

**U.S. Department of Education**  
**2017 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [X] Choice

Name of Principal Mrs. Lynne Carol Mayer

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Arlene Hein Elementary School

(As it should appear in the official records)

School Mailing Address 6820 Bellaterra Drive

(If address is P.O. Box, also include street address.)

City Elk Grove State CA Zip Code+4 (9 digits total) 95757-3083

County Sacramento

Telephone (916) 714-0654 Fax (916) 714-0216

Web site/URL http://www.blog.egusd.net/hein E-mail lmayer@egusd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mr. Christopher Hoffman E-mail choffman@egusd.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Elk Grove Unified School District Tel. (916) 686-7704

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Carmine Forcina  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **Part I – Eligibility Certification**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 42 Elementary schools (includes K-8)
  - 9 Middle/Junior high schools
  - 9 High schools
  - 7 K-12 schools
- 67 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	15	9	24
<b>K</b>	90	78	168
<b>1</b>	96	71	167
<b>2</b>	88	80	168
<b>3</b>	91	77	168
<b>4</b>	91	76	167
<b>5</b>	82	86	168
<b>6</b>	84	84	168
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	637	561	1198

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 32 % Asian
  - 7 % Black or African American
  - 15 % Hispanic or Latino
  - 17 % Native Hawaiian or Other Pacific Islander
  - 18 % White
  - 11 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 12%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	45
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	104
(3) Total of all transferred students [sum of rows (1) and (2)]	149
(4) Total number of students in the school as of October 1, 2015	1215
(5) Total transferred students in row (3) divided by total students in row (4)	0.123
(6) Amount in row (5) multiplied by 100	12

6. English Language Learners (ELL) in the school: 13 %  
167 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Students at Arlene Hein Elementary speak the following languages: Cantonese, Spanish, Vietnamese, Filipino, Mandarin, Punjabi, Hindi, Hmong, Farsi, Arabic, Urdu, Toishanese, Turkish, Ilocano, Telugu, Pashto, German, Chamorro, Khmer, and Portuguese.

7. Students eligible for free/reduced-priced meals: 26 %  
Total number students who qualify: 310
8. Students receiving special education services: 10 %  
121 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 12 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 14 Multiple Disabilities
- 0 Orthopedic Impairment
- 0 Other Health Impaired
- 52 Specific Learning Disability
- 73 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects	49
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	16
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	96%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes    No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

A rigorous, standards-based academic program, including Visual and Performing Arts. Culturally relevant learning experiences. Active partnership between home, school and community for ALL students.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

As a public school, any elementary age student may attend Arlene Hein Elementary if he/she resides in the Arlene Hein Elementary boundaries determined by the EGUSD.

## **PART III – SUMMARY**

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The entire Arlene Hein Elementary School community strives to meet the individual needs of every student so that each student may reach his or her full potential. As the vision statement reads, “Arlene Hein Elementary creates, optimizes and promotes academic excellence, confidence and character in ALL students, and provides them with a safe, positive and equitable learning environment in which to grow.” Strong instructional practices, rich curriculums based on Common Core State Standards (CCSS), highly qualified staff members, supportive parents, and a culturally rich student population have made Arlene Hein Elementary a highly respected school in the District and state. Students enter Arlene Hein Elementary in transitional kindergarten or kindergarten, and the community teaches, inspires, and develops skills in students to be lifelong learners. Students are well prepared when they leave at the end of sixth grade.

Arlene Hein Elementary is located in Elk Grove, California and is a suburb of Sacramento, California. The school is part of the Elk Grove Unified School District (EGUSD) and opened in 2004. Arlene Hein Elementary is in the East Franklin region of Elk Grove and is named after Miss Arlene Hein, who has served as Senior Executive Assistant to Elk Grove’s superintendents since unification in 1959. Miss Hein is a positive presence at school and is dearly loved by Hein students.

Students come from a variety of cultural and economic backgrounds. Many parents are college educated and have careers in medicine, finance, computer science, and engineering. Arlene Hein has families with economic needs, with 26 percent of the students on free or reduced price lunch. The staff views diversity as a strength! Families come from a variety of cultures and speak 20 different languages, which better prepares students for citizenship in a multicultural society. Students from a variety of cultures learn together which better prepares Hein students to live and work when adults in an ethnically diverse society.

