

Stagg St. Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 19647336019319

County: Los Angeles

District (Local Educational Agency): Los Angeles Unified

School: Stagg St. Elementary School

Demographics

Enrollment: 431 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Stagg St. ES is a quiet, neighborhood school in Lake Balboa, the heart of the San Fernando Valley. The school serves 450 students from pre-K to grade 5 in three key programs: gifted/high ability students in a Schools for Advanced Studies program, neighborhood students and students with moderate to severe disabilities on an alternative curriculum.

Stagg St. ES serves “the heart, soul and mind of the child.” The Stagg St. ES experience lays the foundation for a lifelong love and enthusiasm for learning and the pursuit of knowledge.

An experienced and expert teaching staff including seven National Board Certified teachers deliver an enriched standards-based program with a focus on collaboration, critical thinking, problem-solving in a variety of ways, and the ability to provide oral and/or written evidence on one’s reasoning. An award-winning principal who was named National Distinguished Principal in 2009 leads the Stagg team.

The school prepares students for college and career readiness with an emphasis on developing students' literacy in all content areas. Staff has creative freedom within a safe environment that supports the emotional, physical and social growth of all students with respect to their diversity and needs.

In addition to academic achievement, the school received an "A" rating from the LA Times for an integrated arts program that includes visual and performing arts for all students. Third-grade students have violin instruction. Fourth- and fifth-grade students have the option to take band or orchestra. As we continue to implement the Common Core State Standards, Arts Integration is crucial in helping lead students to deep thinking and authentic experiences.

School staff are organized into three adjunct teams based on our core values: 1) the Community Building Team for social committee, awards and events, 2) the School Culture and Climate Team for safety, attendance and positive behavior support and 3) the STEAM team for implementation and accreditation. Parents lead an active PTA with fundraisers and community events. Events are planned to bring the families together with a movie night under the stars, Family Night at neighborhood restaurants and the Fall Learning Festival with games and prizes. The PTA also works closely with the Community Building Team to organize school events such as the Spring Arts Festival and Dr. Seuss week. The STEAM team not only promotes STEAM awareness in the classroom, but also facilitates opportunities for students to apply their learning experiences outside of the classroom. In the class, teachers create and model investigations based on the Next Generation Science Standards that allow students to study scientific phenomenon in their world. In October 2017, the school participated in a "Bioblitz;" upper grades were paired with lower grades to identify and classify nature around the school grounds. In Spring 2018 the school will hold a "STEAM Night" to support parent/student activities.

Model Program and Practices

Name of Model Program/Practice: Targeted Prevention

Length of Model Program/Practice: 2–4 years

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

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, Data-Driven Decision Making, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

At Stagg St. ES, we have created a systematic intervention program for students aligned to accountabilities for LCAP, CA Dashboard, and ESSA.

The data from DIBELS benchmark and progress monitoring, TRC, EL monitoring rosters, report cards, teacher input, formal and informal assessments are all used to determine the targeted tier 2 and tier 3 interventions provided by the pull-out and push-in intervention program. Currently, we are focusing on making meaning from text in reading, effective expressions through writing, and in math claims 3 and 4.

Based on the identified targeted skill, the intervention coordinator meets twice a month with teacher assistants to review the latest data, materials, schedules for Tier 2 push-in intervention, and train them in best implementation practices. The intervention coordinator also provides a flexible grouping Tier 3 pull-out intervention program for ELA, Math, and ELD based on the disaggregated data. Teachers are also asked to progress monitor their students every two weeks for intensive students and every four weeks for strategic students and analyze the data in order to see how the students are progressing and to see if any changes in targeted instruction need to be made.

Tier 3 instruction consists of the most intensive students being pulled out to work with the intervention coordinator and her assistant at a 1:3 or 1:4 ratio.

As students master the targeted skill, as seen through progress monitoring data, formal and informal assessments, and teacher communication, student data profiles are updated and new targeted skills are identified.

Specific professional development is provided to support teachers. For example, when teachers expressed a need for more assistance with Constructive Conversations techniques, last year, we provided 16 hours of targeted professional development in which teachers learned about Constructive Conversation techniques, had an opportunity to break down lessons, plan, implement lessons in their own classrooms, reflect, debrief, and plan next steps. This year, we have three days of modified lesson study on implementing integrated and designated ELD for all teachers of English language learners. Additionally, we have six 2-hour sessions on:

1. integrated ELD,
2. designated ELD, and
3. instructional preparation for the ELPAC for all students.

