California Department of Education
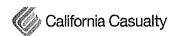**2016 California Gold Ribbon Schools Program**   California Casualty
Elementary School Application: Part A

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51713996053284
County-District-School (CDS) Code – 14 digits

Sutter County
County Name

Live Oak Unified School District
District Name

Luther Elementary School
School Name (*If your school is selected for honors, this school name will be engraved on the award plaque.*)

10123 Connecticut Ave.	Live Oak	95953
Mailing Address	City	Zip Code

530-695-5450		530-695-5429
Area Code and Phone Number	Ext.	Area Code and Fax Number

pbains@lousd.k12.ca.us
Principal's E-mail Address

✫   ✫   ✫   ✫

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:

- *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.*

School Overview

Research indicates that children from low-socioeconomic status (SES) households and communities develop academic skills at a slower rate compared to children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). At Luther Elementary School, this is our reality. Eighty-one percent of our students come from low income households where parents are unable to provide students with assistance in reading and homework. Our English Learner (EL) population is forty-three percent and ninety-five percent of our Kindergarten EL's initially test at the *beginning level* on CELDT. The majority of the parents of our students have not received beyond a high school education and many of our students are unable to get basic homework assistance at home. We recognize the education we provide during school hours is critical in shaping the future of our students.

Our students are fortunate to be served by a primarily veteran staff of thirty dedicated and compassionate teachers, a counselor and sixteen instructional assistants. The administration is comprised of a principal and vice principal, both of whom have been in their current roles for two years. At Luther, we share our collaboratively developed vision of improving the reading skills of all students and keep it at the forefront of our annual endeavors. Our site is a place where all staff work tirelessly toward student proficiency. We work hard to ensure we are providing academic rigor and establishing a culture of life-long learning while capturing the hearts of our young students.

Luther Elementary is located in the small, rural town of Live Oak which is fortunate to have its own Sherriff's Substation a few blocks from campus. The population of our town is 8,461. According to the *Neighborhood Scout* webpage, Live Oak is ranked fifteen in the national crime index, meaning eighty-five percent of the cities of similar size in the United States are safer. A few years ago, a man was shot and killed at the market located a block from our campus. After reading the paper, we realized the victim was a relative of one of our students and had himself attended Luther as a child. The incident was labeled as a gang-related murder. Our staff keeps these statics and gang activity in mind as they assume their highly important roles in the lives of our students.

Luther Elementary currently has an enrollment of 640 and we are a transitional kindergarten through fourth grade site. We are proud of the direction we are headed and in the vital role we play in being not only educators, but positive role models for our students as well. We realize, school may be the only place students receive a meal and comfort and caring from adults. We work hard to fill educational, social, emotional and basic needs. Our ongoing efforts to address these gaps include: Luther Student Intervention Services (LSIS), character education, a focus on college and career readiness, implementing instructional rigor, PLC's, key instructional principles and addressing the academic language needs of all learners.

As you read through our application, you will learn about the *Every Student Reads!* model in greater detail. We are passionate about the successes of our programs, but even more so about the lifetime of opportunities students have once they have attained reading proficiency. We have seen and continue to see amazing results as we continue to contribute to brighter futures and a greater local community one day at a time.

Model Program/Practice Narrative

Model Program/Practice Name: *Every Student Reads!*

1. Description of the Model

The *Every Student Reads!* model (ESR) created at Luther Elementary School is helping our students make the important transition from non-reader to successful reader before they leave us for the middle school. At our TK – fourth grade school, we have over forty-five instructional professionals and paraprofessionals who pour their hearts and souls into making our students' lives better. It is their commitment and our school-wide culture that lay the foundation for our *Every Student Reads!* model.

Historically, Luther Elementary has been labeled a Program Improvement Year five school, with a statewide ranking of three and a similar school ranking of four. With brand-new leadership both school and district-wide, Luther was poised to make a vast shift that would change the course of students' lives forever. The culture of Luther Elementary School has always been driven by the overarching need to help our students succeed, not only in school, but in life as well. An intense focus on our mission allowed our staff to become renewed and re-energized with the desire to do great things for our largely disadvantaged student population. We knew that students who were unable to read and apply what they read would fall even further behind their on-level reading peers, jeopardizing their futures. We could *not* let these students fail.

Prior to the creation of our *Every Student Reads!*, we wanted to make sure that our model aligned with our school mission, which is:

> *Luther Elementary School, in partnership with families and community, is dedicated to ensuring each student receives a challenging, quality education in a safe, supportive environment. We are committed to:*
> - *Implementing high standards of teaching and learning;*
> - *Supporting technological literacy;*
> - *Developing students who demonstrate self-confidence, integrity, and community pride as responsible, self-directed, productive citizens;*
> - *Fostering a love of learning, collaboration and individual creative expression;*
> - *Preparing students who will make successful transitions throughout their lives.*

In support of the district LCAP goals, the district provided a full-time vice principal, which evolved into the newly created role of intervention coordinator. Previously, there had only been a fifty percent VP, with no intervention coordination duties. Additionally, site LCFF funds were allocated to hire current classroom instructional assistants for additional hours to implement our *Every Student Reads!* model, purchase curriculum, and provide training.