The parents and community of Arlene Hein Elementary bring their expertise into the school. Parents have a variety of professional backgrounds that help support learning at Arlene Hein Elementary during STEM (Science, Math, Engineering and Math) instruction. There is a very active PTO (Parent, Teacher Organization) that provides the community with a variety of events including a Valentine dance, family movie nights, a spring carnival, and Mother’s and Father’s Day celebrations. The PTO also gives financial support for the school librarian and drama teacher. Students contribute to the community by collecting canned food during the annual food drive and collecting money during the Pennies for Patients drive to raise funds for cancer patients.

Arlene Hein Elementary is a year round school that is open twelve months a year. The school has a four-track system that rotates monthly as three tracks are on campus at any given time. The school is on a year-round schedule to accommodate the needs of a growing community. Arlene Hein is the largest elementary school in a district of 42 elementary schools.

The track system helps students thwart the “summer slide.” The year round system improves the retention rates of new material as learning continues all year long. Students also have learning opportunities while they are off track such as on campus tutoring and availability of educational technology that families can access from home or school.

The year round schedule also presents itself with challenges. Teachers move all of their belongings to a new classroom once a trimester due to limited space. Additionally, PLC’s (Professional Learning Communities) have challenges as teachers are at different places within their grade level curriculum because teachers are on different schedules. Communication can also be challenging as not all staff members are on campus at the same time.

The Arlene Hein staff is proud of the many programs offered to students. Students can participate in opportunities to grow as learners before, during, and after school. Before and after school tutoring is provided to students who need extra support in core subjects. During the school day, students receive individualized differentiated instruction during the daily WIN (What I need) times. WIN instruction offers students enrichment or intervention depending on the needs of each student. The GATE (Gifted and

Talented Education) program provides the identified students with extended day opportunities and enrichment opportunities imbedded into the instructional day.

Additionally, in the area of fine arts, the VAPA (Visual and Performing Arts) program provides band and theater instruction. The physical education (P.E.) teacher and classroom teachers teach P.E. to develop a physical well-being and to teach about how exercise contributes to a healthy lifestyle. For student athletes, there are basketball, volleyball, and track teams that teach skills, discipline, and teamwork.

The staff strives to develop the social and emotional needs of students through the PBIS (Positive Behavioral Interventions and Supports) program. The focus of the PBIS program is to prevent behavior problems and to create students who are emotionally and socially strong. Students learn school rules and expectations throughout the school year. They have multiple opportunities to communicate their thoughts and feelings during collaborative learning throughout the school day. Students who are in need of emotional care are supported by a mental health therapist, school psychologist, and/or can participate in a social group. The Hein staff strives to meet the needs of the whole child.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Arlene Hein’s core curriculum utilizes the Common Core State Standards as its foundation. Transitional kindergarten through sixth grade teachers begin their planning by breaking the standards into learning objectives, establishing success criteria, and selecting appropriate formative and summative assessments. During PLC times, grade levels create their yearlong curriculum maps. This lays the groundwork for teachers to design their lessons by developing and sequencing long and short-term instructional plans to support student learning. An interdisciplinary approach to the curriculum is used and common skills are taught across disciplines. Lessons incorporate appropriate strategies to meet the learning needs of all levels of students.

The transitional kindergarten (TK) program considers the needs of the whole child. Teachers utilize District adopted Wonders & Go-Math curricular materials, augmented by a wide variety of other resources. Students develop into becoming ethical, empathetic, independent, and critically thinking individuals who can effectively communicate and collaborate with others. These skills are less content-based and more grounded in real-life situations. With this foundation, students are able to approach kindergarten with tools that will lead them to positive social-emotional development and greater academic success. Additionally, teachers use content standards that are rooted in the California Preschool Foundations and Curricular Framework as well as the Common Core State Standards for kindergarten. Through conversations with kindergarten and first grade teachers at Hein Elementary, there is anecdotal evidence to support the continued success of TK students as they matriculate through the grades.