Another example is the early literacy professional development trainings we have been providing to teachers. The trainings help guide teachers in a better understanding of the phonemes and phonics. The skills have helped reinforce the skills lacking from the new benchmark series and has helped improve students scores on the DIBELS assessments, especially in grade K–2. The early literacy materials have also been used with push-in and pull-out intervention.

Implementation and Monitoring

At Stagg Street Elementary, in order to make sure we are reaching the needs of each child, we continuously disaggregate and analyze multiple data sources. This data includes DIBELS/TRC, SBAC interim assessments, district interim assessments, formal and informal assessments, and teacher input.

In addition to the data analysis, teachers work collaboratively to backwards plan using the Interim Assessment Blocks. The ILT team also works together to create the annual PD calendar at the beginning of each school year, and provides updates on their progress as a grade-level at our monthly ILT meetings. Therefore, before we look at intervention, we look at ensuring strong tier 1 instruction.

In order to make sure our intervention programs are effective and targeted, we continuously progress monitor students every two weeks for intensive students and every four weeks for strategic students. After every 6–8 weeks, we rotate students based on the targeted skill, student needs, and data analysis. This allows for us to have flexible grouping and work effectively towards a targeted standard/skill.

Stagg 's programs and practices are different from other schools in our district, because we have a results-oriented approach focused on progress monitoring. We are continually reflecting on what works and making changes as needed. We also monitor our school wide success through a State of the School update in August, December and June. Not only do we look at every goal, but also each grade level reflects on professional development and classroom instruction. Grade level presentations to the staff, drive our PD plan. Our Instructional Leadership Team also meets monthly to provide input and feedback.

Over the past 2 years we have continually increased our DIBELS Scores to meet and/or exceed our school-wide goals. In Kindergarten we increased our DIBELS scores from 65% EOY in 2015 to 78% EOY in 2017, an increase of 13%. In 1st grade we increased our DIBELS scores from 73% EOY in 2015 to 87% EOY in 2017, an increase of 14%. In 2nd grade we increased our DIBELS scores from 79% EOY in 2015 to 84% EOY in 2017, an increase of 5%.

Over the past 2 years we have also continued to increase in math. The percentage of students in grade K–5 receiving a 3 or above in math on their final report cards increased from 76% in 2015 to 83% in 2017. This is an increase of 7%.

Results and Outcomes

LCAP goal #1 focuses on 100% graduation. For elementary schools, we wrote an SPSA goal to correspond to proficiency in foundational skills as measured by Dibels. The District's early literacy program set a goal that 82% of second graders will be proficient by the end of the year. We exceeded the district goal; at the end of 2017, 89.9% of students were proficient. Stagg St.'s SPSA goal states that the percentage of students in grades K–2 meeting end-of-year benchmark on the DIBELS assessment in 2018 will

increase by 5%. In June 2017, our goal was to have 78% of students in grades K–2 proficient. We exceeded our goal; 83% of students in grades K–2 were proficient.

For goal #2, proficiency for all, the District focuses on SBAC results. Stagg St. wanted to include all grades so the SSC decided to focus on report cards. Our ELA goal was by the end of the 2016–2017 school year, the percentage of students in grades K–5 receiving a “3” or above on their final report cards in Reading and Writing will increase by 5%. In reading, our numerical goal was 79%; we exceeded our goal with 81.79% of students receiving a 3 or 4. In writing, our goal was 69%; we exceed our goal with 78.53% of students receiving a 3 or 4.

Likewise, in math our goal was By the end of the 2017–2018 school year, the percent of students in grades K–5 receiving a “3” or above on their final report cards in Mathematics will increase by 5%. Our numerical goal was 78%; we exceeded our goal with 82.88%.

We also showed tremendous gains in SBAC from 2015–2017. Each grade level showed a minimum of 10% growth in SBAC in English language arts. 3rd grade went from 43% to 53% of students scoring proficient or exceeding the standards, in 4th grade an improvement from 36% to 60%, and in 5th grade an increases from 48% to 71%.

In Mathematics, the percentage of students that met or exceeded standards ranged from 17% growth in fifth grade (30% to 47%) to 27% growth in third grade (38% to 65%). Fourth grade grew 21% from 34% to 55%.