

**Culture of Universal Achievement**

**2018/2019**

**Thompson Elementary School's  
Exceptional Systems Endorsement**



**Exceptional CULTURE**  
**Exceptional COLLABORATION**  
**Exceptional STANDARDS ALIGNMENT**  
**Exceptional ASSESSMENT**  
**Exceptional use of DATA**  
**Exceptional INTERVENTIONS**

# Thompson At-a-Glance



Thompson has enthusiastically embraced the NEU culture and atmosphere by hanging our classroom college flags inside and outside each room, and creating a classroom college bulletin board. Thompson was also

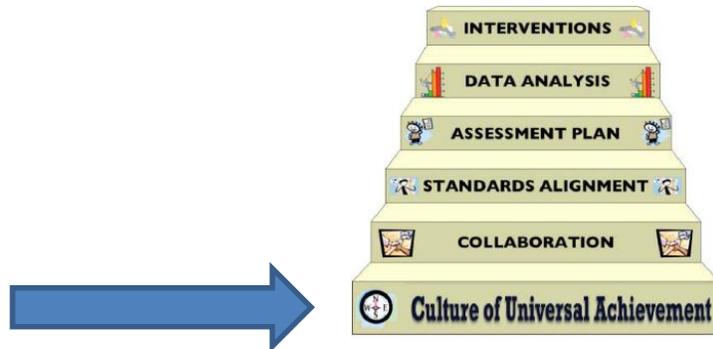
recently recognized as a California Gold Ribbon School by the California Department of Education. Students wear their college shirts with pride every Monday to coincide with our Monday school-wide meetings. There are also daily morning announcements which include motivational quotes. Students enjoy attending the monthly pep rallies and reciting their college chants. Classrooms take turns performing and singing college themed songs.

College Character awards are presented each month to one scholar in each class that has embodied the school philosophy of being safe, responsible, and respectful as well as following the “No Excuses” ideology. Through Renaissance Learning, every student can earn their “Bachelor,” “Master,” and “Doctorate” degrees by meeting their individualized reading goals. Furthermore, we have set up school-wide grade level competitions, such as March Madness, which motivates independent reading, encourages teamwork, and stresses being present mentally and physically is half the battle. Each grade level tours a different local university to experience college life. Thompson hosts Career Days in which various professionals from our local community share their career and college experiences. We plan to incorporate a permanent “Hall of Fame” board that displays names, dates, and colleges of Thompson students that have graduated college, inducting them at yearly assemblies.

We have a learning center run by two full-time teachers and college interns to provide intervention instruction. We provide SDC and RSP for students with IEPs for all grades. Our school has a transitional kindergarten program to prepare students for academic and social skills necessary for kindergarten. Our full-time counselor supports students and their families with social needs, behavioral needs, and attendance. We have an active PTO that provides opportunities for family involvement such as Winter Carnival, Movie Night, Valentine’s Dances, BINGO, Quartermania, and fundraising for college field trips. The CAPS program at our site provides structured after-school care with time to do homework and enrichment activities.



# Culture of Universal Achievement



**The first step is believing that every student deserves the chance to be educated in a way that prepares them for college and career.**

## **Commitment**

Thompson's commitment to success is to create a positive learning environment where our staff, parents, and community work together to make sure that each student is valued and college ready.

We begin every week with an NEU assembly. Students, staff, and parents wear college T-shirts. We review school-wide expectations, participate in college chants and songs, and create an atmosphere of college-bound behavior. We also include parents by reading their Hopes and Dreams essay that they write for their child. College student interns and student council members announce school-wide expectations every morning, and include inspirational quotes.

## **Striving**

We are working on implementing a system where the scholars will emphasize these expectations on a video stream in place of announcements. We have monthly Pep Rallies where classes perform college-themed songs or poems. During the pep rally, classes show their pride by presenting their college chant. Each teacher selects one student for a college character award. Students can earn Tiger Pride tickets for college-bound behavior. The tickets are submitted for a drawing to have lunch with the principal.

## **Involvement**

To involve parents, we offer workshops on study skills, college readiness, reading strategies, and parenting support through our Parent University. Three times each year, community members are invited in to talk about their careers on Thompson's Career Day. Our future goal is to promote the NEU program to our cluster and feeder schools within our district to attend NEU conferences and to form partnerships. In this way, students will continue with the college readiness philosophy throughout their academic schooling.



