

## **Guadalupe Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 43697086049357

County: Santa Clara

District (Local Educational Agency): Union Elementary

School: Guadalupe

### **Demographics**

Enrollment: 611 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

### **Overview**

Our mission at Guadalupe is to provide a supportive environment where students feel safe to collaborate and create. We believe in the whole child. Our staff cares deeply about making sure that students feel success and are actively engaged in the learning process. We partner closely with our school community to shape this environment.

Guadalupe staff strive to utilize technology, individualized learning, and voice and choice to make school fun and relevant for all students. With a rich community of student backgrounds, continuous professional development is a cornerstone of our staff's success in staying relevant in a quickly changing educational landscape. We understand that as the world changes, the way our students learn must develop as well, and it is our responsibility to meet student needs.

Guadalupe is proud of our students' accomplishments in meeting California State Standards, but also proud of the school culture students have helped to shape. Our school uses a Positive Behavior Interventions and Supports (PBIS) program, where students learn school expectations and are rewarded for exemplifying these traits. We

also work closely with Project Cornerstone, a program that emphasizes character development. Parent and community volunteers read to students, and share personal stories of wisdom and encouragement as they model leadership skills. These caring traits and leadership skills are held in high esteem by all students.

Guadalupe Elementary School is located in the southern region of San Jose and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2017–2018 school year, 584 students were enrolled. Our demographic data breaks down as: EL 14%, Asian 30%, Caucasian 45%, Hispanic 9%, SED 7%, SPED 11%.

In 2012, Guadalupe earned the distinction of CA Distinguished School because of our caring school climate, data driven student support systems, and high academic achievement. In 2016, Guadalupe earned the Golden Bell award for its implementation of the Response to Intervention model. Additionally, we are pleased we are at the highest levels of proficiency for all students in both ELA and Mathematics as shown in the California School Dashboard. CAASSP results additionally indicate that we maintain our distinction as the highest performing school in our district.

Guadalupe truly believes it is distinguished from other schools, even within our own district, because we are constantly adapting our instruction and strategic models to ensure students have access to the standards and are well-cared for. This is evident through our latest improvements in learning: infusing integrated technology with our current RTI model in order to advance individualized learning for all students.

## **Model Program and Practices**

Name of Model Program/Practice: Response to Instruction with Individualized Learning Through Integrated Technology

Length of Model Program/Practice: 2–4 years

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

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

Strategies Used: Data-Driven Decision Making, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

## **Description**

Guadalupe Elementary is motivated to meet the needs of all students through the use of technology and individualized learning. Maintaining a high level of academics, while enhancing and enriching the students' learning environments and goals, is central to our instruction. In combination with our distinguished Response to Instruction (RTI) model,

students are able to access curriculum, at their level, through the use of integrated technology. This model includes small group intervention, grade level supports, enrichment opportunities, and technology enhanced lessons.

At Guadalupe, RTI was implemented to raise proficiency levels within the English Language Arts (ELA). Two years ago, Guadalupe Elementary was the first school in Union School District to pioneer the use of RTI in other content areas. Data showed that the RTI model in ELA was effective in the primary grades, but didn't significantly increase proficiency rates in the upper grades. Teachers knew that the larger achievement gap was in math instruction.

Based on data, Guadalupe teachers set out to create a leveled math RTI program. The targeted instruction, based on California State Standards, allows students to access curriculum at their current level. Data showed a large learning gap between groups of students in how they understood number sense. Following the RTI model, students are initially assessed and grouped in cohorts to meet their instructional level. Intervention cohorts are strategically grouped with fewer students and RTI tutors, helping us reach a 1:6 ratio of teachers to students. Resource aides "push in" to the classroom to create cohesive lessons and provide additional support.

More recently, through technology implementation that provides a student to device ratio of 1:1, staff has customized individualized learning by creating intervention and enrichment opportunities for each student. This is done in two ways: through technology-based pedagogical practices like hyperdocs and inquiry, and through access to software programs like Fast Math and Prodigy. The integration of these two practices creates the desired effect of individualized student learning and differs from the other schools as it combines pedagogy of instruction with a model that is already strong.

The continued success of RTI in both ELA and mathematics has allowed for students to reach grade level proficiency, but also keep the students highly engaged in the learning process. Within cohort groups, students are able to access curriculum at their level, which increases confidence and engagement. Based on data from the California School Dashboard, our subgroups have maintained or increased significantly in ELA. With the introduction of a new math curriculum, student data shows highest performance in mathematics as well.

