

Walt Disney Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 19643376011878

County: Los Angeles

District (Local Educational Agency): Burbank Unified

School: Walt Disney Elementary School

Demographics

Enrollment: 415 students

Location Description: Urban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Our mission at Walt Disney Elementary School is to provide all students with a positive and challenging learning environment, which empowers them to become responsible, caring and productive citizens of the world. Our school mascot is Iggy, the eagle, and our motto is "Soaring to Success."

Every student at Disney is surrounded by teachers, support staff, parents and community who strive for student success. Disney educates students in kindergarten through fifth grade. We provide instruction in English for all grades. Currently, our 90:10 Two-Way Immersion program provides instruction in Spanish for kindergarten through fourth grade.

As the second smallest school in the Burbank Unified School District (BUSD), we have a strong home-school connection, active Parent Teacher Association (PTA), and Disney Booster Club. Parents are encouraged to be participating members of our school community to increase student success.

Walt Disney's diversity is our strength. Our culturally and economically diverse school community provides an opportunity for our students to embrace and respect one another. We celebrate our diversity annually at our Multi-Cultural Night. We also hold an annual Dia De Los Muertos event, where the Disney Booster Club provides food from local vendors, crafts, a bake sale, entertainment from Plaza de La Raza. Our culturally diverse community consists of 59.52% Hispanic, 23.86% White, 3.37% African-American, 2.89% Asian, 3.86% Filipino and 6.50% Two or More Races.

Students and teachers benefit from programs which support the development of the whole child. The core curriculum is supported and enhanced with special programs such as two music teachers, dance instructor, media technologist and physical education teacher. This year our students have also participated in MakerSpace Mondays, a school wide opportunity for students to create, tinker and explore using Coding Mice, OSMO tangram shape and number games using iPads, KEVA building planks, Stop Motion Animation using Legos and iPads and Little Bits circuit building.

Through our participation as an "Arts for All" District, Walt Disney Elementary School has incorporated standards-based dance, music and visual arts education into the core curriculum for all students. We believe that this exposure and participation in the arts disciplines increases students' academic growth and development as an individual. Disney students are provided opportunities to participate in school and community based activities such as PTA Reflections Contest, Burbank Art Expo, Spring Dance, YoungStory Tellers and Disney Dreams.

Walt Disney Elementary School students build strong academic and social skills within a safe and caring community. Each of them leave as confident, successful scholars that see the beauty in diversity and are prepared to "Soar to Success."

Model Program and Practices

Name of Model Program/Practice: English Language Arts and Math Power Hour

Length of Model Program/Practice: 8+ years

Target Area(s): Closing the Achievement Gap, Professional Development, Use of Technology

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

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

Description

The principal gathered input from the staff and Leadership team, and brought in Curriculum Associates to train the entire staff on the I-Ready Common Core web-based

program. It was imperative that the staff was set up for success and could begin implementation of the program with confidence. The principal coordinated professional development by the District's technology specialist to train the teachers on the use, handling and storage of the COWS. This needed to take place prior to instruction beginning for Power Hour.

In September and December of 2015, grade level teams from grades first through fifth met with the principal, curriculum specialist and English language development (ELD) specialist for Data Chats. Multiple measures of data were analyzed that included SBAC performance, oral reading fluency scores, comprehension scores obtained by Scholastic Reading Inventory (SRI) and STAR, and diagnostic results for the I-Ready Program, as well as writing scores. Special attention was given to our English language learners, Hispanic and special education students as the baseline data revealed these students were in need of additional support.

Tier One Intervention and Instruction was going to look different for the students of Walt Disney Elementary School. Every other elementary school in Burbank homogeneously grouped students by ability for ELA, or by intervention needs, and provided instruction during the day, 4–5 days per week. Disney students' stayed with their class and differentiated instruction was provided, as our students worked on their individual pathways for ELA and Math using technology. Instruction would take place in the computer lab or in the classroom on one of the three COWS, that contained classroom sets of HP Streams, two times a week for 45 minutes. This time allotment was determined to have the greatest positive effect on student growth based on Curriculum Associates' national research. In addition to the classroom teacher, three Credentialed teachers were hired to deliver and monitor instruction.

A second tier of intervention was offered to the students that had been identified at risk and were grouped in Profile 1, Profile 2 and Profile 3 on i-Ready. Students were homogeneously grouped for after school intervention for ELA, and by grade level for before school Math Rtl, based on the analysis of multiple measures. The lowest group, Profile 1, was provided with targeted, direct instruction during their pathway time during the day. The team determined this group of students were the most in need of immediate feedback and support for success. Profile 1 students' instruction focused on phonics, phonemic awareness and reading comprehension. Students in Profiles 2 and 3 were provided instruction after school by three certificated staff members for 30 minutes, two times a week to provide instruction in the identified areas of vocabulary, inferencing and drawing conclusions in reading comprehension.

