

Superior Street Elementary Model Programs and Practices

School Information

CDS (County District School) Code: 19647336019392

County: Los Angeles

District (Local Educational Agency): Los Angeles Unified

School: Superior Street Elementary

Demographics

Enrollment: 520 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: Targeted Assistance

School Calendar: Traditional

Charter: Yes

Overview

Superior Street Elementary School (Superior) is located in the suburban community of Chatsworth in Los Angeles County. The community is comprised of many different socio-economic levels. Of our 520 students, 77% live within the boundaries defined by LAUSD and 23% are non-resident students who are selected from our wait-list charter lottery. Superior has a rich diversity of students mirroring the community.

We have put a lot of time and effort into the beautification of our campus supported by our amazing PTA, community partners, and local district. The playground has been beautified with new trees and landscaping and the soccer field has new sod. We have colorfully painted murals across our campus. The Arden Gail Kay Auditorium has recently been named and dedicated to a beloved retired teacher (Arden Kay) who devoted her life to Superior students and their families, through hours of educating and volunteering. It has been updated with a new floor, sound system and lighting to

accommodate activities such as the holiday program, Best Foot Forward, and PTA's evening Family Fun Activities.

The computer lab has been recently updated with 38 new iMac Apple computers and two 3-D printers and is supported by Computer Wise Kids with two instructors who deliver technology standards-based instruction. Each classroom also has at least one new iMac computer. We have a beautiful library with a reading corner displaying local artist painted murals.

Superior is an affiliated charter school that maintains an active school site council and a leadership council where parents, community members, and staff come together to make decisions. Our dedication to collaboration in our institution and our instructional program is integral to our mission to "quest for excellence for ALL students". Our new community representative works hard to cultivate a partnership between the community, parents, and school by offering parent workshops, coffee with the principal, safe school planning and school wide positive behavior incentives. Superior is fortunate to have a larger number of community volunteers who support the school.

The principal, Mrs. Claudette Williamson, is dedicated to our school and community and to achieving Superior's mission: "We celebrate the diversity of all students and strive to provide an academically challenging and culturally responsive program that fosters critical thinking, collaboration, creativity, communication, and global citizenship. We will inspire all students to excel in all academic content standards across the disciplines."

Superior educates and empowers students to be their own stewards of learning, character, and success. The school wide theme: S.O.A.R. (Show respect, Own your actions, Accept differences, Realize your potential) helps guide our model practice of collaboration.

Model Program and Practices

Name of Model Program/Practice: Collaborative Culture

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap

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

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

Description

Collaboration is fundamental at Superior and it is personified in many aspects of our school. The school theme S.O.A.R was developed by input given by each staff member. The students are encouraged to represent the theme in their daily actions and reactions. They are supported by the teachers, staff, Mrs. Williamson, and their parents as the entire school community strives to exemplify the theme in many different ways. S.O.A.R. is displayed prominently throughout the school and it is printed on all of our communications to our families.

Superior teachers, staff, parents, and students work collaboratively to consistently make progress and to ensure that the needs of our diverse population of students are met daily. This model practice of collaboration is the driving force behind our achievements, gains in SBAC scores, and the way we support our educational program.

Parents play a very active role in our school, and their involvement is the key to success of Superior. The collaboration between parents and educators enables us to provide the best, most enriched education possible. We use our website, parent workshops, PTA sponsored events, parent volunteers, and an active parent center staffed with a community representative to keep all stakeholders aware and knowledgeable about what is currently happening at Superior. All committees are comprised of staff, parents, and community members who come together to effectively run the school's educational program.

Collaboration is not only modeled by our teachers and stakeholders, but it is also deeply embedded in our instructional program. Teachers in fourth and fifth grades team academically to prepare students for their transition to middle school and give them more specialized instruction in core subjects. Teachers model collaboration as well as assign their students to collaborative small groups where they receive instruction, have reading groups and discussions, and work together on project-based learning assignments. While studying the colonial time period our 5th grade students are assigned a job they would have had during colonial times. In pairs, they create an artifact, write, film and edit an infomercial selling their product. In 5th grade, students problem solve real world math problems in groups in order to advance their own understanding of solution strategies.

