

## **Clifford Math & Technology Magnet Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 19647336016513

County: Los Angeles

District (Local Educational Agency): Los Angeles Unified

School: Clifford Math & Technology Magnet

### **Demographics**

Enrollment: 163 students

Location Description: Urban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

### **Overview**

Sitting in the hills of Echo Park, within sight of the downtown skyscrapers of Los Angeles, Clifford Math & Technology Magnet marks its 110 anniversary this year as a neighborhood school in a diverse, evolving part of the city. While small, with only 161 students and 7 teachers, it has produced big results in increasing the achievement of a large number of disadvantaged students.

Factors in our success include high expectations for students to meet the rigor of state academic standards. It is our third year as a District School Board approved magnet school. The decision to become a magnet was decided through wide community input. With its focus on Math & Technology, we have drawn many new families to our school who share our mission of aiming high. Through regular self-reflection and feedback from our school community, Clifford is able to provide the support necessary to ensure each child's success.

Clifford is a school-wide Title 1 Program School, with 80% of the student body participating in the Federal Free or Reduced Lunch Program. who are students and community are. Our students include 76% Hispanic/Latino, 11% White, 6% African American/Black, 5 % Asian, 1% American Indian, and 1% two or more ethnicities. Additionally, 12% of Clifford's student body are identified with special needs, 8% English Learners, 14% Gifted and Talented, and 2% Foster Youth. Many parents have full-time employment and depend on the school to provide after school enrichment and childcare. There are currently over 75 students enrolled in LA's Best After School Enrichment. Approximately half of the student population resides outside the residential boundaries of the school. This is a strong demonstration of families choosing to make an effort for their children to attend a high-achieving school.

From the first sight of our campus, with its cheerful murals, well-kept grounds, and garden plots, an inviting sense of order and care greets you. A peek inside of classrooms would confirm the first impression that Clifford Magnet is a warm and supportive environment for learning. Throughout the campus, learning is recognized, supported, and celebrated through school wide events for academic achievement, behavior, and professional development and coaching.

One hundred percent of teachers at Clifford are fully credentialed. It is an experienced staff with many having graduate degrees or National Board certification. A full-time Magnet Coach/Instructional Coach with successful teaching experience contributes to teacher expertise. This is a stable, strong, and experienced staff. Our shared sense of mission is agreement among all members of the Clifford family of our common goals and expectations that creates an atmosphere of success.

## **Model Program and Practices**

Name of Model Program/Practice: Comprehensive School-Wide Intervention Program

Length of Model Program/Practice: 5–8 years

Target Area(s): Education Supports, Professional Development, Use of Technology

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

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

## **Description**

Clifford Math & Technology Magnet created a comprehensive school-wide Intervention as a dynamic response to meet the needs of its students. The approach is multi-tiered using Principles of Universal Design, yet going beyond district requirements. Clifford first recognized the need for a specialized intervention approach when student scores

revealed a growing achievement gap. Additionally, the increased rigor required from students to meet state adopted common core standards with deeper levels of knowledge working with complex texts, connections between them, writing to sources, as well as applying mathematical practices meant that a change was in order.

Program Annual data analysis was conducted per grade level and individual teachers met with all stakeholders to focus on academic needs on a class by class basis. It was clear that there were struggling students not meeting state standards. Data was analyzed with the idea that individual teachers would focus on their classroom and ensure that academic progress would be evident by the end of the school year. As a result, emphasis was placed on a school-wide targeted approach to intervention that would supplement classroom instruction.

Clifford Magnet maximizes its full potential in its ability to individualize its approach to student learning, which allows for flexibility in implementation and nontraditional, varied intervention strategies. By way of a variety of assessment tools, Clifford Magnets ability to monitor progress of individual students and follow them throughout their elementary school career has allowed for an intentional, dynamic Comprehensive School-wide Intervention Program (CSIP). The specific need for which the CSIP was designed address was to ensure that each subgroup met grade level benchmarks and that they continue to make academic gains annually. Because of the transformational nature of our intervention program, it can be tailored to suit the needs of the students on a year-to-year basis.

