects that 75% of our EL students made growth on their California English Language Development Test (CELDT), and 18 EL students were re-designated as fluent.

Perdew’s counseling program collects student data by administering pre- and post-surveys. In a pre-survey 3rd & 4th grade students were asked if they know two or more coping skills to help them with problems they cannot control. Their responses were 0% absolutely, 5.7% just barely, 6.1% maybe, and 87.3% not at all. After learning coping skills for several weeks, the student responses to the post-survey were: 60.5% absolutely; 11.8% just barely; 23.5% maybe and 4.2% not at all. In a 1st & 2nd grade survey about attendance, students were asked if it was okay to miss school because they woke up late. Their pre-survey responses were 54.8% yes, 45.2% no. After attendance lessons were taught, student responses on the post-survey showed 8% yes, 92% no.

Our annual student survey data reflected that 99% of students agree that Perdew expects them to work hard. In addition, 98% agree that Perdew expects them to be respectful, responsible, and safe. We found that 96% of students agree that Perdew promotes the importance of being at school every day and on time. Our annual parent survey data reflected that 99% of parents agree that Perdew keeps them informed through a variety of communication methods. Also, 98% agree that classrooms promote cooperative learning and collaboration. In conclusion, 99% of parents agree that their child knows a trusted adult on campus who they can go to for help, and 100% of parents agree that Perdew promotes the importance of being at school on time every day.

With our Digging Deeper model of supports securely in place, our next steps will focus on fine tuning Tier 2 instruction during our weekly Universal Access time. This will ensure that ALL students receive the specific academic supports and services they need to blaze a trail to success.