

## **Leal Elementary Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 19642126085609

County: Los Angeles

District (Local Educational Agency): ABC Unified

School: Leal Elementary

### **Demographics**

Enrollment: 749 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

### **Overview**

Leal Elementary School located in the city of Cerritos, serving 767 students in grades kindergarten to six on a traditional calendar system. Leal Elementary, a National Blue Ribbon, California Distinguished School, Gold Ribbon School and an Exemplary Art Education program, is dedicated to ensuring the academic and social emotional success of every student.

Our culturally diverse family of students proudly celebrates consistent success in an environment where all children are treated with dignity and respect. We understand that the link between the home and the school is essential, and appreciate the parental support we receive through the School Site Council, PTA, LEAP Foundation, and Parent Volunteer Program. Parents are our partners in educating children. This partnership produces students that are eager to learn, studious, and kind. We look forward to a continuing positive relationship with our community, as we work together to make the school year successful for every child.

As a school community, we uphold the highest expectations. Leal utilizes all available resources to enable students to become life-long learners who possess the ability to achieve their utmost potential. We maintain a safe, nurturing, and stimulating environment that invites students to actively participate in educational opportunities. Leal provides a welcoming atmosphere in which parents and community members are encouraged to become invested in students' educational endeavors. Individual academic and social needs of staff and students are met, creating a desirable environment where all stakeholders are successful.

## **Model Program and Practices**

Name of Model Program/Practice: Spotlight Intervention & Support

Length of Model Program/Practice: 5–8 years

Target Area(s): Closing the Achievement Gap, Education Supports

Target Population(s): English Learners

Strategies Used: Small Learning Communities, Data-Driven Decision Making

## **Description**

Leal's Spotlight program is comprised of two separate, yet related, components. The first component, Spotlight ELL, focuses on emerging EL students scoring a one or two on the CELDT. The second, Spotlight ELA, works to develop skills in English Language Arts with a focus on reading fluency and comprehension. Built as a tier 2 pull-out intervention support program, students receive regular instruction from a credentialed full-time teacher in a small group setting. The goal and purpose of both groups is to close the achievement gap that exists between themselves and their typical peers. We believe that in so doing, not only will they experience gains in their academic performance, but in their self confidence as well.

Spotlight ELL groups comprise of 9 or less students meet three times per week for 40 minutes per session. The focus of the program is to support emerging EL students develop their vocabulary, phonemic awareness, fluency and comprehension. During each of these sessions, the intervention specialist applies a variety of resources and instructional strategies to support student learning with an emphasis on implementing Imagine Learning.

Students qualifying for ELA support, identified through various assessments and our SST process, make up the Spotlight ELA groups which meet for 40 minutes two times per week. Students taking part in these groups are at or below the 25th percentile within their respective grade level. Group sizes range from 4 to 9 students and largely depend on the level of support needed. For students in the primary grades, there is an emphasis on developing foundational reading skills such as phonemic awareness,

decoding and vocabulary building. Upper grade students typically receive support in reading comprehension and fluency though needs can and do vary.

To ensure program and student success, the resources needed include having a sufficient number of devices that allow students to access Imagine Learning. For Leal, we have found that Chromebooks effectively meet that need. Additionally, DIBELS benchmarks are used for the initial assessment of all students and utilized as a progress monitoring tool for qualifying students. The most vital resource however, is having a credentialed teacher supporting and monitoring student progress. The intervention teacher not only provides instruction to students in grades K–6 but also monitors their progress and development.

Though intervention supports have long been in place at Leal, the adoption and subsequent implementation of Imagine Learning by the district allowed our existing program to evolve. In doing so, we have been able to meet the needs of more students, which in turn is leading to a greater number of students who are closing the achievement gap.

### **Implementation and Monitoring**

For both components of our Spotlight program, there is a tremendous amount of time and energy spent monitoring student progress. Thankfully, both have embedded components that provide rich and reliable data. It is from these data sets that we are able to measure effectiveness and also make instructional adjustments as needed.

For our Spotlight ELL group, Imagine Learning gives the teacher immediate student feedback from which she can adjust instruction to target a newly discovered area of need. For administrators, Imagine Learning provides monthly reports which include information ranging from student gains to time spent on the program. These summary data points provide valuable information that is shared and discussed with the teacher on a regular basis.

Though content for both groups is relatively similar, the data used to identify and monitor students in our Spotlight ELA group is significantly different. The process begins every year when school starts. Teachers take the time to test and record each of their students' Oral Reading Fluency and Reading Comprehension scores. Once completed, the data is analyzed and students from each grade level landing at or below the 25th percentile are identified as the most urgent candidates for the program. For students who might be considered as being on the "bubble", we look to other data points such as their Zone of Proximal Development as determined by the AR STAR test.

Since participation in this program is not tied to the CELDT or any other state assessment, we have the freedom of developing flexible groupings as students build their capacity. Using data from follow up assessments, student ability levels are re-evaluated and groupings realigned accordingly.

With 2016–2017 being the 2nd year of implementation year for Imagine Learning, both our intervention teacher and administrator continued to receive intermittent professional development which reviewed key components of IL but also deepened understanding of the available reports and data. As previously mentioned, the shift to Imagine Learning opened the door to serving a greater number of students in need of support that were not ELL. Teachers were very much excited about that shift as it bolstered the available tier two supports that could be implemented through our SST process. As a result of its success during the '15-'16 school year, we added an additional licenses allowing us to support a greater number of students.

## **Results and Outcomes**

While Leal's Spotlight program will certainly continue to change and evolve in response to student needs, current quantitative and qualitative data indicate the program is effective and is meeting the school's objectives.

Every general education student in the Imagine Learning program experienced growth in at least one measure during the 2016–2017 school year. Furthermore, as reported by Imagine Learning, of the 19 students that were part of the program, 18 (95%) made gains in literacy as well as vocabulary development. The long term impact of such gains is significant as it greatly increases their opportunity to be redesignated before transitioning to middle school.

EL Student growth in Literacy and Vocabulary development:

Success rates for our students in Spotlight ELA experienced similar outcomes. One-hundred percent of students who were enrolled, made gains. A valid indicator of growth and skill level, we evaluated student ORF scores. All grade levels (K–6) experienced double digit growth on their ORF assessments moving the school average from 72.6 in the fall to the 91.91 in June. That is a statistically significant growth of 19.3 points. We believe that data speaks to the integrity of the program as we strive to ensure all students experience success and make gains toward closing the achievement gap.

Of course, while pleased with the progress and success of our program and students, the staff will continue to work tirelessly until the achievement gap is completely eliminated. Leal will continue to support EL students and struggling learners with rigorous, data driven interventions. We embrace the responsibility of laying a solid educational foundation and are committed to helping all student reach their full potential.