

Longley Way Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 19642616011191

County: Los Angeles

District (Local Educational Agency): Arcadia Unified

School: Longley Way Elementary School

Demographics

Enrollment: 494 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: Targeted Assistance

School Calendar: Traditional

Charter: No

Overview

We Are Longley Way

Longley Way Elementary School (LW) is located in the southwest corner of Arcadia in the San Gabriel Valley. There are approximately 500 students in Pre–K through 5th grade. It is one of six elementary schools within the Arcadia Unified School District.

Who We Are

Longley Way Elementary School is a diverse school community with a varied ethnic population. Longley Way's students are comprised of 70% Asian, 2% Filipino, 18% Hispanic, 9% White, 1% African American, and >1% Native American. Within Longley Way's student population, 18% are Limited English Proficient (LEP), 24% are Socially Economically Disadvantaged (SES), 25% qualify for Title 1 services, and 11% receive Specialized Academic Instruction (SAI). Longley Way Elementary School has 29

certificated staff, and 26 classified employees who are dedicated to providing personalized instruction for all students.

What We Value

Longley Way school has a strong sense of community where everyone feels welcomed, valued, and appreciated. Student voice is promoted through a wide variety of student leadership opportunities including student council, student-led leadership assemblies, and the Principal Advisory Team. Daily announcements are prepared and presented to the school by student leaders. Parents are actively involved in their children's education, which is fostered through volunteer opportunities on campus, a strong home-school connection, and an active PTA which sponsors meaningful activities for students.

What We Do

The professional staff is committed to academic excellence and strives to provide an innovative instructional program by integrating small group instruction, effective intervention strategies, and rigorous activities to meet high standards. Students are provided the opportunity to expand their knowledge and achievement gaps are bridged through the utilization of targeted and differentiated instruction, and a Multi-Tier System of Supports (MTSS). Teachers make a concerted effort to get to know their students on a deeper level, taking into account students' individual academic, social, and emotional needs. By focusing on achieving growth through personalized instruction, Longley Way students have made tremendous advancement in all academic areas. Students' individual needs are targeted through programs and practices such as small group teaching, Title 1 tutoring, Intervention (ELA and Math), English Language Development (ELD) support, the resource program (RSP), and co-teaching. Flexible instructional groups are adjusted as needed according to the results of ongoing formative assessment and progress monitoring strategies. Teachers participate in ongoing professional development, and are also involved in personal learning networks (PLN).

Model Program and Practices

Name of Model Program/Practice: Achieving Growth Through Personalized Instruction

Length of Model Program/Practice: Less than 2 years

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

Target Population(s): Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: School Climate, Small Learning Communities, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development

Description

Previous practices at Longley Way utilized whole group instruction, and student learning was teacher directed. Student voice and student leadership were not prevalent. Recently, the school culture has evolved to embrace a more personalized learning approach. This is accomplished through targeted small group instruction, intervention push-in support, AVID strategies, and fostering student leadership across the school.

Small group instruction occurs at every grade level, strategically using support staff as needed. Depending on the grade level, students often rotate through stations or centers, while teachers provide direct instruction to groups formed through formative assessment. Personalizing learning is furthered through intervention push-in support which utilizes the co-teaching model. The integration of AVID strategies and leadership opportunities across all subjects and grades further enhances students' academic and social growth.

Arcadia Unified values high quality instruction which may include all the aforementioned strategies. Longley Way strives to further these endeavors by ensuring all grade levels effectively form small flexible groups and implement AVID strategies. Teachers consistently collaborate with support staff and empower students to take ownership of their own learning and be leaders. Longley Way has been committed to expanding the reach and duration of the intervention program by expending additional site resources.

Implementation and Monitoring

To ensure students are achieving growth through personalized instruction, Longley Way teachers work collaboratively on effective implementation, while monitoring the progress of each individual child.

Approaches to instruction have shifted from whole group/teacher directed to small group, student centered instruction. In TK through second grade, students rotate through centers while teachers focus on small reading and/or math group instruction. Students in third through fifth grade are given specific assignments to complete individually or in pairs, while teachers pull small groups to reinforce target skills and standards. This provides intervention and enrichment.

Kindergarten intervention support occurs four times a week for an hour and a half daily. Intervention teachers push in to the kindergarten classrooms to work with groups of six students each. The Resource Specialist pushes into second and third grade classrooms to co-teach math. Intervention teachers push in to various upper grade classrooms and focus on reading and writing skills. The ELD teacher pushes into fifth grade during social studies to provide additional support.

Intervention support occurs four times a week for thirty minutes each day for grades one through five. Six first grade groups (26 students) receive small group focused phonics, reading, and writing instruction. Four second grade groups (25 students) and four third grade groups (23 students) work with intervention teachers for specific reading and

writing lessons. Before and after school, Title I tutoring occurs four days a week to support 64 students. District instructional coaches, support staff and teachers place fourth grade students in homogeneous groups and provide targeted instruction. Fifteen fifth grade students receive additional small group math instruction to support their learning.

Seventy percent of our staff has been trained and certified in AVID. Teachers effectively implement strategies that support student agency and encourage students to be aware of their own learning styles. Goal setting is a critical part of school wide achievement. Students in TK through fifth grade set, monitor, and reflect on personal goals to ensure success. Students share their goals during Student-Led Conferences, and goals are adjusted to encourage them to excel and do their best.

Through AVID, teachers promote strong organizational skills which empowers students to take charge of their learning. This includes the use of 2 and 3 column notes and daily agendas, which students use to track assignments. Students can personalize the use of these strategies to further their academic success. The AVID site team, consisting of teachers, meets monthly to determine, monitor, and on reflect best practices that will positively impact student achievement.

Results and Outcomes

Longley Way's emphasis on achieving growth through personalized instruction has positively impacted student achievement in all areas.

Academic growth is evidenced through SBA scores in both ELA and Math. Comparing the 2016 and 2017 ELA scores, students demonstrated a significant increase from 70% proficient or advanced to 84%. Students' math scores increased from 72% advanced or proficient in 2016 to 80% in 2017, showing another remarkable gain.

The California Dashboard highlights LW's success showing scores in the highest performance level in all areas. The Dashboard shows a 16.3 point gain in ELA, and an 18.3 point gain in math. According to the Dashboard, the English Learners' Progress Indicator Report shows that LW performed in the highest range. Socioeconomically Disadvantaged students increased 29.3 points in ELA, and 28.6 in math. Students with disabilities increased 35.7 points in ELA, and 31.5 in math.

Suspension rate is very low at LW, which is indicated with 0.2% rate according to the California Dashboard. This is partly attributed to the fact that 100% of the staff has been trained in Restorative Practices and Community Circles. Regular school-wide implementation of circles shows students that their voice is valued and appreciated. All students have a chance to be heard among their peers. Topics discussed include academic, personal, and current events. This has enabled teachers to know their students on a more personal level, and has helped to build a community of empathy and caring.

Increased student leadership opportunities have resulted in a rise in self-confidence, risk taking, and academic success. Students have taken ownership in extra curricular activities such as Principal Advisory Team, Student Council, Birthday Club, Fit Kids, Noon Games, Student Assembly Team, Morning Announcements, Peer Tutoring, and Student Reporters for the school newsletter. The third students have created their own lunch clubs including the Food of the Month, Animal Helpers, and Coding. The focus on personalized instruction, has also furthered the implementation of Leader in Me and The 7 Habits of Happy Kids. Each of the 7 Habits are highlighted each month in all classrooms and demonstrated through student dramatizations, videos, and speeches at our monthly Leadership Assemblies.