The first step in our *Every Student Reads!* model is to identify which students are currently reading at or above grade level targets and which students are needing additional support. All students scoring well below the reading benchmark are subsequently enrolled in *Every Student Reads!*. After researching universal reading screeners, DIBELS was put into action as our reading screener. DIBELS was selected because it provides accurate reading diagnoses, adjustable for all grade levels at our site and is easily and quickly administered. Another consideration is validity and reliability, which is confirmed with the University of Oregon's extensive research and use nationwide. Instructional assistant staff undergoes extensive training, practice, and calibration to ensure that reading screening administration is consistent throughout the school. A schedule is devised site-wide for reading screening administration and separate testing settings are secured. Our reading screening is done three times per year for every student enrolled at Luther Elementary.

Once screening is completed, raw scores are entered into a reporting system that allows the intervention coordinator to analyze results and group students homogenously and

appropriately into one of four possible reading interventions that address: phonemic awareness and decoding, fluency, comprehension, or specialized reading and spelling needs.

Simultaneously during the reading screening analysis and group assignments, *Every Student Reads!* staff are trained in their specific intervention. Our *Every Student Reads!* staff includes certificated Kindergarten teachers and classified instructional assistants. Once all training is completed and groups have been assigned, *Every Student Reads!* group schedules are sent out to every teacher on campus and all *Every Student Reads!* staff are given their groups.

Our Every Student Reads! model is intensive. Groups take place four days per week, for thirty to forty-five minutes, for five to ten week sessions, depending on the curriculum utilized, with the intent to provide targeted, specific reading instruction in those reading skill deficits which are impeding the student from reading at grade level. Students and teachers work hard to make sure that the transition to this pull-out is seamless and a positive experience for the students. Our *Every Student Reads!* instructional staff are upbeat, motivational and push students into learning more than they ever thought they could. Reading skills instruction is interwoven with "brain breaks", celebrations for skills accomplished and an atmosphere of positive reinforcement for all students. Students learn to set goals for themselves, dependent on their individual level, and success is celebrated in full-fashion! For example, students in one first grade *Every Student Reads!* group time themselves on how many seconds it takes them to identify a given set of letters. Each day during the week, students try to beat their time. The teacher reports, "My [*Every Student Reads!*] students are so excited when they beat their time! Seeing the smiles on their faces is priceless!" In a different *Every Student Reads!* group, third and fourth grade students are motivated to move up to the next reading level in their curriculum. Students have reported to the intervention coordinator, "I'm only two stories away from moving up to the next reading level. When we move up, Mrs. M brings us a special treat!"

2. Implementation & Monitoring of the Model

The implementation of *Every Student Reads!* has developed over two years and began with the careful selection and hiring of the fulltime vice-principal/intervention coordinator. The coordinator began assembling the *Every Student Reads!* staff, identifying a school-wide reading screener and selecting validated and targeted curriculum to address and remedy the reading deficits of our students.

Throughout the initial implementation, campus teachers are kept informed of the *Every Student Reads!* progress on a weekly basis in staff meetings, emails and weekly staff newsletter updates. Suggestions and input from teachers and *Every Student Reads!* staff are solicited and integrated as the implementation moves forward.

Every Student Reads! reaches beyond the gates of our Luther Elementary campus. We strive to incorporate parents and community members as well. For example, we reach out to our district's high school and find high school volunteers to tutor students one-on-one, as an extension of *Every Student Reads!*. Jose, a high school student, used the *Every Student Reads!* opportunity to create his senior project. He tutored a Luther student for twenty hours with training and materials provided by our *Every Student Reads!* model. We also reach out to parents who are seeking ways to help their child. *Every Student Reads!* provides training and materials to our parents to continue strengthening reading skills at home.

Once screening is completed, students who need additional reading skills are identified, and homogenous groups are established and assigned to trained *Every Student Reads!* staff. Monitoring of students and staff is subsequently the focus for the intervention coordinator. Attendance and progress of all students in *Every Student Reads!* are monitored on a weekly

basis, with information provided by the *Every Student Reads!* staff. Staff provides individual data and shares any concerns they have with intervention coordinator weekly. The intervention coordinator also visits *Every Student Reads!* groups to assess instructional methodologies, provide coaching where needed to the staff, and monitor students' progress and behavior. Coaching, both instructional and behavioral, are offered to staff for instructional refinement.