Implementation and Monitoring

The Rtl Model Disney has implemented provides students with California Standards aligned practice that ranges from Kindergarten to 8th grade ability in both ELA and Math. The students' individual pathways are set based on their individual diagnostic test results administered four times a year. These tests document growth over time, in addition to allowing for academic growth by adjusting their pathway as students

demonstrate proficiency. We found our students more engaged and challenged. The students are able to access the program at school or at home.

The technology time and practice benefits all students of Walt Disney Elementary School. Especially our most at-risk students who may not have access to technology at home. These students are receiving weekly hands-on practice, which increases their technology confidence and knowledge.

During the 2016–2017 school year, the grade level teams, School Site Council and English Language Advisory Committees met, in their respective groups, to review the data and determine next steps. The RtI Model Walt Disney School allowed for students to work on their i-Ready program, twice a week for 45 minutes a session. One session focused on ELA and one on math. Students identified in Profiles 1, 2, 3 and 4 in addition to BUSD's interim assessments, that were below grade level or at risk of regressing would continue to be invited to afterschool intervention for ELA and before school intervention for math.

One big change we made as a school site was not pulling our Profile 1 students for Tier 2 intervention during the school day like we had done in the 2015–2016 school year. We provided them with time on their i-Ready individual pathways just like their classmates. The rationale behind this decision was these were our most At-Risk students who did not have the support or access to technology at home. These students were invited to our after school ELA instruction which extended their time in school. Instruction was provided three days a week for six weeks from September to December of 2016 and from January to March of 2017.

Another adjustment was to increase the number of days the students attended before and after school interventions from 2 days to 3 days. This provided an additional day of support and practice.

In 2016–2017, the focus for instruction for our Profile 1 students continued to be on fluency, accuracy and phonics. Our students in Profile 2's, 3's and borderline 4's needed reading comprehension practice with informational text and vocabulary development.

Tier 2 Math Intervention occurred before school. This intervention allowed additional time spent on their individual pathways for math. Five Credentialed teachers monitored and supported this instruction in the morning from 8:00–8:30 a.m., two days a week.

Results and Outcomes

The implementation of the California Department of Education's California School Dashboard provided comprehensive student data using a new accountability system that analyzes student performance on state indicators. These indicators look at Chronic Absenteeism, Suspension Rate, English Learners, English Language Arts and Mathematics. These indicators are analyzed under Status (current performance) and Change (Performance over three years' time). The ease of the color coded Dashboard

visually displays the bands of performance ranging from the lowest to highest in the following order: red, orange, yellow, green and blue.

The California School Dashboard revealed that at Walt Disney Elementary School, our students were making significant growth. Our English Language Learners made gains from the Spring of 2017 to the Fall of 2017 on the state indicators. Overall our students' proficiency increased in English Language Arts by 19.7 percent and in Mathematics by 18.4 percent.

At Walt Disney Elementary School, in Spring of 2017, all of our indicators were green and blue. The exception was with our English Language Learners that were orange for ELA and yellow for Math, and our Socio-Economically Disadvantaged students that were yellow for ELA.

The principal displayed and explained the CDE's California School Dashboard at Faculty Meetings on August 9, 2017 and on January 16, 2018 at PTA and Booster Club Meetings on August 24, 2017 and February 8, 2018. This information was shared with both the School Site Council and English Language Advisory Committees before reviewing, developing and revising Disney's Single Plan for Student Achievement.

Disney used California School Dashboard, CAASPP data, i-Ready Diagnostic data, and District Interim Assessments to provide real time performance for our students as we monitored their monthly growth.

Baseline data was collected in September 2015 on the California Standards aligned i-Ready Diagnostic Assessment for first through fifth grades revealed that overall we were very low school wide. Data revealed that many students were missing critical reading skills in phonics, vocabulary and comprehension. As the year progressed, the number continued to get smaller. In 2016 this continued to be the areas in ELA that our student needed support in, but our data revealed our students were progressing.

All of us at Walt Disney Elementary School are confident that the time spent on the students' individual i-Ready pathways, coupled with the direct, explicit small group instruction for the students showing deficits in ELA and math will continue to increase students' achievement in these areas and close the achievement gap for all students. This is especially true for our most critical sub-groups of English language learners, Socio-economically disadvantaged, and Hispanic students. At Walt Disney Elementary School all students are supported in reaching their highest potential.