Arlene Hein Elementary has a school wide reading goal that all students in kindergarten through sixth grade will be at or above grade level in reading. The site developed a Balanced Approach to Literacy (BAL) to complement the language arts program, Wonders. Teachers utilize a variety of materials and strategies to incorporate all of the components of a BAL during their instructional day. Students need vast opportunities of reading to attain higher-order literacy proficiency, and the BAL program provides students with a vast amount of exposure to literature. The BAL has four components: read aloud, shared reading, leveled reading, and independent reading. During BAL instruction, students receive explicit instruction in foundational skills, fluency, vocabulary, and comprehension. Through these four components, students develop reading, writing, listening, and speaking skills to be college and career ready, which is the ultimate goal of the CCSS.

Teachers read aloud to students throughout the day to demonstrate and model strategies that illustrate proficient reading. Teachers read text that is one to two years above the grade level to expose students to rich vocabulary that they will encounter during their own reading. Teachers model through think alouds to teach important reading strategies such as asking questions, predicting, visualizing, rereading, and summarizing. They expose students to a variety of genres, authors, concepts, and text structures.

During shared reading, teachers clearly state the learning and language objective as they utilize the text to demonstrate and model exactly what they want students to learn to do as readers. To address the rigors in CCSS, students use the text to learn reading and writing skills and strategies during direct instruction. It is during the shared reading time that transitional/kindergarten through third grade teachers teach foundational reading skills such as print concepts, phonemic awareness, phonics, and fluency. In addition, students are provided with time to collaborate with peers to further their understanding of the text.

Teachers work in small groups comprised of students of a similar reading level to teach appropriate skills during leveled reading. The teacher chooses a text that is at students’ instructional reading level and then teach skills appropriate for each level. Students are assessed multiple times throughout the year, and leveled groups are adjusted based on assessment results.

Hein students are given multiple opportunities throughout the day for independent reading of high interest books that are at their independent reading level. Independent reading helps foster the joy of reading, and

every student has success because books are at their independent reading level. Students self-select their own books through classroom libraries and the school library.

In mathematics, the Go-Math curriculum which emphasizes the eight standard mathematical practices and aligns to CCSS is utilized. Teachers work with District math coaches to develop multi layered lessons and strategies. This work in mathematics includes observing best practices and creating lessons with peers. Through daily lessons, students are encouraged to persevere using multiple methods to solve higher order thinking problems, and engage in student discourse to explain their thinking. Math assessments incorporate student participation in performance tasks where students can demonstrate their ability to transfer the math knowledge that they have acquired.

In social studies, the Houghton Mifflin curriculum is utilized which follows the California state social studies standards. Teachers also supplement with additional curriculums including DBQs (Document Based Questioning) in fourth through sixth grades. DBQs require students to read and analyze historical records, gather information, collaborate with peers to synthesize information, and then write a response gleaned from the documents. Additionally, students participate in civic learning through the social studies curriculum to appreciate their democracy and to learn to be engaged and responsible citizens. Character education traits such as responsibility, respect, and trustworthiness are taught to students during monthly lessons to reinforce shared civic values. Civic learning also takes place throughout other areas of the curriculum including reading literature, writing, and debate. The staff emphasizes a global perspective to help students learn about the past so that they are best prepared for the future.

MacMillan/McGraw Hill developed our science program that is utilized by each grade and is aligned with California state science standards. Students learn the scientific method through an inquiry process. Teachers also provide students with STEM (Science, Mathematics, Engineering, and Mathematics) activities that are incorporated in all curriculum areas as well as during extended day.

## **2. Other Curriculum Areas:**

In addition to the core curriculum, teachers provide students with instruction in the areas of VAPA (visual and performing arts), technology, English Language Development (ELD), food and nutrition, and physical education instruction. Students receive instruction with specialized instructors, specific grade level curriculums, and dedicated weekly time as part of the master schedule.

Students are provided with a VAPA instruction through multiple opportunities. Arlene Hein Elementary has a drama teacher who provides instruction in every classroom throughout the school year. VAPA education is a priority at Arlene Hein Elementary as the instructor is financed by PTO. The drama teacher instructs students on different acting styles, methods, and techniques. Students also learn how to communicate, control and project their voices, and present themselves as different characters.

