Cleminson Elementary
Model Programs and Practices

School Information

CDS (County District School) Code: 19645016013148

County: Los Angeles

District (Local Educational Agency): El Monte City

School: Cleminson Elementary

Demographics

Enrollment: 388 students

Location Description: Urban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Established in 1940, Cleminson is one of the older campuses in the El Monte City School District (EMCSD). Cleminson is a neighborhood school that brings students together from many different social, economic and ethnic backgrounds.

Modernization took place from 2002–04 and a major construction project that features a new library-media center, classrooms, restrooms, and a drop-off and pick-up area and parking lot were completed in September 2004.

Cleminson School is a Transitional Kindergarten through Grade six school in EMCSD with about 409 students enrolled. Cleminson is a schoolwide Title 1 school consisting of 58% Hispanic, 29% Asian, 75% free and reduced lunch, 27.9% ELs, and 8.3% Students with Disabilities. The school has a Transitional Kindergarten program of approximately 24 students. There are multiple classes per grade level, thus providing the ability for flex grouping to meet the needs of all learners. Classes have a modified schedule of

multiple teachers to meet the specific learning needs of students in the areas of English Language Development and Reading.

Expectations for student's success are high at Cleminson School. Cleminson has consistently earned standard test scores above the Districts average. Cleminson has also been able to reduce its percentage of Long Term English Learners to only 1% (District average is 6%).

While we realize that academics are paramount at Cleminson; we recognize that there is more to providing a well-rounded education. We are proud that all students at Cleminson receive music and art education. Students can also participate in an array of enrichment activities such as: Musical theatre, Girls on the Run, math intervention, Code to the Future (coding classes), GATE Saturday school and after-school competitive sports.

Model Program and Practices

Name of Model Program/Practice: Professional Learning Communities

Length of Model Program/Practice: 5–8 years

Target Area(s): Parent, Family, and Community Involvement, Professional Development

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

Strategies Used: Parent Engagement, Data-Driven Decision Making, Professional Development

Description

Professional Learning Communities, or PLC, is a community of educators who collaborate with the common goal of student achievement via regularly meeting, sharing expertise, examining data of common assessments, and modifying instruction to meet the needs of all learners (2) Parent, Family, and Community Involvement (PFCI) is a partnership of stakeholders to assure students have what they need to be successful

The PLC and PFCI were adopted due to the need to improve performance in language arts and math from SBAC, district assessments, and grade-level common assessments. With the adoption of Common Core standards and CCSS-aligned instructional materials, teachers were at a major learning curve so they were not focusing on SBAC results; they were focused on understanding and teaching CCSS.

To implement PLC, the following were needed and provided: trainings on PLC; time during the work day for staff to meet and collaborate; and digital data systems to disaggregate data.

To implement PFCI, the following were needed and provided: a full-time Community Liaison dedicated to Cleminson; regularly scheduled meetings to bridge communication between classroom and home.

The goals and anticipated outcomes for professional development (PD) and support are for teachers and administrators to collaborate with grade-level teams to accomplish the following:

    (1) to analyze data;
    (2) to select focus standards based on data;
    (3) to determine instruction and common assessment;
    (4) to identify individual student needs.

The goals and anticipated outcomes related to students, parent, and community are as follows:

    (1) to improve student academic progress as measured by SBAC;
    (2) to build parents' capacity to improve student academic outcomes;
    (3) to coordinate resources from the community to families and school.

The PLC and PFCI model benefits students by moving stakeholders toward a shared goal of improving student achievement. These lead to steadily increased SBAC scores across all subgroups.

The PLC practice benefits unique populations by having teacher teams identify individual student needs and adjusting instruction collaboratively through intervention.

The PFCI practice benefits the unique populations by celebrating cultural diversity within our school community by implementing the Latino Literacy program and providing multicultural literature to families.

The PFCI practice deals with student social-emotional and behavioral needs by coordinating ChapCare clinics that present wellness workshops for families on how they can provide adequate physical and mental health support for their children. PFCI also coordinates workshops by psychologists for parents.

Through the PLC practice teachers are trained in and implement student engagement strategies that increase student attendance rates and decrease chronic absenteeism.

Cleminson is addressing chronic absenteeism/suspension through the work of an attendance outreach consultant and the community liaison.

Implementation and Monitoring

Parents are engaged in PFCI via the resources and workshops provided by the community liaison that in turn support the learning done in the classroom. Cleminson looks to its community, and all stakeholders, to be partners in student learning and achievement. Parents are our most important partners in student learning. Parents are

invited to participate in ELAC, DELAC, Character Trait of the Month, Community Liaison Professional Development, Jeff Seymour Family Center, Founder's Day, and as classroom volunteers.

Communication between school and families is imperative in order to have successful outcomes. The use of flyers, home reminders, phone calls and personal outreach are strategies that have been implemented to establish contact with parents. To keep abreast with digital media, we also utilize the EMCSD App, Facebook, Remind, and ClassDojo regularly.

The PFCI uses the following methods to evaluate parent/community engagement: sign in sheets at every parent meeting/class; personal outreach to invite new families to the programs; surveys; and referrals for services such as basic needs, health and wellness, and family support.

Cleminson has a strong community for professional development and learning. At the district level, teachers and administrators are trained in specific identified areas of need and broken into grade levels, content areas, and lifespans. This gives the opportunity to fine tune educational opportunities to specific areas that will be of most use to the teachers in their classrooms, giving a direct and positive effect on improving student achievement. Cleminson staff is committed to meeting in PLCs at least twice per month in both grade level and lifespan. This is time that staff considers crucial to be able to analyze data. Great care is taken in carefully analyzing data on individual students, classes as a whole, as well as looking at how groups perform on specific standards. This gives teachers the time they need to determine the effectiveness of instruction based on results. Teachers and administrators use Study/Act/Plan/Do PLC Protocol sheets to help focus collaboration time. These protocol sheets help to identify needs; as a school, as a lifespan, as specific grade levels, specific classrooms, as well as individual student needs. Detailed plans are made on how to instruct students who are not mastering specific skills, how to make sure ALL students are being instructed, and how to determine if the planned intervention was, in fact, successful.

Administration and instructional staff use many types of assessments to monitor and evaluate the effectiveness of instructional learning activities. Performance tasks are used for both formative and summative assessments to allow teachers and lifespans to determine the effectiveness of instruction. The most important assessments used for monitoring achievement would be the district benchmarks and CAASPP results.

Results and Outcomes

Assessment results help drive instruction. Our PLC protocols help identify gaps in student performance. The Study/Act Protocol assists teacher in examining assessment results while the Plan/Do Protocol assists the teachers to backward plan in order to address focus areas and implement instruction. Frequent monitoring insures that all student's needs, including English Learners, are being met.

Last year, Cleminson students' SBAC ELA results were 15% above the district average; low income students were 10% above the district's average and English Learners (RFEP) scored 5% above the district average. These student outcomes are the results of our PLC's monitoring and implementation.

"What gets measured, gets managed." Focusing on data during PLC's drives our instruction. Specifically, analyzing data to see how effective was the instruction based on results, identifying needs based on results, how to teach those students that did not meet proficiency and how do we measure their growth? Once the protocols are summarized, with analysis and next steps, they are submitted to the principal. The principal will monitor progress and implementation by making sure that instruction is focused and that protocols are being followed. Although there is an emphasis on English Learners we target every student: every student can improve his or her performance.

By knowing what the academic expectations are teachers are better at identifying what proficiency should look like. Therefore, identifying gaps and needs to move a student towards proficiency is essential in order to move a whole school forward.