

Kenmore Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 19642876011449

County: Los Angeles

District (Local Educational Agency): Baldwin Park Unified

School: Kenmore Elementary School

Demographics

Enrollment: 497 students

Location Description: Urban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Kenmore Elementary School is located in the San Gabriel Valley in Los Angeles County. Kenmore is one of twelve elementary schools in the Baldwin Park Unified School District and has been serving the community since 1936. Kenmore School has a diverse student population and meets the needs of approximately 500 students from grades TK–6th. Our student population is comprised of 88.8% Hispanic or Latino, 9.2% Asian, 0.6% White, and 1% African American. Additionally, 89% of our student population qualifies for free or reduced lunch and Kenmore School receives school wide Title I Funding. Other demographics include 22.4% of our student population that are English Language Learners and 12.8% of our students that receive special education services.

As we have transitioned to the Common Core Standards, Kenmore is committed to ensuring that all students are successful one standard at a time, one grade level at a time, as we lay the foundation for college and career. In addition to demonstrating

mastery of Language Arts and Mathematics grade level skills, students are encouraged to be critical thinkers, collaborators, communicators, and creative thinkers.

One of the keys to success at Kenmore is the time the teaching staff is given to collaborate and to receive professional development. Teachers have a weekly common meeting time for professional development and collaboration. In addition, teachers meet with their grade level teams 45 minutes each week to determine essential learnings, analyze instructional data to drive instruction, and to develop appropriate intervention strategies.

Kenmore uses a response to intervention model in which teachers focus quality, research-based instructional practices during directed instruction and in 45-minute intervention blocks 2–3 times a week to meet the needs of proficient students, students approaching proficiency, English Language Learners, special education students, and students who have learning gaps. Intervention blocks utilize technology programs and additional personnel including the principal, assistant principal, a curriculum-intervention-technology (CTI) coach, RSP teachers, instructional aides, parent volunteers, and ROP students.

There are several unique programs at Kenmore that challenge students to think critically and problem solve. Through the adoption of Thinking Maps™, Write from the Beginning and Beyond™, and Cognitively Guided Instruction™, students are able to engage grade level content with depth and complexity. The incorporation of these programs has enabled Kenmore to have a shared common visual language from TK–6th grade.

Kenmore is proud to have created an environment that nurtures the intellectual, physical, emotional, and moral capabilities of our students, while providing a secure environment and building trusting relationships where children can feel a sense of belonging and where the community is involved in a partnership.

Model Program and Practices

Name of Model Program/Practice: Literacy Intervention Program for Continuous Improvement

Length of Model Program/Practice: 5–8 years

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

Target Population(s): Asian, Black or African American, Hispanic, White, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: Small Learning Communities, Data-Driven Decision Making, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

The Kenmore Elementary School Literacy Intervention Program for Continuous Improvement was strategically designed with a belief system that all students can be successful one standard at a time, one grade level at a time. A teacher said it best at a staff meeting, "At Kenmore we don't give up on anyone. We are not willing to leave anyone behind."

To that end, Kenmore has always had a form of intervention that ensures all students' needs are met. In its early stages, intervention was self-contained within individual classrooms using common data-driven and research-based strategies. In 2008, a strategic plan to specifically address student needs in the area of literacy intervention began taking shape. The inclusion of Thinking Maps: The Language of Learning™ was the first in a series of tools that would empower both teachers and students to easily access a more shared and visible learning. In 2012, there was a consensus that a school-wide writing program, Write from Beginning and Beyond™, would provide consistency from one grade level to the next.

For the next three years, the staff would work to refine strategies through peer coaching and collaboration. Eventually, this developed into the comprehensive intervention model that exists at Kenmore today. Current BPUSD district-wide initiatives are based on implementing tools Kenmore has used with continued success. These include Accelerated Reader™, Thinking Maps™, Write from Beginning and Beyond™, and iReady™. In addition, Kenmore seeks to continuously improve and refine its intervention program by utilizing technology, media, and personnel in innovative ways.

Kenmore's current literacy intervention model includes devoted time blocks within the daily schedule to provide weekly time for teachers to share data, create flexible student groupings, create formative assessments, and share instructional practices. In addition, each grade level is provided 45-minute intervention blocks to address the needs of students who have reached proficiency on Common Core Standards, students approaching proficiency, EL students, special education students, and students with learning gaps in small flexible groups.

Personnel resources are maximized during intervention blocks to support grade level teachers and the diverse needs of our students. Additional personnel utilized for support include the Curriculum Technology and Intervention (CTI) coach, Assistant Principal, Principal, English Language Program Aide (ELPA), Resource Specialist Program (RSP) teachers, Speech and Language Pathologist (SLP), ROP students, and parents. Without the commitment and flexibility of this essential team, Kenmore's Literacy Intervention Program for Continuous Improvement would not thrive.