Additionally, students receive VAPA instruction from their classroom teacher. Teachers work with their students to produce classroom performances to reinforce different areas of the curriculum. For example, teachers use literature for reader's theater lessons to reinforce reading and writing concepts that are taught in the classroom. These VAPA lessons reinforce important reading, writing, speaking, and listening skills to reinforce CCSS.

The VAPA music program provides students in fourth through sixth grades before and after school music instruction to learn to play instruments from the woodwind, brass, and/or percussion family. Not only do students learn to read and play music, but they also learn about the history and appreciation of music by learning about such composers such as Beethoven and Mozart. Students receive instruction whether they are at beginning or advanced levels as musicians. The band has two performances a year in which students from a nearby school join in for a performance for the entire community.

Students receive weekly technology instruction in the computer lab by a computer teacher. Students learn keyboarding, programming, and presentation skills during their time in the computer lab. Additionally, students learn digital citizenship with on-line programs such as Common Sense Media and iSafe.

Classroom teachers have access to class sets of Chromebooks, and students can work on projects and assignments utilizing these laptops.

English learners (ELs) are provided designated ELD instruction during WIN for 30 minutes each day as well as integrated and imbedded instruction within the core curriculums. Students are grouped according to their CELDT (California English Language Development Test) level and lessons are based on California English Language Development Standards. ELs also have access to bilingual associate support as needed. Students who are re-designated continue to receive ELD instruction as needed to prevent the risk of being Long Term English Language Learners.

Students receive food and nutrition education through the EGUSD Shape Program. The Shape Program provides teachers with curriculum to teach their students about healthy eating choices. The Shape Program's philosophy is that healthier students are better learners. The program also provides teachers with local produce monthly so that students can learn how to make healthy snacks. The goal of the Shape Program is to teach students more about the foods that they eat as it will lead them to make healthier food choices.

The school garden is available so that teachers can teach food and nutrition that emphasize hands-on learning while students work directly in the garden to plant, maintain, and harvest crops. Additionally, time spent in the garden teaches students about a healthy environment that is a key component to the science standards. Students in transitional kindergarten through sixth grade can participate in the afterschool garden club where they learn skills to support a garden. Teachers can also adopt a planter in the garden to plant seasonal gardens with their classes to reinforce science standards, food, and nutrition. The school garden is an outdoor science laboratory that is used to educate students on such gardening practices as composting, crop rotation, and natural pest control to develop an appreciation for nature and gardening.

Physical education is provided to all students from transitional kindergarten through sixth grade. Students in grades first through sixth grade receive instruction from a P.E. teacher once or twice a week. Classroom teachers also teach P.E. to ensure that students are receiving at least 200 minutes of physical education every two weeks. Instructors plan lessons following the Physical Education Model Content Standards for California Public Schools. Standards are designed and implemented to help students acquire skills, knowledge, confidence, and attitudes needed to adopt and maintain a physical healthy and active lifestyle.

### **3. Instructional Methods, Interventions, and Assessments:**

The Arlene Hein Elementary instructional staff utilizes a variety of researched based instructional practices. The staff has received intensive professional development on instruction through Explicit Direct Instruction (EDI) and Visible Learning. EDI lesson format is used in lesson planning and delivery to ensure that students learn grade level material during initial instruction. As Visible Learning instructors, the teaching staff incorporates teaching strategies and methods that are research based and have an effect size greater than .4. This means that students have shown to make at least a year's worth of growth when these strategies are incorporated into instruction. Some examples of researched based strategies that are regularly utilized at Hein include small group instruction, teacher feedback, student discourse, reciprocal teaching, and goal setting.

High quality instruction is reinforced through regular informal and formal observations by the administrative team. Administrators give teachers regular feedback to highlight best practices and identify areas for suggested improvement. The administration team also collects instructional data each trimester from every classroom utilizing District walk through forms, and the data is sent back to the administration team. Multiple forms of data from classroom observations are utilized to make plans for further professional development for individual teachers or the entire staff.