# Collaboration



**Foundational to schools is the teamwork involved in making school a safe and desirable place to be.**

## Vision

Thompson's staff is committed to collaborate and expand our vision to make our scholars college-ready. We engage in weekly grade level meetings with our principal where we focus on implementing the common core standards for student achievement. We review student data and create lessons aligned with rigorous curriculum design. We are collaborating to incorporate technology into our classroom by attending staff development and purchasing one-to-one devices for students. Our leadership team plans the annual calendar for professional development and college-bound activities including pep rallies, visits to local colleges, and our Renaissance Learning college degree awards.

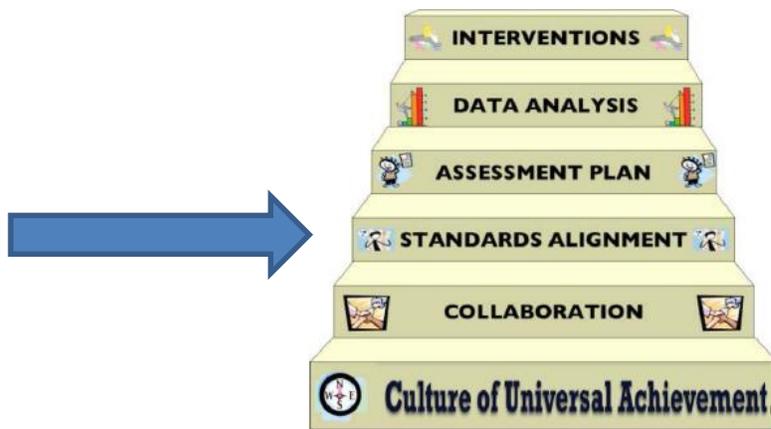


## Parents

Another area of focus is collaborating with parents through the use of our parent volunteer workers, Parent University workshops, our PTO, and various communication tools to keep parents informed of our school activities. Coffee with the Principal, Safety Plan meetings, and School Site Council are three of the many opportunities where parents are encouraged to collaborate and share our school-wide vision to meet the needs of all Thompson students.



# Standards Alignment



**California Common Core State Standards are the foundation of every child's base of learning.**

## **Reading**

We hold weekly grade level meetings to look at our common core standards and student data to drive our instruction, so that all students are successful. Students have set goals, and parents, teachers, and students are working to help students achieve those goals. For example, using Renaissance Learning, students can self-monitor their reading and math goals.

## **Writing**

Through Thompson's grade level planning, we have vertically-aligned our writing standards. We utilize our understanding of Step Up To Writing to create lessons that are rigorous and to ensure our students are thinking critically and developing higher-level thinking skills.

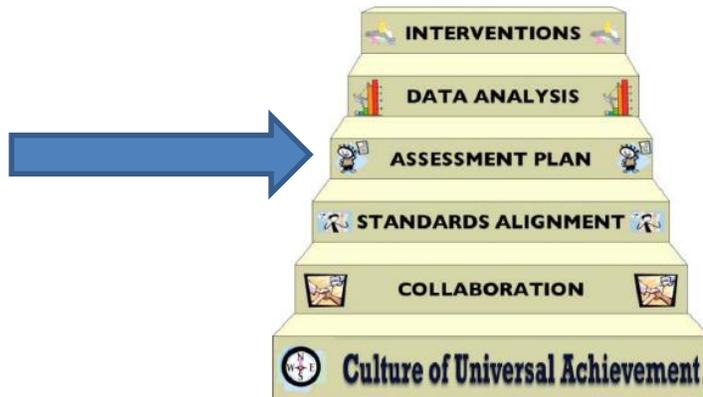
## **Math**

Teachers look across grade levels to identify school-wide focus standards. We look at the math framework, to see the progression of learning, and deconstruct math standards to help with core implementation.

## **Destination Driven**

We combine units of study with project-based learning, and as a culminating activity for the year, classes display projects aligned with Common Core Standards. Parents are invited to tour all classrooms to see the progression of skills and expectations for each grade level. Our goal is to develop a clear path of matriculation to ensure our students master key standards at every grade level, and get excited about moving on to the next grade.