Implementation and Monitoring

In 2011–2012, Kenmore began a strategic effort to improve our Literacy Intervention Program for Continuous Improvement independent of a district model. The Kenmore team began focusing on intervention tools and strategies to help students move forward

during weekly meetings for professional development. Other more extensive meetings were held on shortened days and pupil free days to reinforce the structure of this program.

Beginning in 2013, we laid the foundation for collaboration and coaching by allowing teachers the opportunity to pair with another teacher of their choice to peer coach and collaborate. Substitutes and a schedule were provided for teachers to plan, observe, and debrief. Teachers shared their observations and reflections at staff meetings. This practice laid the groundwork for the current culture of mutual trust and respect.

In 2014, teachers studied the CCS and determined within those standards, the essential learnings required for success at each grade level. After the initial administration of CAASPP, teachers analyzed results collaboratively for areas of strengths and weaknesses.

By 2015, teachers met monthly to work in collaboration to set timelines to teach essential learnings, create formative assessments, share strategies, and form groups of students at various proficiency levels. Student needs were addressed in small groups within classrooms.

In 2017, Kenmore added a curriculum-technology-intervention coach and an assistant principal to its staff. We maximized personnel to have grade level collaboration on a weekly basis and to provide 45-minute intervention blocks. Results from iReady diagnostic and growth reports, Accelerated Reader STAR reports and formative assessments were used to form groups.

All of our students are served during their grade level's intervention blocks. Groups include proficient students who meet with the CTI coach for extension activities. Students who are approaching proficiency are retaught skills. EL students receive support from the ELPA. Special education students receive differentiated instruction from 2 RSP teachers and instructional aides. We also integrate Special Day Class students into intervention groups based on their individual needs. Students with learning gaps in grades K–1st meet with the CTI coach and two instructional aides, while those in 2nd–3rd meet with the principal for support in reading fundamentals. ROP students and parent volunteers also support classrooms with literacy practice skills.

The goals and objectives of the collaboration meetings are monitored through each grade level's agendas and minutes. Essential learnings, goals, timelines, strategies, and student groups are shared with the principal. Students are monitored frequently with iReady diagnostics and teacher created formative assessments. The goal of this practice is to move students forward, keeping the groupings flexible and fluid.

Results and Outcomes

As Kenmore began its strategic effort to improve our Literacy Intervention Program for Continuous Improvement, our scores on the California State Test went from 802 in 2010 to 833 in 2011–2012, a 31-point gain.

During our first year of school wide implementation and accountability for the Literacy Intervention Program for Continuous Improvement, we were pleased to find that the annual measurable outcome for English Learner students had improved. Previous to its implementation, the percent of reclassified students was 10.6%. The percentage of reclassified students in 2010–2011 was 11.4%. As we began the strategic effort to improve our Literacy Intervention Program for Continuous Improvement in 2011–2012, the percentage increased to 20.4%. In 2013–2014, Kenmore had 29.9% of our English Learners reclassified. Each year since, we have had the highest number of reclassified students in the district.

When the testing system changed to the California Assessment of Student Progress and Performance (CAASPP), Kenmore scores in 2015–2016 indicated that for all of our student groups, 57% were proficient or advanced proficient in English Language Arts and 38% were proficient or advanced proficient in math. In 2016–2017, 56% were proficient or advanced proficient in English Language Arts and 47% were proficient in math. For both years and in both areas, Kenmore's scores were above the state averages school wide and for each grade level.

The California Model Five-by-Five Placement Report indicated that in 2015–2016 all Kenmore students increased significantly in English Language Arts and math and were in the medium range for both areas: 7.8 scale score points above level 3 for ELA and 21.8 scale score points below level 3 for math. In 2016–2017, the Five-by-Five Placement Report indicated that all students had increased and were in the high level for English Language Arts: 11.7 scale score points above level 3. In math, Kenmore students increased and were in the medium level: 9.3 scale score points from level 3.

Our English Learners are also performing well on the CAASPP. The Five-by-Five Placement Report indicated that in 2015–2016, English Learners also increased significantly in ELA. They were in the medium range: 3.5 above level 3. In Math, our EL students increased significantly, but were in the low range: 30.7 scale score points away from level 3. In 2016–2017, Kenmore's EL students maintained their ELA level and were in the medium range: 4 scale score points above level 3. In math, the English Language Learners increased and were in the medium range: 17 scale score points away from level 3.

We attribute Kenmore student success on the reclassification process, CST and CAASPP assessments to the Literacy Intervention Program for Continuous Improvement, which allows teachers to monitor student progress, determine their needs, and to help all students be successful.