

Jersey Avenue Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 19647176015036

County: Los Angeles

District (Local Educational Agency): Little Lake City Elementary

School: Jersey Avenue Elementary School

Demographics

Enrollment: 502 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: Targeted Assistance

School Calendar: Traditional

Charter: No

Overview

Jersey Avenue Elementary School, "Home of the Eagles", is one of nine schools in the Little Lake City School District located in Santa Fe Springs, California. Jersey has a long history of academic excellence having been named a Title I Academic Achieving School for five years, most recently in 2016, a 2010 California Distinguished school, and a 2016 California Gold Ribbon School. In addition, Jersey was named a 2017 Model Professional Learning Community School.

Jersey Avenue serves a diverse population of students. Most students identify themselves as Hispanic/Latino (94.9%). The next largest ethnic group is white (2.19%) and the third largest group is Asian (1.0%). The total enrollment at Jersey from Transitional Kindergarten to fifth grade is 502 students, including 62.95% identified as Socioeconomically Disadvantaged, 10.76% English Learner, 5.98% as reclassified Fluent English Proficient (R-FEP), and 14.94% students with disabilities. Jersey also

houses the district's Autism Focus preschool and Autism Focus transitional kindergarten classes.

With such a diverse population, Jersey Avenue Elementary School employs highly qualified and dedicated teachers and support staff to effectively provide a dynamic standards based curriculum focused on the new California State Standards. Over the past few years, teachers and staff have been implementing the new standards with a single focus on student achievement. This transition has brought with it new challenges and opportunities. Jersey prides itself with being a leader in technology within the district, with Chromebooks deployed one-to-one in second through fifth grade, as well as roving carts deployed in TK–1st grade. Furthermore, students have access to an updated computer lab, and robust adaptive learning software to supplement core instruction. The devices and software have come with training for teachers, staff, and students.

Along with the focus on the California State Standards, and with the infusion of technology for all students, Jersey has maintained its focus on procuring a fun and safe learning environment for all. Jersey has begun implementing a 3-tiered model of Positive Behavior Interventions and Supports (PBIS) to ensure that behavior expectations are clear, that positive behavior is reinforced, and that students feel safe and comfortable in their learning environment. School counseling and an anti-bullying program are also provided for student's social-emotional and academic well-being.

Similarly, Jersey has implemented a robust 3-tiered intervention model, which targets support to students at multiple levels. Students receive targeted and intensive supports based on the most current data available at each grade level. Jersey Avenue Elementary School has seen consistent growth over time. This attention to every student, including all subgroups, is the focus of teachers, staff, and administration.

Jersey Mantra:

Every Student, Every Day!

Model Program and Practices

Name of Model Program/Practice: Professional Learning Communities/Data Reflection/Response to Intervention

Length of Model Program/Practice: 8+ years

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

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

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

Description

Professional Learning Communities (PLCs) are an integral part of the daily schedule, the data reflection sessions (DRS), and the intervention model at Jersey Avenue Elementary School. This model is the foundation for student success and is the driver of instructional practices, of interventions, and of professional development. While the PLC model has been implemented over the past ten years at Jersey, targeted and intensive refinement of the model have been the focus over the past few years. PLCs drive core instruction, are the basis for bi-monthly data reflection sessions, and dictate the interventions that will take place for all students. This targeted approach leads to a 3-tiered model for intervention, which increases access to the core curriculum for all students at their level of need.

All students participate in the school-wide intervention model. In tier 1, all students participate in core curriculum and take frequent benchmark and common assessments to gather performance data. This data is reviewed bi-monthly with the specific focus on these assessments. During the DRS, students are placed in quadrants based on achievement (Challenge, Benchmark, Strategic, and Intensive). These quadrants then determine student placement in targeted interventions (tier-2). The targeted interventions have two goals: preview the content for struggling students, and fill gaps that otherwise could not be filled during core instruction. Teachers and interventionists meet during DRS to discuss what will take place during intervention classes. All students participate in the 2nd-tier of the intervention program. For our most struggling students, a 3rd-tier intervention is provided during the school day. The focus of the tier-3 intervention classes are to fill “gaps” in learning that may be impeding students from grasping the grade level curriculum. Along with providing targeted support for struggling students, the Rtl model allows for students working at and above grade level to receive “challenge” instruction. These “challenge” classes develop students’ reading, writing, and mathematical skills with a focus on extending learning. All interventions, tier 2 and tier 3, work to support the core curriculum, and therefore, are aligned to the California State Standards.