Teachers in grades TK through second grade have had the opportunity to engage in a series of differentiated literacy professional developments based on expanding individual teachers' knowledge of foundational literacy content and language development. The goal is to develop multi-tiered systems at each site to effectively address the needs of early emergent to fluent readers, so all students read, write, speak and listen with efficiency and accuracy by the end of second grade.

CSIP includes data analysis, professional development, small-group instruction, the learning center, targeted use of technology, an after school homework club, and after school and Saturday intervention classes.

## **Implementation and Monitoring**

Clifford's Comprehensive Support and Intervention Program is carefully implemented with the goal of supporting success in English Language Arts and Math for students in high risk categories. In fall, as classes begin, teachers meet in day long professional development sessions to analyze data collected from a variety of assessments including Dibels, California English Language Development (CELDT) test scores, previous CAASPP scores, student work samples and classroom visits. From these meetings emerge detailed plans to address student needs.

Parents are informed of placement during parent conferences and teacher meetings. input from needs assessments, supplemental time, intervention, teacher assistants lcap

Student study teams form to make recommendations for afternoon and Saturday intervention classes. It is a preventive and early intervention model.

Professional Development Professional Development to address the increased rigor of the standards is provided each Tuesday afternoon. These PD's showcase methods to teach to the deeper levels required by the state adopted common core. Teachers build their capacity to understand how to best incorporate best practices. These discussions include Kagan structures, the mathematical practices, increasing rigor through Webb's Depth of Knowledge framework, and building classroom environments.

Technology Use - A vital part of our CSIP is the integration of technology for learning. A significant allocation of funds was made to provide chromebooks and ipads for each classroom. Software programs are keenly evaluated to ensure they will enhance, but not replace the teacher. A key benefit of these programs is the wealth of data immediately available through their reporting features. With this timely feedback, teachers are assisted in making critical decisions to target small-group instruction. These blended programs include Velocity, ST Math, The Google Suite for Education, and Quill.

Learning Center Clifford created and uses a unique Learning Center Model (during the school day) for response to intervention, which serves students in both the special education and general education programs who have been identified as at-risk for not meeting grade level standards. Teachers daily collaborate with the intervention teacher and assistant to ensure specific skills-based intervention is provided. The key portion of this program is the ongoing progress monitoring where students incremental growth is noted.

After School and Saturday Intervention Classes with Cross-Grade Tutoring. A key feature of our intervention program is cross-grade level teaching, to expose students to teaching styles that may provide a more positive outcome for struggling learners. After school intervention and Saturday intervention sessions are provided by teachers matched to their individual strengths. The expenditure for these interventions was approved by the school's site council and came to a total of \$16,545.

## **Results and Outcomes**

Clifford Math & Technology Magnet's practice of implementing the CSIP has directly contributed to narrowing the achievement gap as data indicates we made strong progress toward meeting the needs of all students. Data analysis of CAASPP Data From 2015 to 2017 shows students in grades 3–5 improving by 12 percentage points in meeting or exceeding standards in mathematics. In this same time period, students showed a growth of 15 percentage points in meeting or exceeding standards in English Language Arts. Students are demonstrating the ability to understand and deal with the complexity of the common core standards.

Likewise, Dibels information points to gains made by students in fluency, comprehension, and reading accuracy. Although there remains some weakness in early

Dibels reports for Kindergarten and first grade, where 50% of students do not reach benchmark by the middle of the year. In second grade the effects of our targeted intervention are on display. By then, nearly 75% of students are meeting benchmark. The data shows that while students may begin at Clifford without a strong background in literacy or exposure to an early-childhood education program, through our comprehensive school-wide intervention program, they are making an early recovery.

The cycle of data collection and analysis, planning and implementation, monitoring and modifying our practice is standard operating procedure at Clifford Math & Technology Magnet. Meetings with all stakeholders, including parents, are conducted to determine the next steps of intervention in a continued effort to analyze the progress of each student. Teacher leadership teams and administrators continually monitor our fidelity of implementation to ensure success of our Comprehensive School-Wide Intervention Program.