The second phase of implementation is to incorporate data analysis with all *Every Student Reads!* staff. We recognize the value of our classified instructional assistants and the contribution they bring to the *Every Student Reads!* model. The intervention coordinator analyzes the reading screening results and growth of all students in *Every Student Reads!* and meets with the both the classified instructional assistants and the certificated teachers. During the meeting, both groups are led through a systematic and comprehensive data analysis of their groups' performance from the previous *Every Student Reads!* session. Each *Every Student Reads!* staff member is given their groups' pre- and post- data, analyzed to include growth in each subtest of reading, as well as overall growth for every student in each of their groups. Site-wide *Every Student Reads!* data is compiled and averaged for comparison purposes. Both the classified and certificated *Every Student Reads!* staff groups are led by the intervention coordinator in a systematic analysis and reflection of their instructional effectiveness and the individual students' performance. Such questions posed included:

- In what areas did you see the most growth?
- Was there one group that performed better than the others? What could have caused this?
- Identify a student who made minimal growth or showed regression. What challenges prevented this student from learning? What additional supports, if any, did this student have? Were you surprised by the lack of growth? Why or why not?
- How could you help a similar student this ESR round make reading growth?
- What is one goal you have for yourself as ESR staff member?
- Pick one of our 5 district key instructional principles to focus on for the next 4 weeks and generate ideas for implementation.

The third phase of implementation is a broader *Every Student Reads!* model review. The intervention coordinator disaggregates and analyzes the reading screening data both on a program review basis and instructional effectiveness review basis. For the program review, growth targets are analyzed for each of the four curriculums used in *Every Student Reads!*. A focus on the primary reading skill deficit is weighted more heavily in evaluation of curriculum effectiveness. The instructional effectiveness review takes the each group's growth and compares it to the average growth across all groups utilizing identical curriculum to determine instructional effectiveness. This information is also shared with the *Every Student Reads!* staff and is included in their data analysis and reflection detailed above.

Throughout the *Every Student Reads!* implementation, parents are kept informed of their child's progress. Written notification to parents is routinely sent out at the beginning and conclusion of each *Every Student Reads!* session to inform parents of continued support or if their child exits from *Every Student Reads!* and now meets reading proficiency targets.

3. Results of the Model/Pupil Outcomes

The *Every Student Reads!* model has truly transformed the lives of many of our students. We continue to offer the students who exit from our *Every Student Reads!* model a level playing field with their advantaged peers. The students who continue to hone their reading skills in *Every Student Reads!* continue to make growth toward reading proficiency.

See *Table 1: Exciting Results of Every Student Reads!* It clearly illustrates what our students accomplished. In 2013-14, thirty-nine percent of students enrolled in *Every Student Reads!* met or exceeded reading targets within one year. In 2014-15, fifty percent of our students who were well below reading targets, met or exceeded reading targets by the end of the year through our *Every Student Reads!* model. This exciting data proves that our model is

increasing reading skills among our low SES, high English Learner student population. These results confirm that our intense intervention model is directly closing the achievement gap between disadvantaged students and that of their advantaged peers.

Table 1: Exciting Results of *Every Student Reads!*

School Year	Every Student Reads! Enrollment	Students who met reading goals with ESR	Percent of Students meeting reading goals with ESR
2013-14	246	97	39%
2014-15	239	120	50%
2015-16	150	Eagerly awaiting...	

Historically, English Learner students at Luther who struggle to pass the CELDT have been hampered by their lack of proficient reading and writing skills. *Every Student Reads!* serves many of our ELs. We are proud to report that our reclassification rates have increased since implementing our *Every Student Reads!* model. *Table 2: Exciting Reclassification Rates* illustrates how EL reclassification rates have nearly doubled from eleven percent to twenty-one percent projected for the current year. This is further evidence of how our *Every Student Reads!* model contributes to closing the achievement gap between our English learner population and our English proficient population.

Table 2: Exciting Reclassification Rates

School Year	English Learner Reclassification Rate
2013-14 (tested before ESR implementation)	11%
2014-15	19%
2015-16	21%

An unexpected result of our *Every Student Reads!* model was our baseline student performance on the ELA portion of the CAASPP in 2014-15. In the past, Luther Elementary had been compared to two schools in our geographic vicinity with similar demographics. While these schools had records of higher API, Luther's performance on the CAASPP eclipsed these similar schools. *Table 3: Let's Compare!* highlights the higher percentages of our students meeting or exceeding in ELA than both our similar schools.

Table 3: Let's Compare!

School Year	Luther Elementary	Similar School A	Similar School B
2011-12 (API)	764	797	771
2012-13 (API)	754	819	759
2014-15 (CAASPP) 3rd Grade ELA % Met or Exceeded	28%	21%	12%
2014-15 (CAASPP) 4th Grade ELA % Met or Exceeded	32%	23%	13%

Qualitative measures prove that our *Every Student Reads!* model is an engaging and productive instruction-focused reading experience for students. Smiles and laughter, blending, fluency building and comprehension practice among our students is common place throughout all the *Every Student Reads!* small groups. *Every Student Reads!* staff report informally and on a weekly basis that the evidence of learning is overwhelming and exciting. Classroom teachers comment on the growth their *Every Student Reads!* students have made throughout the year as a result of the structured small groups.

As we continue to refine our *Every Student Reads!* model, we regularly collect and analyze data to view it through the lenses of our model as a whole, curriculums being used, staff and professional development needs, and other opportunities to help our students be successful. We are continually searching for new methods to incorporate and new curriculums that may serve our students' needs more effectively. Luther Elementary continues to keep the promise of a bright future for all of our students and the promise that every student reads.