

## **156th Street Elementary Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 19647336018493

County: Los Angeles

District (Local Educational Agency): Los Angeles Unified

School: 156th Street Elementary

### **Demographics**

Enrollment: 368 students

Location Description: Urban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

### **Overview**

156th Street School is an elementary school in the city of Gardena in the Los Angeles Unified School District. Our diverse population includes 368 students from Transitional Kindergarten–6th grade. Subgroups include 245 students eligible for Title I, 53 English Learners, 46 identified for the GATE program, and 15 students in the special day program for autism. While we are a School for Advanced Studies providing enhanced learning opportunities for gifted and high-achieving students, we also provide supports and interventions for at-risk and struggling learners. In 2016, we expanded our school curriculum by becoming a STEAM Academy, with a focus on embedding technology and engineering to our standard curriculum. Our school's commitment to excellence has been honored with recognitions that include 9 Title I Academic Achievement Awards (between 2004–2016); 2002, 2008 California Distinguished School; 2009, 2010 National Blue Ribbon School; 2013 Core Wavier Reward School; and 2016 California Gold Ribbon School.

We attribute the continued strength of our academic programs to a spirit of community in which all stakeholders take responsibility for making the school an exceptional place for learning. For that reason, we have systems in place to identify students at risk of not meeting proficiency. The staff analyzes assessment results and utilizes data systems to monitor at-risk markers and track successes. Our Student Support and Progress Team meets with parents to recommend supports available at school and ways to help at home. Teachers collaborate on lesson planning and implement effective strategies to meet student needs. After and during school intervention groups, and teaching assistants are ways we provide support for our struggling students.

As the school provides tools for education, students are expected to take responsibility for their learning. To reinforce positive behaviors and achievement, we recognize students at weekly “Good Egg” assemblies, in a monthly newsletter, and at an annual awards program. Beyond classroom instruction and academic subjects, students participate in Yoga, Guitar Club, Taekwondo, Peace Club, Art Club, Chess Club, STEAM Club, and Robotics to round out their learning. Family involvement is essential to student success, and we make every effort to provide an inviting atmosphere where parents want to take an active role in their children’s education. We have an active Parent Center, and we host annual events such as, Falcon Fun Run, Ice Cream Social, Movie Night, Talent Show, Fitness Week, and STEAM Fair to provide families with opportunities to connect with school beyond Back to School and Open House.

156th Street School maintains a tradition of academic excellence, and we strive for all our students to meet high expectations. Our school community is dynamic and motivated in its efforts to provide learning opportunities and an environment where all students can succeed.

## **Model Program and Practices**

Name of Model Program/Practice: 3 - Tiered Support

Length of Model Program/Practice: 8+ years

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

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

Strategies Used: School Climate, Parent Engagement, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

## Description

Our 3-Tiered Support model is based on the Response to Instruction and Intervention (RTI2) 3-tiered approach in which “struggling learners are provided interventions at increasing levels of intensity to accelerate their rate of learning.” In order to have a positive impact, we concentrate our efforts and resources on providing Tier 1 and 2 supports. Tier 3 supports are considered only after other interventions have been tried and found unsuccessful.

While using LAUSD core materials as a foundation, we blend the following Tier 1 supports into the instruction: ELLP Academy: TK–2nd graders are grouped across grade level and are provided targeted instruction according to skill deficits on DIBELS/TRC assessment; Leveled Groups: students are grouped by their instructional reading level for daily differentiated lessons; Accelerated Reader: a computer-based program used to monitor comprehension; RAZ Kids: an online, leveled, independent reading program for TK–2nd graders; Front Row: a computer-based, adaptive math program to help students develop math proficiency; Number Talks/ Strings: strategy based curriculum to develop math problem-solving processes through class discussions; ELD Teaming: 3rd–6th grade EL students are grouped according to EL levels during ELD so teachers can provide targeted instruction.

Tier 2 programs are for at-risk students who participate in Tier 1 supports but require additional supports to be successful. Tier 2 supports include: Teaching Assistants (TA’s): work with targeted students in small groups providing intervention instruction in core subjects and ELD; EL Academy: after school program for EL students not meeting proficiency in ELA; Falcon Academy: small group, intensive intervention held twice a week in a pull-out model for students who are slightly below grade level in reading or math. Learning Center: daily ELA and Math small group intensive instruction in a pull-out model for focused intervention for students well below grade level; LTEL Class: 4th–6th grade EL students participate in a prep. class to support reading and writing skills necessary for the CELDT/ELPAC; Psych. Social Worker (PSW): provides counseling support to students and resources to parents to promote social and emotional well-being; TSP Coordinator: provides small group, intervention focused on foundational literacy skills, math, ELD; and coordinates services for homeless and foster students; Student Success & Progress Team (SSPT): discusses at-risk student, Tier 1 and 2 supports, and proposes interventions, and recommends next steps educational supports.