# Assessment Plan



**The individualization of learning fundamentally redefines the role of assessment. –S. Thrun**

## **Guidance**

Our school assessments guide a school-wide action plan that includes measurable student achievement. Teachers assess students frequently using diverse tools, such as performance tasks, pre and post assessments, and computer generated exams.

Grade levels set their own pacing calendars to target Common Core Standards. Grade level time is used to analyze assessments and to plan further instruction. The Learning Center administers weekly assessments and continual monitoring of At-Risk students, working closely with classroom teachers. Our future goal is to develop our own school-wide assessments to align with the standards.

## **Formative and Summative**

Some examples of frequent and on-going formative assessments are book-based comprehension quizzes through Accelerated Reader, use of STAR Math, STAR Reading, and Early Literacy. We also use these in their Spanish versions, as appropriate to student needs.

Another program we use for formative assessments, summative assessments, and as a tutor program, is i-Ready, which has both math and language skills modules. Our core curriculum also has online and paper assessments that are used regularly to assess student growth, and provide important feedback for teachers, as they design their lessons.

Other sources of data we use to tailor learning are the DRA, CELDT, CAASPP, ELPAC, and TELL.



# Data Analysis



**When data is used to drive instruction, everyone wins.**

## **Frequent and On-Going**

Thompson Elementary continually evaluates data on a regular basis. Using Renaissance Place, i-Ready, and core curriculum resources, all teachers are able to analyze data and plan for individual and class-wide student achievement. Data is printed and discussed, not only in grade level groups, but also with the learning center and other support staff. Using a grid of class rosters and standards taught, we are able to see, evaluate, and immediately know what standard each student has mastered. This data is used to place students in groups with like academic needs.

Regular grade level meetings are regularly provided where guest teachers take their classes, allowing teachers the opportunity to evaluate and discuss data, plan interventions, and review progress of students on a regular basis. Members of our staff participated in Data Driven Instruction conferences, and our continuing expectation is that all staff implement this process.

## **Data Protocols**

At the end of each summative assessment period, teachers engage in an analysis of the grade level and individual classroom data. Teachers then determine what practices were used, and evaluate whether it was a best practice, or whether something else should be employed. Then, they determine next steps, and begin developing their next learning plans for Reading, Writing, and Math.



# Interventions



**Intervention is really nothing more than understanding the difference between equality and equity, and then applying it to student learning and our instructional methods.**

## **To Every Child What They Need**

Thompson is committed to providing students with small-group strategic interventions that target students' specific learning needs. Our school-wide approach to intervention allows for students to receive standards-based leveled instruction for one hour, 4 days per week without interrupting the core curriculum. Each grade level has a designated RtI time for the day. At that time, students receive instruction based on present levels of performance. The data used to determine which intervention/enrichment class students are assigned to is revisited every trimester, but movement between skill levels is fluid, and can occur whenever it is appropriate.

Students identified with special needs receive specialized academic support from the RSP teacher during the designated time so that no core instruction is missed.

Thompson interventions are constantly monitored during collaboration time. Intervention groups are flexible and dynamic, students are able to fluidly move in and out of groups based on criteria met and performance. We pride ourselves on outstanding interventions that meet every student's needs based on skill gaps. Data is our constant measure to align resources for intervention groups for all students regardless of placement.

## **Learning Center**

Thompson has a Blended Learning Center that addresses specific needs of Thompson students based on Data using research-based practices. It uses a combination of technology, teacher, and parent collaboration. The goal is after six-week intervals, students who are operating slightly below grade level with fluency/comprehension will

be able to read fluently at grade level with comprehension through the blended learning model. Our resource teacher employs weekly fluency assessments and comprehension assessment. The center also uses Step Up to Writing tools to help students' proficiency in writing and comprehension.

### **Behavior**

Not only does Thompson have academic interventions in place, but we also have been bringing in experts on Socio-Emotional Learning, Growth Mindset, ACES, PBiS, and Restorative Justice for staff professional development. We have established a tier I and tier II intervention team on campus, and are quickly becoming a leader in district implementation of these behavior interventions.

