

Rod Kelley Elementary Model Programs and Practices

School Information

CDS (County District School) Code: 43694846106991

County: Santa Clara

District (Local Educational Agency): Gilroy Unified

School: Rod Kelley Elementary

Demographics

Enrollment: 761 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Rod Kelley Elementary School has shown consistent growth and increased student achievement as measured by the last three years of CAASPP testing. This shift began in 2010 with the implementation of the site-based Rod Kelley Initiative. Teachers initiated, RKI, as a response to lack of student progress on the CST for Rod Kelley's subgroups: Latino, Socially Economically Disadvantaged, and English Language Learners.

The consistent and systematic implementation of the Rod Kelley Initiative since 2010 has created a culture of high expectations, rigorous instruction, data driven decisions based on student need, with a high-level of consistency of implementation across the school. Our model is no longer an initiative but what we refer to as the Rod Kelley Way. The Rod Kelley Way focuses on providing all students access to standards aligned instruction and maximizing instructional minutes with strategic practices addressing

individual needs while maintaining a high level of student engagement. Overall, professional learning and continuous improvement is at the heart of the RKW model.

Within our school, Rod Kelley has a complete K–5 50/50 (Spanish/English) Dual Immersion strand is one elementary school of our district’s K–12 Dual Immersion program. This program has been proven to be highly effective as demonstrated by students’ test scores.

A student’s education at Rod Kelley is not only about the academics. Rod Kelley staff knows the importance of providing students with a safe place to learn. We are in year one of the process of transitioning to PBIS, Positive Behavioral Intervention and Supports. All Rod Kelley staff adheres to high behavior expectations as well as consequences and rewards. We have a culture of celebrations for many types of student progress both academic and social.

Rod Kelley takes pride in its community and the high rate of parent involvement. We have a very active ELAC group. We also promotes parent leadership training through the California Association of Bilingual Educators’ sponsored program Project 2Inspire. Creating parent leaders has led to a partnership of advocacy for students. High levels of parent involvement create an environment in which teachers/staff are all partners in the education of the students.

Rod Kelley School has been recognized with several awards. In 2012, 2013, and 2014 California Business Excellence recognized Rod Kelley for outstanding CST scores. In 2016, Rod Kelley received the California Gold Ribbon School Award awarded by the CDE. Rod Kelley also received the Title One Achievement Award for the 2015–2016 school year, and in 2017 we were awarded the Seal of Excellence school award by CABE. For the third year in a row, Innovate Public Schools recognized Rod Kelley as a top performing school in the San Francisco Bay Area for its CAASPP Math and ELA results for underserved students.

Model Program and Practices

Name of Model Program/Practice: The Rod Kelley Way

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Professional Development

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

Strategies Used: School Climate, Parent Engagement, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development

Description

- a) The essential components to the Rod Kelley Way, (RKW) are: strong alignment to standards, a highly engaging learning environment, teacher collaboration, professional development, and the use of data to plan lessons or provide interventions. RKW also counts on parent involvement and a positive school climate.
- b) The Rod Kelley Initiative (RKI) was started in response to low student achievement. Since its inception, RKI has evolved to The Rod Kelley Way becoming the culture of the school. The RKW model is a systematic way of reflecting on and continually improving instruction.
- c) Opportunities for teacher collaboration, high quality professional development and access to technology are all needed to sustain and enhance RKW. Consistency of implementation across all grade levels is critical.
- d) Rod Kelley has a goal of continuous improvement for teachers and students. Administration provides opportunities for teachers to collaborate and learn from each other. It is essential that administration and teachers be fully trained in data analysis and the PLC which ensures shared accountability.
- e) The ultimate goal is for all students to make quantifiable improvement and be provided with a safe learning environment. Teachers adjust instruction based on student need. By having students set their goals and sharing them with parents, teachers and parents support students in working toward their maximum potential.
- f) RKW focuses on student progress. There is a continuous reflection and internal analysis resulting in focused lessons addressing specific need, with a emphasize on providing intervention as needed. Students are held accountable for their own learning. As a result, all students are learning, and teachers are emerging as leaders and models in the district.
- g) Through the PLC cycle teachers plan, instruct and assess. Based on results, teachers reflect and reteach, or provide interventions that target specific needs regardless the subgroup. Analyzing the data in this manner provides a no excuses approach that focuses on all students making academic growth.
- h) Student social, emotional, behavioral and academic achievement needs are integrated with academic expectations. The RKW model has a culture of caring inside and out of the classroom. The highly engaging learning environment has minimized behavior issues.
- i) The RKW model is closely aligned to the Districts LCAP goals. Our model exemplifies LCAPS Goal 1s focus on high-quality instruction in 21st century and Goal 2: Equitable access for students is reflected in our PLC process,

intervention model, and support for English Learners. Our model directly correlates with Goal 3: School culture and engagement.