Arlene Hein Elementary utilizes a RTI2 (Response to instruction and intervention) model to meet the academic and emotional needs of all of our students. The RTI2 model is truly the centerpiece of Hein Elementary. Tier 1 includes high quality instruction for all students. Tier 2 students are identified during the trimester CAST (Collaborative Academic Support Team) meetings. The RTI2 team recommend students

based on classroom assessments and teacher input. Students who are placed on tier 2 are monitored by grade level teams during PLC (professional Learning Communities) meetings. Tier 2 students are provided with differentiated instruction in small groups during WIN time and/or extended day. Students are progress monitored more frequently to determine if they are meeting grade level standards.

If students continue to struggle even after tier 2 interventions, the CAST team can recommend students for tier 3 supports. Tier 3 students are screened by the Learning Center (special education staff). Students are placed in smaller groups with a specialized curriculum taught by the Learning Center teachers. The progress of tier 3 students is monitored closely and instruction and curriculum is adjusted as needed. From tier 3, students are returned to tier 1 or tier 2 if they make progress or are recommended for special education assessments if deemed necessary.

Students in tier 2 and tier 3 are closely documented and monitored by the principal and vice principal. The school administration regularly checks in with classroom teachers about the progress of tier 2 and tier 3 students. Interventions are adjusted if students are not making adequate progress. This collaborative process between administration and teachers strives to meet the needs of our tier 2 and tier 3 students.

The Arlene Hein staff utilizes a variety of assessments to drive instruction and determine if students are meeting grade level standards. The most important assessments are formative assessments such as exit tickets and/or whiteboards. Formative assessments are utilized throughout lessons to determine if students are mastering grade level content and to adjust instruction. Most summative assessments used are from the core curriculums and are based on CCSS. Grade level data is analyzed during PLC meeting time so that grade levels can discuss student learning to develop short and long term plans.

Additionally, the Arlene Hein teaching staff has selected some additional assessments to provide teachers with specific information to analyze the individual reading needs of their students. Fountas and Pinnell Benchmark Reading Assessments are administered to all students from kindergarten through sixth grade. Teachers are given a release day each trimester to administer these assessments individually to each student and to get to know their students individually as readers. Primary teachers also administer the BPST (Basic Phonics Skill Test) to determine if students are mastering foundational reading skills. Data provides teachers with valuable information to form WIN and/or small groups for targeted instruction. Teachers use additional programs such as SIPPS, Rewards, and guided reading books to provide students additional instruction and support to meet grade level standards.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

A variety of activities are put into practice at Arlene Hein Elementary to ensure that students and staff feel safe, secure, and part of the school community. The entire staff including office staff, custodians, and para-professionals look out for the needs of every student. The well-being of the students is the responsibility of the entire community.

Monthly assemblies for students and parents are held to honor student achievement. Students are recognized in the areas of reading and mathematics with certificates. Additionally, students are acknowledged for their accomplishments in Accelerated Reader (AR) as students receive medals to place on their AR lanyards. Students of the Month are named for the monthly character education trait such as being responsible, respectful, trustworthy, etc., and students have lunch with the principal. Finally, students are recognized for showing most improvement in their class during the month, and teachers announce their accomplishments at the assembly.

During the good weather months, spirit assemblies take place each Friday morning at the outside quad. Students arrive at the beginning of the day to hear important announcements, enjoy current music, take part and/or observe a staff/student fun competition, and sing the school anthem. These short assemblies bring the community together in a way that is fun and informative.

There is a mentor program at Arlene Hein Elementary that benefits both the mentor and the mentees. Intermediate mentor students volunteer two to three recesses per week to work in a primary classroom. Mentors can listen to students read, help students solve math problems, or just give teachers some additional support. Mentors also give support to the two special education classes of students with severe physical and mental disabilities. The goal of the mentor program is to instill an appreciation for community service at an early age. Mentors earn community serve credit that is marked on their report card.

The PBIS (Positive Behavior Interventions and Support) program contributes to the school climate at Arlene Hein Elementary. Students learn PBIS rules (Be Safe, Be Responsible, Be Respectful) at the beginning of the school year through a student produced video. The rules are reinforced throughout the year, and students are recognized for following the rules by earning a Caught a Hawk ticket for a weekly drawing. The PBIS program also identifies students who have behavior and/or emotional issues, and they are provided with counselling services through our RTI2 model.

