

California Department of Education 2018 California Distinguished Schools Program Elementary School Application

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If you need assistance, contact your County Coordinator. Contact information for County Coordinators can be found on the California Department of Education's County Coordinators Web page at <https://www.cde.ca.gov/ta/sr/cs/coordinators.asp>.

If you have any questions or concerns, contact the Awards Team by e-mail at awards@cde.ca.gov or by phone at 916-319-0842.



**California Department of Education
2018 California Distinguished Schools Program
Elementary School Application**

County-District-School (CDS) Code [14 digits] 01750930114579		
County Name Alameda		
District Name Dublin Unified School District		
School Name <i>(If your school is selected for honors, enter school name as you would like it to appear on your award plaque.)</i> John Green Elementary School		
City 3300 Antone Way		Zip Code 94568-1500
Area Code and Phone Number 925-833-4200	Extension 6601	Area Code and Fax Number 925-829-1076
Principal's E-mail Address venturalorianne@dublinusd.org		
District's Superintendent E-mail Address boozerleslie@dublinusd.org		
School Picture <i>(Required. Submit a picture of the school showing the school name. Only image files are allowed. Picture upload will be available in the online application.)</i>		

Certification

I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:

- *A data re-certification in early 2018 may disqualify my school from consideration.*
- *The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;*
- *There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and*
- *The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.*

Principal's Name Lorianne R. Ventura	Date 3-7-18
District Superintendent's Name Leslie Boozer	Date 3-17-18

School Information

1. What is the current school enrollment? 866
2. Which category best describes where your school is located?
 Urban Suburban Rural
3. Does your school receive Title I funding?
 Yes No
 If yes, indicate type of program:
 School-wide Targeted Assistance
4. What is your school calendar?
 Traditional Year-round Modified
5. Is your school a charter school?
 Yes No
6. Number of full-time and part-time staff members in each of the categories below:

Category	Full-Time	Part-Time
Administrators	2	0
Classroom Teachers	30	8
Counselors	0	1
Credentialed Librarians	0	0
Nurses	0	0
Psychologists	0	1
Technology/Media Specialists or Technicians	1	0
Paraprofessionals	6	4
Campus Resource Officers	0	0
Other Full-Time Staff (specify) Office Clerical, Registrar, Speech	6	
Other Part-Time Staff (specify) Speech Pathologist, Occupationa		11
Total	0	0

School Overview

School Overview Narrative (*limit response to 3,000 characters*)

John Green Elementary School (Green) was established in the fall of 2007. Since our opening, staff, students and families have come together to create an environment that truly supports success of all children. Green is a high-performing, academically rigorous school that emphasizes lifelong learning, high levels of literacy, and STEAM learning embedded in all classrooms. We fully embrace 21st century learning and our goal is for our diverse population of students to become passionate, ethical, and inquisitive global citizens. One staff member notes, "Our student population, diversity, strong parent support and leadership distinguishes our school."

Green's motto is: "Kids first - every student, every day."

Our mission at Green is to provide all students with the opportunity to persevere with real world problem-solving skills. This is accomplished in a trustworthy, respectful, and safe environment that fosters positive attitudes towards self, others, work and citizenship while highlighting individual differences. Students, staff, parents and community members collaborate to continuously improve and empower lifelong learning.

We believe that collaboration is most successful when it exists in a context of empowerment and engagement. Joining together as educators is an integral component of our culture and practice. A Green teacher points out that Green is special in its "collaboration to ensure all teachers are reaching the needs of every student."

Another major key to our school success is our parent community. Parents of our students value their children's education, and support them in becoming strong learners through parent participation in the Parent Faculty Club (PFC) and School Site Council (SSC). Our 745 registered volunteers dedicate countless hours to the school in many of ways, including assisting in classrooms as well as organizing and coordinating activities such as Art in Action, Junior Achievement, the Gator Gallop (jog-a-thon), Talent Show, Engineering Fair, and Family Math/Science Nights. They also coordinate many community-based activities such as Muffins with Moms, Donuts with Dads, school-wide dances, family movie nights, seasonal and multicultural activities, and our upcoming 10-year anniversary celebration. With their assistance, we are able to offer specialized programs that foster 21st century learning experiences for all students. A student recognizes the importance of parent involvement by noting "Everyone is united, we're all in things together, and it is a friendly, happy school."

The success of our school is not about just one or two specific instructional programs or a single instructional methodology. It is about coming to an agreement as to the direction we will take for all our students to be successful! Students recognize that "What makes Green special is the special teachers and staff who make us students feel welcome, happy, and most importantly safe."