- j) Knowing the negative effect absences have on student achievement, sites and district work collaboratively to improve chronic absenteeism. Rod Kelley's comprehensive discipline model provides opportunities for students to redirect behavior and has significantly minimized suspensions.

Implementation and Monitoring

- a. The RKW model relies on strong parent participation and clear communication. To address specific needs for EL students, we hold monthly ELAC meeting that provide training, education, and a platform to express concerns directly to the principal. CABE provides its parent leadership training through Project 2Inspire. Parent Club also holds many fundraisers that support the school's goals to increase students achievement. Rod Kelley encourages parents to partner with teachers by co-teaching science lessons, reading with students, leading music and or physical education. The Los Dichos Program, sponsored by Project Cornerstone, involves 25 parents that read bilingual cultural books and create a craft or art based on the book in classes K–5.
- b. Rod Kelley presents our data, yearly motto (2017–2018 Reach for the Stars), and expectations at Back to School Night, and at the initial parent meetings for ELAC, School Site Council, and our PBIS team. The goal is for parents to support students in advocating for themselves and working with the teachers to enhance their students educational experience.
- c. The culture at Rod Kelley due to the RKW model can be quantified in our high rate of parent attendance at parent meetings, and Parent Club sponsored evening events attest to the success of our parent involvement goals. Teachers regularly inform and engage parents regarding their child's progress.
- d. The RKW model relies on identifying key teacher leaders at each grade level who provide instructional leadership to their peers. These teacher leaders are highly trained and have proven to be the most effective at implementing best practices and become experts at their grade-level. Their role is to facilitate collaboration, identify and agree upon instructional goals. Within the content of staff meetings teachers are provided with staff development led by teacher leaders, the administrators, and other expert school staff. Non-instructional staff are always kept informed about school progress toward school goals through our weekly memos.
- e. The RKW model is data driven. Teachers are versed in using formative assessments in order to give timely feedback and intervene. They are trained in backward planning; first setting the goal for student learning based on the Common Core State Standards, then implementing the lesson. Based on results, the teacher reteaches, whole class or within a small group. As a district, we

monitor student growth by administering Math and ELA benchmark assessments every trimester. Rod Kelley uses the results to inform instruction and also look at students individually and identify needs. Through the use of formative assessments teachers can identify needs and provided learning experiences before the benchmark assessments.

Results and Outcomes

- a. The RKW model uses various assessments to monitor student progress. The district ELA benchmark assessment, STAR by Renaissance Learning, is used as a formative assessment for Rod Kelley for grades 2–5. These assessments are online and are used as external measures that provide immediate results while identifying specific needs. The STAR Early Literacy and Fountas and Pinnell reading assessments, provide K–2 teachers with pre-reading skills results. A strength of the RKW Model is the grade level monitoring of their student progress through the use of PLCs. During PLCs, time is dedicated to analyzing student work and assessment results. The literacy facilitator provides direct instructional support to identified students.
- b. The RKW Model has achieved outstanding success as demonstrated by the last three years of the CAASPP results. Our three subgroups, Latino, SED, and students with disabilities, surpassed the state average, and showed clear growth the since 2015. Latino students showed a gain of 11 percentage points in math and 17 percentage points points in ELA. SED students gained 7 percentage points in Math and 14 percentage points in ELA.
- c. Rod Kelley’s School Plan for Student Achievement contains an thorough analysis of student results and helps guide formulate goals and align resources. We have identified specific strategies that accelerated scores for targeted students. These strategies are reinforced during professional development and teacher collaboration.
- d. The results of the 2018 CAASPP indicate that Rod Kelley School surpassed the state average in ELA and Math. Sixty-one percent of our students school-wide met or exceeded standards in ELA. The non-targeted (White) students scored 84% while the targeted (Latino) score was 57%. These results indicated an achievement gap of 27 percentage points. However, since 2015 the gap has been reduced by 4 percentage points. It should be noted that the non-targeted group makes up 7% of the population in comparison to the targeted group that makes up 83% of the population. In Math sixty-one percent of our students school wide met or exceeded standards in Math. The non-targeted (White) students scored 83% proficient while the targeted (Latino) students scored 58% proficient. The achievement gap is 25 percentage points which has decreased by 7 points since 2015. Analyzing the data closely, each subgroup of the targeted population at Rod Kelley scored from 8 to 21 percentage points higher than the state average in ELA. The same trend is found with Math.

- e. It is undeniable that the RKW model is now the culture of the school and has consistently produced positive outcomes for all students. The RKW model is constantly evolving, incorporating new and innovative strategies as we move forward in improving student achievement, and creating a highly engaging and relevant learning environment for our students.