## **Implementation and Monitoring**

Guadalupe has utilized RTI for the last seven years. As the model has shifted to include additional subjects, the use of technology has contributed to making us a leader in differentiated learning. Our strengths are rooted in strong grade level collaboration, accompanied by targeted professional development. Teachers meet weekly to plan and discuss student performance. Projects and curriculum enhancements are shared amongst team members, creating a unified yearly plan for all students. District and formative data is discussed and student groups are adjusted based on those results. Guadalupe teachers know that high performance is rooted in the ability to provide exciting learning opportunities, giving students voice and choice in their learning.

In addition, monthly staff meetings include Tech Tuesdays, where tech pedagogy is supported and shared by fellow staff and consultants. Participation in Computer Using Educators conferences, and other professional development are ongoing. In addition, Teachers on Special Assignment (ToSAS) model STEAM and technology-infused instructional strategies. Staff co-teaches with the ToSAS, both in the classroom and in the school's Maker Space, to coordinate and complement existing lessons. These strategies highlight student access to curriculum while giving them the ability to utilize and showcase their multiple intelligences.

On a continuous basis, students are utilizing technology in all grades. As the staff's expertise with technology has increased, the uses of technology to enhance student learning has been magnified. Where in the past, technology may have been primarily used as a substitution for instruction, Guadalupe has reached levels of modification and redefinition. These levels are monitored through the use of Bright Bytes data. Students use technology to submit assignments through Google classroom, produce videos, participate in virtual field trips and Google hangouts, and create and share work with classmates and students nationwide. Teachers use hyperdocs that allow students to access background knowledge and allow for choice in instruction. Through all curriculum, the 4 C's (communication, collaboration, critical thinking and creativity) are emphasized.

The RTI model, enhanced with individualized technology, is monitored year to year. The staff looks at the results of both the CAASPP and Bright Bytes to determine whether or not the model is working well within particular content areas and for specific groups of students. Based on those results, student to staff ratios may be adjusted, or more tech-based lessons integrated. Data is truly a key part of the structural planning for our site, which sets us apart from many other schools. More importantly, Guadalupe staff are encouraged to take risks in creating curriculum, with the continued goal of student engagement and enrichment as the basis for decision making.

## **Results and Outcomes**

Guadalupe's CAASPP results for 2017 show that our strategic, individualized learning opportunities within the RTI model are working. We continue to show growth in ELA with 83% of students meeting or exceeding grade level standards. Though our math results showed a slight decline, we take this as an opportunity to look at how we can improve our instruction. In fact, this year we have supplemented our curriculum with project-based units of study, targeted task cards and math software. This mindset is yet another example of how the staff strives for continuous improvement, which sets it apart from other district sites. With strategic data analysis and the use of individualized technology, we are confident that our math scores will increase for 2018. Guadalupe is still proud of our students' 2017 math accomplishments, with 84% of all students meeting or exceeding grade level standards. We are also encouraged by the fact that all subgroups remained at high or very high status, based on the California School Dashboard report.

Along with summative assessments, district schools administer the Key Data Systems (KDS) assessment for ELA and math once per trimester. The KDS assessment is

designed to show student growth over the year, and help to prepare them for the rigor of CAASPP testing. This data gives teachers feedback towards students' mastery of standards and/or identify significant gaps in learning. Guadalupe teachers use this data to create curriculum units, opportunities for remediation and enrichment, and to adjust the pacing of the standards. Additionally, it allows us to adjust the composition of our RTI groupings, and provide technology supports as needed. Daily formative assessments guide instruction and show advanced achievement and depth of understanding. We are proud that both the dashboard and district assessments are proving that our model of instruction is working.

Guadalupe continues to employ technology practices, educational supports, and data-driven decision making, and we continue to make gains in student proficiency in our designated subgroups. Our high levels of achievement show academic proficiency of 83% ELA and 84% in Math. Our school community is committed to preparing our students to be successful adults. Our dedicated staff provides a comprehensive educational program, that paired with extensive parent support, offers our students a safe and vibrant learning environment.

We are proud of our continued CAASPP success, and the ability of our students to learn, synthesize and create. Guadalupe continues to be a model for exceptional student achievement at a district and state level.