Model Program/Practice Summary

1. Name of Model Program/Practice:

Response to Intervention Program

2. How long has this Model Program/Practice been in place

Less than 2 years 2-4 years 5-8 years 8+ years

3. What is/are the target area(s)? (*choose at least one area.*)

- Career Technical Education
 Chronic Absenteeism and Dropout Prevention
 Civic Education Awareness
 Closing the Achievement Gap
 Education Supports
 Nutrition and Physical Activity/Education
 Parent, Family, and Community Involvement
 Professional Development
 Science, Technology, Engineering, and Mathematics
 Use of Technology
 Visual and Performing Arts

4. What are the target populations (*check all that apply.*)

- American Indian
 Asian
 Black or African American
 Filipino
 Hispanic
 Pacific Islander
 White
 Two or More Races
 Socioeconomically Disadvantaged
 English Learners
 Students with Disabilities

5. What strategies are used to implement the Model Program/Practice? (*check all that apply.*)

- School Climate
- Small Learning Communities
- Parent Engagement
- Data-Driven Decision Making
- Health Support
- Social/Emotional/Behavioral Support
- Professional Development
- Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Model Program Practice Reference

How is your Model Program/Practice referenced in your district's LCAP? [Refer to the State Priorities listed in *Education Code* (EC) sections 52060 and 52066. Charter schools must address priorities in EC Section 5206(d).]

Note: When completing the Model Program/Practice Narrative, your response needs to provide clarifying explanation on **how your implementation** of the Model Program/Practice **at your school site is distinguished** from the district's model. Limit response to 3,000 characters.

Five of the eight state priorities for local schools and districts are Implementation of State Standards (priority 2), Parent Engagement (priority 3), Pupil Achievement (priority 4) and Pupil Engagement (priority 5). John Green Elementary School's Response to Intervention Program specifically addresses these priorities. It is referenced in Goals 1 and 3 of the DUSD LCAP. These are:

Goal 1: (p. 13)

We will maximize student learning and achievement by providing a rigorous and relevant 21st century education that prepares EVERY student for college and career and success in the global economy

Goal 3: (p 43)

We will align resources and establish partnerships to maximize student learning.

As further described in our narrative, the Green community is proud of our distinguished Response to Intervention Program. Our PLC's partnership includes grade level members, co-teachers and the Intervention Strategies Team (IST): Resource Specialist, School Psychologist, English Language Development Teacher (ELD), Speech and Language Pathologist, School Counselor, and Administration. We are enthusiastic about our co-teaching in 4th and 5th grade general education classrooms. These partnerships maximize student learning by identifying the needs of students, from intervention to enrichment, and every need in between. Parents are an integral part of our focus on student success. John Green Elementary focuses on intentionally maximizing student learning and academic achievement while maintaining high academic expectations for all. Every day we strive to prepare every student for college and career readiness, as well as success in the global economy. It is our team approach that sets us apart.

Model Program/Practice Description

Note: When completing the Model Program/Practice Narrative, your response needs to provide clarifying explanation on **how your implementation** of the Model Program/Practice **at your school site is *distinguished*** from the district's model. Limit response to 3,000 characters.

As part of the DUSD LCAP, each school in the district has developed a comprehensive Response to Intervention (RTI) model with the goal of closing the academic achievement gap between overall performance and student subgroup performance on the CAASPP. The LCAP specifically states, "We will maximize student learning and achievement by providing a rigorous and relevant 21st century education that prepares EVERY student for college and career and success in the global economy. We will align resources and establish partnerships to maximize student learning." Green is unique in its commitment to a RTI Model based on the premise that academic achievement is grounded in supporting high levels of learning through teamwork and an intentional multilayered approach. Using the PLC framework, the following questions guide instruction: What is it we expect our students to learn and do? How will we know when they have learned it? How will we respond when some students do not learn? How will we respond when some students already know it?

Green teachers assign universal screening assessments to all students and analyze their needs with district benchmarks, CAASPP and formative assessments. Data is entered into shared documents accessible by grade levels, co-teachers and IST. Teams determine which tiered levels of support or enrichment are needed to support students. Progress is monitored and shared with IST weekly and parents of identified students receive a progress report at the end of each instructional cycle. In addition, teachers are in continuous contact with parents regarding academic progress. Funding for the higher level tiers comes from LCAP Supplemental Funds and provides two intervention specialists as well as SIPPS and Read Naturally materials.

The targeted group of students serviced in this model include EL, SPED, SED and GATE and are defined in the following areas: Above Grade Level students are being challenged to show depth and complexity on a particular standard. One student notes, "John Green makes me a better learner because there are a lot of extra hard curriculum stuff for advanced students so that they don't lose all of their smartness." Students performing At Grade Level may require additional instruction to further develop their understanding of a particular standard. Students performing Near Grade Level require lower tiered intervention to solidify foundational skills. One student wrote, "Green teachers help us be better learners by repeating and seeing if someone is having trouble, then they help them right away." Students who are Below Grade Level require intensive higher tiered interventions to build foundational skills. We are proud that students with low academic progress receiving Tier 3 intervention supports have increased overall academic progress while decreasing behavior incidents. Student suspended prior to receiving intervention support have not received a suspension since participating in our intervention program.