Staff members are recognized once a trimester as part of the PBIS program as administrators personally deliver treats to every staff member. Staff members enjoy monthly lunches on track change days as an opportunity for staff members to bond. Teachers are recognized in the weekly staff bulletin by the principal for effective teaching strategies that were observed in their classrooms during the week. Additionally, the student council creates an information poster about each staff member, and posters are hung in the multipurpose room throughout the year for the community to enjoy.

### 2. Engaging Families and Community:

Parents have the opportunity to participate in a variety of ways to support their children at Arlene Hein Elementary. Parents volunteer their time to work in classrooms, attend field trips, and provide needed classroom materials. Parents can also participate in other ways including being a member of the PTO Board and/or School Site Council (SSC). Some parents volunteer to coach a sports team such as basketball, volleyball, or track. Parents often volunteer their time to support school events such as our fall Jog-A-Thon and the Read-a-Thon.

Arlene Hein Elementary has a program to recognize families for their contributions throughout the year in a program called Five Star Family. Families are recognized as Five Star Families at the end of the year if they participate in at least five different activities throughout the year. Entire families are invited to attend

our Five Star Family celebration in which they enjoy dinner and swimming at a local swim club. Families appreciate the recognition as a Five Star Family.

Parent Universities are classes for parents held throughout the year to inform parents about current curriculums and ways that they can support their children's academic success. Most recent Parent Universities gave parents an overview of the new reading/language arts and math curriculums. Parents learn about new curriculums and how they are aligned with CCSS. EL parents have access to translation services during Parent University. Parents also learn about activities that they can do at home to support these curriculums. For example, parents learn how to engage in read aloud discussions and/or cooking to learn about measurement for mathematics.

Family Science Nights give families the opportunity to participate in hands on science experiments and learn together as a family. Families spend part of the evening rotating through stations that require them to answer a scientific inquiry question through experimentation. For the second part of the evening, families create an object together with limited resources, and then see if their creation can accomplish a task. This past year, families created a parachute that would float to the ground, withstand a landing, and remain intact.

The teaching staff keeps parents knowledgeable about grade level expectations in various ways. Teachers keep families informed of student progress through newsletters, parent-teacher conferences, phone calls, websites and blogs, and e-mails. Each teacher makes a presentation to his/her parents at Back to School night at the beginning of the school year to inform parents about grade level curriculum.

### **3. Professional Development:**

Professional development is an ongoing practice for staff members at Arlene Hein Elementary. For the past three years, Arlene Hein Elementary received professional development grants through the District. This has provided all staff members the opportunity to grow as educators. All of the teaching staff has received extensive training through EDI. Teachers have learned how to deliver instruction in a model to ensure that all students learn during initial direct instruction. Next, our teaching staff has received five full day trainings through Corwin Publishers on Visible Learning. Teachers have learned research based strategies to receive the best instructional results.

Additionally, teachers have received professional development from district coaches on the new reading program and Go-Math. The District received a Math grant from Bechtel Foundation that has provided one teacher from each grade level extensive math training by District math coaches. Teachers then share information with their grade level during PLC time. Math coaches are visible at Hein Elementary observing math instruction, giving demonstration lessons, and conferencing with teachers about instructional practices and student learning.

Teachers meet regularly with their PLC teams to discuss curriculum and student learning. Meetings occur once to twice a week to give teachers the opportunity to collaborate with their PLC teams. Teachers have attended extensive trainings on PLC practices and have met three times this year with their team and a PLC coach. Teachers learn from one another at these meetings as they decide what they want students to learn, how they know when they learn it, how to respond when students aren't learning, and what to do to extend the learning for students who are proficient.

Teachers also attend conferences that are pertinent to their areas of interest. Special education teachers attend the annual TASH (Teacher Association for Severely Handicapped) conference, P.E. teacher attends fitness conferences, and general education teachers attend different conferences on curriculum and instruction. Teachers share what they learned at the conferences with their grade level and/or colleagues to keep the Hein staff abreast on the latest educational materials/curriculums and current best practices in education.

