

William F. Elliott Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 19642126010987

County: Los Angeles

District (Local Educational Agency): ABC Unified

School: William F. Elliott Elementary School

Demographics

Enrollment: 540 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

“Elliott School World Navigators appreciate diversity, become technologically literate, develop skills for academic success, and utilize critical thinking skills to communicate effectively. We are a community of lifelong learners, responsible global citizens, and champions of our own success. We are respectful, kind and responsible.”

Elliott Elementary Global Studies and Technology Magnet School, in the southeast corner of Los Angeles County, is a 2006 and 2014 California Distinguished School, a 2007–2010, 2014, a 2016 Gold Ribbon School and a 2016 Title I Academic Achievement Award School. Our students learn and achieve success through a rigorous and motivating standards-based curriculum. Elliott is dedicated to ensuring the academic success of every student by providing a safe and comprehensive educational experience in which parents and community members are encouraged to become immersed in students’ educational endeavors.

Elliott has a diverse population of 540 students, broken down as 35% Hispanic, 24% Asian, 8% African American, 15% White, 1% Hawaiian/Pacific Islander and 3% are two or more races. Approximately 24% of those students are English Language Learners, 10% are designated gifted and talented (GATE) and less than 1% are designated Students with Disabilities. As a Title I school, 49.7% of Elliott students receive free or reduced lunch.

Each grade level receives 1.5 hours per week of dedicated, Curriculum, Assessment, and Instruction (CIA) time. The focus of this time is analyzing student assessment data, collaborating about students' needs and successes, modifying and differentiating curriculum, reorganizing flexible groups, and developing a plan to ensure that we are meeting the needs of our diverse population. 75% of the staff meeting time dedicated to professional development.

Additional programs at Elliott include the Swun Math and Coaching Model, Thinking Maps, leveled intervention, multicultural music, physical education, technology and library instruction. Elliott implements schoolwide PBIS, Positive Behavior Intervention and Supports, as means to support students in making positive decisions across campus. Elliott's School Social Worker, Social Worker Intern, and Psychologist Interns work with students to meet their social and emotional needs. Each trimester we celebrate our students and families in our Effort Award Assemblies and Paws Picnic, celebrating effort and positive decision-making.

Due to Elliott's profound understanding of our diverse student population and their needs, in the past 3 years of CAASPP testing Elliott has increased the percentage of students who have met or exceeded the standard in Math from 61% in 2014–15 to 63% in 2016–17, and in English Language Arts from 60% in 2014–15 to 75% in 2016–17 with all of our measurable subgroups showing growth in the 2016–17 CAASPP assessment.

Model Program and Practices

Name of Model Program/Practice: Swun Math and Coaching

Length of Model Program/Practice: 5–8 years

Target Area(s): Closing the Achievement Gap, Professional Development, Science, Technology, Engineering, and Mathematics

Target Population(s): American Indian, Asian, Black or African American, Filipino, Hispanic, Pacific Islander, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: School Climate, Data-Driven Decision Making, Professional Development

Description

The Swun Math and Coaching Model provides a systematic method to teach math based on student achievement and closing the achievement gap. Teachers meet regularly with the Swun coach to examine data and find instructional methods to best serve our students.

The Basic Swun Lesson Design:

The Swun Math and Coaching Model has a specific, basic lesson design format for teachers TK–6th.

Problem of the Day (PODs)- Lessons begin with PODs that are designed to reteach and spiral based on assessment data.

Lesson Opener –A clear objective for the lesson is stated by teachers. Academic and content vocabulary is also emphasized.

Input/Modeling –Teachers demonstrate a perfect model of example problems.
Structured Guided Practice – Teachers gradually release responsibility to students through the math thinking process.

Final Check for Understanding – Students work independently to demonstrate mathematical reasoning and understanding.

Student Practice – Students are provided with six problems and two challenge problems with the mathematical practices embedded. The teacher pulls small groups to differentiate instruction dependent on the day's needs.

Reaching Consensus – Students share their findings with their peers to explain their reasoning and critique each other's work.

Student Presentations – Teachers randomly select a representative from each team to present their finding to the class.

Kindergarten–6th grade participate in Beyond the Basic Facts, daily math facts instruction, a systematic approach to achieve math fact automaticity.

Swun provided Elliott with an additional lesson design, The Discovery Lesson, for 3rd through 6th grade classes, to assist them in greater addressing and utilizing the CCSS mathematical practices. Teachers utilize the Discovery Lesson 1–2 times per unit.

The Discovery Lesson:

Teachers utilize the problems from the Basic Lesson Design materials but use the following lesson format:

Group Discovery-In groups, students solve a problem they have never seen before then address and discuss an essential question.

Lesson Opener and Input/ Modeling- Similar instruction techniques, materials and problems from the Basic Lesson Design (above).

Reflection-Students compare their methods to that of the teacher, brainstorming while comparing similarities and differences, and discussing any questions they have about the method.

Structured Guided Practice and Final Check for Understanding- again using the Basic Lesson Design (above).