Model Program/Practice Implementation and Monitoring

Note: When completing the Model Program/Practice Narrative, your response needs to provide clarifying explanation on **how your implementation** of the Model Program/Practice **at your school site is *distinguished*** from the district's model. Limit response to 3,000 characters.

We work hard every single day to narrow our achievement gap and identify students who need extra support, immediately providing intervention within our classrooms or intervention groups. We have effective communication structures to monitor students who need extra support from one school year to another. Watch lists are created and reviewed by IST and PLCs. Students with the highest intervention needs are provided top tier supports. Progress monitoring begins at the start of the school year. Within the first few weeks of the year, teachers assess all students with universal screeners to identify current levels of progress. Data is analyzed by teams during collaboration. New students of concern are added to watch lists and the IST reviews weekly. Concurrently, teachers reach out to parents to communicate concerns and potential tiered interventions.

Student Success Team (SST) meetings are scheduled based on IST recommendations to review concerns and action steps with parents and educators. In special circumstances, students may be assessed for specialized academic instruction and sometimes receive their resource services with co-teaching teams in the general education classroom. Some students are recommended for placement into the school's Intervention Program (IP).

The IP sets Green's intervention model apart from the rest of the school district. It is designed to meet the needs of students requiring the most intensive intervention programs, including Phonemic Awareness Groupings, SIPPS (Systematic Instruction in Phonics, Phonemes, and Sight Words), Numeracy Centers (designed to build foundational understanding of numeracy concepts), Read Naturally (designed to increase fluency, reading comprehension, and writing skills), and English Language Development groupings. Students served in intervention range from students in need of temporary intervention to students with an IEP.

Administration, specialists, and many teachers attended PLC and RTI training featuring the DuFours and Mike Mattos. Staff meetings and release days are further opportunities for PD. In the past two years all staff members have been provided PD on lesson enrichment, Writer's Workshop, NGSS, Capturing Kids Hearts, Math Talks, etc.

We are diligent in data gathering for students who receive intervention. Students meeting goals are exited from the IP. A follow-up SST meeting to discuss further interventions is scheduled for students not meeting goals. Parents are notified of student achievement with progress reports after each instructional cycle. Our school supports all students through strong classroom learning, collaboration between staff members, intervention (including IST and SST processes), and strong relationships with families. Parents value their children's educations and support them in becoming strong learners. Parents are thankful that each one of us works together to support their students.

Model Program/Practice Results and Outcomes

Note: When completing the Model Program/Practice Narrative, your response needs to provide clarifying explanation on **how your implementation** of the Model Program/Practice **at your school site is *distinguished*** from the district's model. Limit response to 3,000 characters.

CAASPP Data and District/Site Data are reviewed during designated PLC collaboration and by the IST to determine the effectiveness of more intensive interventions. Our intervention groups have built-in progress monitoring to provide students, teachers, intervention instructors, and parents with feedback in eight week cycles.

Over a three-year period, student CAASPP data for grades 3-5 show the number of students who met or exceeded standards has grown by 3% in ELA and 6% in math. In addition, students who did "not meet" grade-level standards decreased by 1% in ELA and 3% in math. These students are targeted in IP. Since our targeted intervention group is a small portion of our total school population, data focuses on all-school achievement.

Further information is also analyzed for the entire student body. Data is obtained via district benchmark assessments in addition to CAASPP. Our Tier 1 and Tier 2 intervention includes all students at our school. Our Tier 3 intervention program is made up of 67 students we have identified as at risk. These students include EL, SPED, SED, Asian, Hispanic, Black, Asian Indian, and White students. Because our research-based Tier 3 intervention programs target early reading phonics, fluency and comprehension skills, pre and post assessment data for participating students resulted in substantial gains across all grade levels. Kindergarten saw a growth in mastery of sounds from 40% to 97%. Our 1st and 2nd graders' DRA levels increased on average of 3.4 and 2.3 levels respectively. STAR reading levels for 3rd, 4th and 5th grade increased 0.7, 0.5 and 1.7 grade level years after the eight-week instructional cycle. Additionally, fluency levels increased through Read Naturally for grades 2-5 as follows: 11 wpm, 5 wpm, 22 wpm and 10 wpm.

Our results clearly indicate the effectiveness of the targeted interventions in place for our Tier 3 intervention at Green. Assessment data also highlights the success of Tier 1 and Tier 2 interventions taking place in general education classrooms.

Efforts are being made to further develop the amount of Tier 1 interventions that are available in the general education classroom through ongoing professional development at monthly staff meetings, model lessons presented by district curriculum coaches, peer to peer observation, co-teaching, classroom walkthroughs, and formal observation.

Our RSP teacher states, "Co-teaching has been the most amazing experience. I have not only become a better teacher, but the students have grown so much." One student reported, "I don't have to get pulled anymore; I am doing so well." The student's motivation, behavior, and endurance have all improved.

Green has some growth and improvement potential. Through effective practices and structures, our students thrive as they demonstrate their mastery of standards. We are determined to continue refining our Intervention Program until every child succeeds.