The literacy academy is conducted in kindergarten, first, and second grade. It is supported by paraprofessionals who help close the achievement gap by working closely with the teachers who deliver intense targeted skill development in groups driven by careful analysis of DIBELs data. The PALs pre-k collaborates with the TK classroom on literacy projects, musical performances, and science units. English Learners collaborate with more proficient English students in all grade levels. We believe in empowering and preparing our students to be able to effectively collaborate in the 21st century classroom.

Implementation and Monitoring

Mrs. Williamson provides professional development opportunities for the teachers to participate in collaborative settings, in our school and with our local district. Teachers at Superior regularly present topics for professional development and offer resources and strategies for teachers to set up collaborative projects in their classrooms. English Language Development teachers are able to meet together to plan ELD curriculum and interface with the Title III coordinator.

Superior funds a part-time Targeted Student Advisor, 9 half-time paraprofessionals, a part-time community representative, a PSA clerk, two limited contract intervention teachers, two class size reduction teachers, and a full-time technology program, support our instructional program. We utilize grade level planning, data analysis, professional development, and an instructional leadership team to assist our teachers to deliver differentiated instruction to meet the diverse needs of our student population.

The work of the school is done by the School Site Council (SSC), the Superior Leadership Council (SLC), the English Learner advisory council, and 11 committees that make recommendations to these councils. These committees and councils are comprised of parents and community representatives, teachers, and staff members. Additionally, Superior has an outstanding PTA with teachers, staff, and parents who passionately support our educational program. Teachers have weekly grade level meetings where they create their own agendas, analyze data, collaborate on grade level projects and support each other with suggestions and solutions for diverse student needs.

Superior employs several methods to monitor the success of our collaborative practices. The principal, and the SLC oversee membership of all our committees to ensure that they are representative, cooperative and productive. Committee recommendations are presented to the SLC and then implemented with a new procedure or plan that Mrs. Williamson delivers to the school. Mrs. Williamson regularly visits classrooms and observes instruction. She gives regular feedback to staff and students about how to improve their practice. Teachers plan collaborative assignments during weekly grade level planning and professional development. Collaboration at Superior begins from the start of an idea through the end of the event or project for the students. Superior's practice of collaboration is distinguished from the district because it encompasses the entire school community.

In order to monitor the success of the students, the Instructional Leadership team gives regular feedback to the grade levels to improve their practice and strategies to assist teachers in closing the achievement gap. Superior has two limited contract teachers that support the students not meeting grade level standards. They use the Intensive Diagnostic Education Centers (IDEC) program to collaborate with teachers and monitor their students.

Results and Outcomes

Taking a collaborative approach in our instruction, our school has yielded gains in the Smarter Balanced Assessment Consortium (SBAC) scores. Superior's strategy of giving all stakeholders a voice and a role in every level of our institution and teaching the same strategies to our students has helped us to exceed the LAUSD and State averages consistently. In English Language Arts (ELA), 65% of Superior students met or exceeded the standards outscoring their LAUSD peers by 26%. In Math, 56% of Superior students met or exceeded the standards outscoring their LAUSD peers by 27%. Compared with the entire State of California, Superior students score 17% higher in ELA and 19% higher in Math. These scores demonstrate the efficacy and benefits of practicing collaboration.

In addition to targeted instruction, by having second language learners consistently collaborate in group activities with English proficient peers we have a higher rate of reclassification to redesignated English proficient. The target rate of reclassification of English Learners in LAUSD is 22%. Superior reclassified 39% of our English Learners in 2017, which is 12% higher than the LAUSD target.

Superior Street Elementary is dedicated to delivering data driven instruction in order to close the achievement gap. By emphasizing collaboration, we have given our students the tools they need to succeed as demonstrated by our scores compared to those of LAUSD and the state of California. Our dedication to working together to close the achievement gap will help us continue to S.O.A.R.