Tier 3 includes intensive support for students who require accommodations to the core program. The entry to Tier 3 begins with the SSPT followed by a special education assessment. Tier 3 supports may include: Resource Specialist Program for intensive academic support; Speech and Language; Counseling; Behavior Support, and others as prescribed on students’ Individualized Education Plan (IEP).

## **Implementation and Monitoring**

Communication between the school and its stakeholders is critical for maintaining our strong team bonds. The school shares information with the community through the monthly newsletter, school website, monthly Coffee with the Principal, phone calls, and announcements at weekly assemblies. Our staff includes speakers of Spanish, Tagalog, and Japanese who provide translations, and LAUSD personnel are available to translate in other languages. Parents, students, and staff evaluate the school via the Annual School Survey and the results impact School Site Council (SSC) decisions. Stakeholders are invited to attend SSC meetings to participate in making decisions regarding school programs, policies, and budgets. Back to School Night, Open House, and parent conferences are opportunities for parents and teachers to meet, get information, and share concerns regarding their students and their classrooms. In addition to interim and regular progress reports, teachers communicate with parents via on-line grades books, e-mail, phone conversations, and notes sent home. At SST meetings, every member has an opportunity to express concerns and share in devising a plan for Tier 2 interventions to support their at-risk students.

Teachers monitor student progress by conducting formative assessments every 4–6 weeks. Teachers and administrators analyze student achievement, create data walls, share information, and plan instruction at weekly faculty and grade-level meetings. The diversity of our student population extends from ethnic, economic, and language differences to a range of academic proficiency. In order to meet the needs of all our students, teachers realize that core materials provided as the basis of instruction are just a starting point. They search the Internet, collaborate with colleagues, and attend professional development to find resources and materials to use in their classrooms.

TA's work under the direct supervision of classroom teachers to provide direct Tier 2 instruction in English Language Arts, Math, and ELD support. They work with small groups of students to target specific skills and with individuals who need intensive support. TA's provide focused instruction, hands-on learning, and monitor understanding of concepts and skills. They're able to track students' progress and adjust instruction as needed. TA's communicate with teachers daily for direction and to provide progress updates.

Administrators meet with the TSP Coordinator, Resource Specialist, and Psychiatric Social Worker on a monthly basis to review student cases that have been identified "At-Risk" based on alerts (i.e. grades, attendance, behavior, etc.) within the LAUSD data system. At that time, team recommendations are made to provide the next level academic or behavioral support. When concerns arise from data and needs assessments, adjustments to the SPSA are made and our SSC meets to discuss and reallocate funding ensure that Tier 2 supports are in place.

## **Results and Outcomes**

Academic achievement has been traditionally strong as we have earned CA Distinguished School, National Blue Ribbon awards, and most recently the 2016 CA

Gold Ribbon Award. Results of our 2016–17 Annual School Survey indicate students and families feel safe and welcome on our campus and we welcome parents as partners in their child’s education. Stakeholders participate in decision-making regarding school events, academic programs, and school policies through PTA and SSC representation.

To determine students’ needs, administrators and teachers look at achievement indicators (DIBELS, TRC, SRI, SBAC results, periodic assessments, progress monitoring, work samples, teacher-made measures) to identify students at risk of not meeting proficiency in academic areas (or high achieving students who may need the support of an enhanced curriculum). Through LAUSD data systems such as MiSIS and MyData, we identify students with poor attendance, monitor progress for EL students, and identify students with behavioral concerns. SSC members look at school data and reports, making decisions to ensure our limited supplemental budget is targeted and used for programs that work. The annual Single Plan Student Achievement (SPSA) Evaluation provides an opportunity for stakeholders and the SSC to analyze achievement data and performance indicators to determine if supports and programs are effective in improving student achievement.

The effectiveness of our 3-Tiered Support model is evident in our achievement data over several years: consistently strong and increasing scores and positive results on SBAC and DIBELS measures. When analyzing school data in terms of meeting the District’s LCAP Goal #2 Proficiency for All our outcomes are as follows:

Measureable Outcome – ELA: 3-year SBAC averages for targeted subgroups meeting or exceeding the standards were as follows: Afr. Americans 49%; Hispanics 60%; English Learners 61%; and Low Income 58%. These scores surpass LAUSD averages by 21%, 31%, 15%, and 28% (respectively).

Measureable Outcome – Math 3-year SBAC averages for targeted subgroups meeting or exceeding the standards were as follows: Afr. Americans 43%; Hispanics 48%; English Learners 52%; and Low Income 49%. These scores surpass LAUSD averages by 24%, 27%, 16%, and 27% (respectively).

Measureable Outcome – Early Literacy Rates for Second Grade Students: 3-year DIBEL averages for 2nd grade students reflect that 96% of students have met or exceeded benchmark standards. This average is 19% higher than the LAUSD average and 16% higher than the LAUSD goal. In fact, for 2016–17, 156th Street had the highest proficiency rate (98%) across the entire Local District.

156th Street School maintains a proud tradition of excellence, and our successes can be credited to the effectiveness of our 3-tiered practice and its components, teachers and staff who provide quality classroom instruction and support, and a community that promotes high expectations through its decision-making.