The DRS/Rtl model program benefits all students, but gives specific focus to unique populations within the community. Intensive students receive 6:1 instruction with specific focus on filling gaps that exist between their current level and grade level standards. Strategic through challenge groups are slightly larger (ranging from 10:1 to 20:1), yet they provide targeted support for all significant subgroups. These students are targeted during data reflection sessions and specific strategies are put into place to support them during instruction. Further, the social-emotional and behavioral well-being of students is addressed during data reflection sessions.

Implementation and Monitoring

At Jersey Avenue Elementary School all stakeholders are engaged in the work of increasing student achievement. Parents are engaged through the Local Control Accountability Plan, and through input given during School Site Council and English Language Advisory Committee meetings. Further, parents are engaged during parent conferences and through Student Success Team meetings. At all of these events, student data is discussed and student supports are identified. One unique aspect of the model at Jersey is the inclusion of the district math and science TOSAs, the school counselor, and the after school program coordinator, in data reflection and intervention meetings. This allows us to have complete wrap-around services and continuity of program expectations in all settings.

This model program is a direct response to state and local assessment scores. Further, targeted populations benefit from the 3-tier intervention model as specific skills can be addressed in small class size settings (6:1 for intensive interventions). With this being a school-wide program, significant resources are needed to support and implement the model. The materials, resources, and staffing that are needed for the DRS/Intervention model to succeed include release time for teachers during the school day (1.5 hours/grade level). This is achieved through the “Arts for All” program. Students participate in art, music, and physical education while teachers are released to meet with the principal, the interventionists, and other support personnel. The interventionists are certificated teachers that work with all grade levels for 45 minutes at a time. This creates a smaller class size ratio for 45 minutes four days a week where targeted instruction can take place. For example, there are 70 students in third grade. With three third grade teachers, the class size average is about 24:1. For 45 minutes, four days a week, four interventionists come in to create an environment where the 70 students are divided amongst seven teachers, lowering the class size ratio to 10:1. Further, the benchmark and challenge groups stay around 20:1 so that the intensive groups do not go higher than 6:1. This allocation of resources allows Jersey to target interventions based on the specific needs of each and every student.

The goal of these interventions is to provide laser-focused and targeted instruction based on the most current data available. This is accomplished by asking and answering the following four questions: (What do we want students to learn?, How will we know when students have learned it?, How will we respond if they do not learn it?, How will we respond if they already know it?)

Further, accountability to teaching commitments are monitored during each meeting. Lastly, each instructional learning activity is monitored and discontinued or implemented based on assessment scores. DRS drives instruction and instruction is adjusted based on analysis of the data.

Results and Outcomes

DRS is the systematic solution to monitor each student at two-week intervals. Through this approach, student achievement is monitored and instruction is tailored to the

specific needs of each learner. Results from each common assessment and district benchmark are taken from the data management system, Illuminate, and charted on a quadrant. The quadrant facilitates both a “big picture” understanding of student achievement and a case-by-case analysis. Students are color coded on the quadrant (yellow=EL, Green=SED, Pink=SwD, TT=Think Together, Orange=R-FEP, and *=Focus Students). Along with quantitative data analysis, student work samples are brought to look at qualitative samples of student achievement. The model allows teachers to look at sub-group data and to plan instruction based on the specific needs of each student in each sub-group. This summarized data is further explored through the use of a protocol quadrant with the four essential questions listed, one in each quadrant (“What do we want students to learn?”; “How will we know when students have learned it?”; “How will we respond if they do not learn it?”; and “How will we respond if they already know it?”).

Jersey Avenue Elementary School has seen steady growth as indicated on the California School Dashboard. The equity report shows green for both English Language Arts (ELA) and Mathematics. This includes green for all significant subgroups! As indicated in the detailed report, the distance from level three in ELA has been positive for the past three years. The distance from level three in Mathematics has decreased three years in a row from -31.1 in 2015, to 20.1 in 2016, and finally to -2.9 in 2017. Further, 75% of English Learners are making progress towards English proficiency. Finally, our Students with Disabilities subgroup has made significant progress. The achievement gap has decreased to an all time low of 18% in ELA and 7% in Mathematics. These results can be directly attributed to the DRS/intervention model employed at Jersey.

All of this information is communicated to the community, and more specifically to parents, through SSC and ELAC meetings, through the school bulletin, and via parent workshops. Further, as a categorically funded program, DRS and Rtl are included in the Single Plan for Student Achievement. This plan is approved by the School Site Council and the English Language Advisory Committee annually.

Professional Learning Communities, in the form of Data Reflection Session and Response to Intervention, have come to serve as the foundational approach to teaching and learning at Jersey. PLCs facilitate the use of the most recent student data to describe current achievement, to plan effective interventions, to provide targeted professional development, and to monitor subgroup performance. This robust and targeted practice has positively impacted the students, the teachers, the staff, and the community at Jersey Avenue Elementary School.