While other schools in ABC Unified have now been instructed in the Swun Basic Lesson Design, Elliott's Swun Math and Coaching Model differs in that we work directly with Swun to provide coaching for our teachers to address lesson delivery, to develop new means to meet the needs of our students, to participate in lesson studies and modeling, and for assistance in re-teaching activities and POD's in response to student data at Elliott. In addition, we regularly use the Discovery Lesson Design.

Implementation and Monitoring

The Swun Math and Coaching Model had originally been implemented over a three-year process:

Year 1 – Second through sixth grade teachers attended an initial two-day professional development to learn the foundation of the Swun Math Model. Teachers were provided with standards-based math pacing guides, math lessons and unit and benchmark assessments. Elliott was provided with a monthly on-site math coach to work with teachers, providing monthly demonstration lessons. Teachers were provided time to meet with the site coach to discuss questions and concerns. Our math coach worked with teams of teachers in a Co-Plan/Co-Teach format to plan, teach, and debrief about a lesson. Swun also provided a monthly on-site principal coach to meet with and mentor our principal. Teachers attended trimester professional development three times per year. Teachers used their 1.5 hours of weekly CIA time to meet as grade level teams to collaborate on lessons, analyze data, identify students' needs, develop PODs, and address areas of concern. Staff meeting time was dedicated to support teachers through the transition, clarify concerns, and collaborate on next steps. A parent meeting was held to introduce parents to the new program.

Year 2 – Teachers in grades two through six continued with the model as in year one. Transitional kindergarten, kindergarten, and first grade teachers joined the model with an emphasis on the Common Core State Standards (CCSS). Students in third grade participated for the first time in the Swun Math Bee. There was an increased level of articulation strategies at all grade levels, unit, and trimester data analysis. A parent meeting was held to inform parents of the Beyond the Basic Facts program.

Years 3–5 –Swun training and classroom implementation had an emphasis on CCSS. Swun has provided the same site-level of support. All grade levels increased their amount of articulation along with student teamwork activities based on math tasks and incorporation of the eight mathematical practices.

Years 6–7 (current year)- As Elliott continues in The Swun Math and Coaching Model, we provide our students and teachers with a model unlike anything in ABC USD, delivering Swun’s specific lesson designs, providing coaching opportunities to strengthen teacher instruction through use of grade level lesson studies and discovering greater means to address student’s academic needs, specifically Elliott’s students and their needs. Elliott’s Swun Math and Coaching Model is specifically designed and adjusted to serve Elliott teachers and student needs and therefore is unique to our school site. Elliott staff provides diligent regular data analysis in their weekly CIA meetings to address re-teaching and differentiation as needed. Teachers continue to be committed to the full implementation of this model as a means to greater increase in student achievement and to close the achievement gap.

Results and Outcomes

In the first year of implementation, The Swun Math coaches worked with the teachers and principal to analyze the assessment data and to create Problems of the Day, PODs, based on the data, to support students need for review. This process was continued for every benchmark with the third trimester data being used to develop PODs and review lessons before CST testing. In May, Elliott students went from being 71% proficient and above on 2011 Math CSTs to 80.6% in 2012 resulting in a 9.6% increase our first year of implantation.

Today, Elliott stands out in ABC USD in our commitment to data analysis and the use of data to drive our instruction. Weekly CIA meetings of 1.5 hours give grade levels the regular opportunity to look at their student data and design their instruction accordingly. Teachers use this data to develop POD’s that spiral and re-teach, emphasizing areas of difficulty and targeting instruction.

In the last 3 years of CAASPP administration, Elliott students continue to show growth Math. In 2014–15, 61% of our students met or exceeded the standard in Math. In 2015–16, 62% of Elliott students met or exceeded standards and all subgroups showed growth in Math. In 2016–17, 63% of Elliott students met or exceeded the standard in Math with each measurable subgroup showing growth.

The quantitative data demonstrates the high level of commitment and dedication amongst teachers to successfully implement the Swun Math Model and make it work. The qualitative data is seen on the faces of the students. Students are loving math. They understand the structure and anticipate what is next in the lesson. Math is no longer competitive, and students are there to support each other. Peer interaction through collaborative learning structures such as A-B and shoulder partners has helped to make students comfortable and ready for the continuous and consistent engagement strategies. Students often hold up their white boards with the message, “I love Math.”

Parents are happy and excited to see their child's level of understanding grow and have access to web-based supports to help their children at home.

The Swun Math and Coaching Model differs from anything offered in ABC USD, as it has been customized to assist our teachers in addressing the needs of Elliott students specifically. Through this process and the custom-designed coaching sessions provided by Swun we have increased opportunities for our students to experience greater depth of knowledge in utilizing the CCSS Mathematical Practices on a daily basis and throughout each unit of study.

The implementation of the Swun Math and Coaching Model has evolved over the past 7 years. Adjustments have been made to raise the level of articulation and to incorporate student projects that will result in continual improvement and accelerate the impact as we implement the Common Core State Standards.