The support staff attends a variety of professional development opportunities as well. Paraprofessionals who work in the classroom often attend curriculum workshops with teachers or District sponsored

workshops that address the needs of their job. Others, such as our custodial staff, office staff, and kitchen staff, attend specialized trainings that are provided by our District to learn about new policy and procedures related to their positions. It is an expectation at Arlene Hein Elementary that our staff continues to grow to provide our community with the best-prepared and knowledgeable staff.

#### **4. School Leadership:**

Arlene Hein Elementary has a variety of leaders who play an important role in the success of the school. The school has a principal and vice principal who work year round across tracks. Administration also participates on District sponsored committees such as the Curriculum and Steering Committee and the Reading/Language Arts Committee. Two teachers on site act as teacher-in-charge if an administrator is off campus.

The teaching staff has multiple leadership opportunities. A leadership committee comprised of one teacher from every grade level including special education meets monthly. Teachers determine the agenda and discuss a range of topics to move the school forward. It is the responsibility of leadership team members to bring information back to their grade levels. Teachers also participate on a variety of leadership committees at the District level.

Fifth through sixth grade students can participate in school leadership by being a member of the Arlene Hein school council. The teachers who organize our student council teach our students the responsibilities of being a successful student council member such as leading by example. Student council members arrange special events at school such as spirit days. They also make announcements each Friday over the intercom to the entire student body. Being a member of the student council is an import honor at Arlene Hein Elementary.

Students can participate in community service as mentioned earlier. Students have collected varies food, clothing, and money to support different charities. Fourth through sixth graders can participate in the mentor program and work in a primary classroom. Individual classrooms have leadership opportunities within their classroom. The leadership opportunities at Arlene Hein prepare students to be college and career ready, which is a crucial goal of the CCSS.

Parents can show their leadership by participating on our PTO Board, SSC, GATE advisory committee, and ELAC (English Learner Advisory Committee). EL parents have access to translators at all meetings. Committee meetings are held monthly or bimonthly. Current information from the District concerning the committees is shared with parents at the varies committee meetings. Parent input is solicited and utilized when the school LCAP (Local Control and Accountability Plan) is written each year. Hein Elementary also utilizes parent input when creating the school budget. Parent leaders truly play an integral part in establishing goals for the students at Arlene Hein Elementary.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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The Arlene Hein Elementary staff was surveyed to identify the practice that the school utilizes that makes it so successful. Teachers overwhelmingly identified the instructional strategies from Visible Learning that are utilized in every lesson to be their greatest achievement as a staff. Teachers received intensive professional development on Visible Learning which is based on the research of John Hattie, the author of Visible Learning. Mr. Hattie has identified the most successful instructional practices, and they are evident in every lesson at Arlene Hein Elementary.

John Hattie's researched based instructional strategies improve student learning. Such instructional practices include repeated reading, teacher clarity, classroom discussions, and small group learning. Hein teachers select the Visible Learning strategy that would best fit into the framework of each lesson to help students master grade level content. The use of the strategies is based on the design of each lesson. These strategies are utilized in all areas of the curriculum to meet the rigor of CCSS.

The teaching staff has identified three Visible Learning strategies that are used school wide in every lesson. These three strategies include: identify the learning intention, explain the relevance of the lesson, and show the success criteria. Hein teachers address these three questions in every lesson: "What am I learning today? Why am I learning this? and How will I know that I have learned it?"

This school wide practice benefits the work of the PLCs as well. Teachers work together to write learning intentions, success criteria, and relevance of shared lessons. They use these common instructional practices during discussions at PLC meetings. Teachers discuss which Visible Learning instructional strategies would best meet the needs of each lesson so that students successfully master grade level standards. They analyze assessment data and discuss student outcomes with the Visible Learning instructional practices.

Teachers report that these practices are improving their instruction. Assessment data this year improved on the SBAC (Smarter Balance Assessment Consortium) when comparing scores from the last two years. The percentage of third through sixth grade students meeting or exceeding standards increased by 11 % in language arts and 9% in mathematics. Coincidentally, it was during this time that the staff received the Visible Learning training. Teachers feel that student data is reaffirming that their work with Visible Learning is positively affecting student learning.