

## **Meadows Elementary School Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 19648326095442

County: Los Angeles

District (Local Educational Agency): Newhall

School: Meadows Elementary School

### **Demographics**

Enrollment: 685 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

### **Overview**

Meadows School is located in Valencia, California. We currently serve 685 TK through 6th grade students in 25 regular education classrooms, and 43 special education students in mild-moderate special day classrooms. Our demographics include 47% White, 36% Latino, 6% Asian, and 5% other group. 19% of our students are economically disadvantaged, and 5% are English learners.

The Meadows community supports the traditional values of honesty, responsibility, hard work, and excellence. Our staff, combined with the efforts of countless volunteers, creates a culture that is caring, student-centered and focused on excellence.

Meadows focuses on developing the “whole child”. With the support of our PTSA and Foundation, we offer students the opportunity to participate in Student Council, Chess Club, Patriotic Morning Ceremonies, Family Flag Days, Meadows Rockstar Picnic with Principals, First Lego League Robotics, Enrichment, GATE Literacy Leaders, Kindness Ambassadors, Student Valet, Orchestra, Drum Core, Recorders, Chorus, and Circle of Friends.

Our school community prides itself on the implementation of a school-wide positive behavior intervention support (PBIS) program (CHAMPS), a Kindergarten through 6th grade Response To Intervention (RTI) program, weekly grade level Professional Learning Communities (PLC), and Leadership Teams who work with site administration to identify and address instructional and behavioral areas of need.

The mission and vision of Meadows School is shared among staff, students, families, and the community. As champions for children, the Meadows staff works tirelessly to ensure that all students experience academic and social/emotional success and personal growth. The school community embraces a year-long theme that focuses on building strong character traits of courage, kindness, respect, ownership, and cooperation throughout the school year. The 2017–18 school year theme of, “What if I fall? Oh, but darling, What if you fly?” has celebrated students’ demonstrated courage to try difficult things.

It is the mission of Meadows School that every student will be provided rigorous and meaningful learning experiences that are facilitated by staff members who have a shared commitment to academic excellence. All students will reach their highest potential as they are empowered to become accepting, productive, problem solving life-long learners.

The Meadows community works together to achieve our vision of leading in creating an academically rigorous and positive school climate. Teachers educate, facilitate, and inspire the mastery of Common Core State Standards in student-centered classrooms that result in all students reaching their highest potential. As an outcome, Meadows’ students are well informed about their progress towards standard mastery, take responsibility for their own learning, utilize varied learning strategies, effectively problem solve social situations; and, experience the highest level of academic success.

## **Model Program and Practices**

Name of Model Program/Practice: Serving Students through Multi-Tiered Instruction

Length of Model Program/Practice: Less than 2 years

Target Area(s): Closing the Achievement Gap, Education Supports, Professional Development, Science, Technology, Engineering, and Mathematics

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, Small Learning Communities, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

## Description

Site administrators in Newhall School District (NSD) are expected to monitor the implementation of District adopted instructional curricula, ensure that grade levels have daily English Language Development time blocks, and create a response to intervention (RTI) plan for Tier II math intervention.

Meadows' site administrators expanded the District's instructional expectations by holding teachers accountable to instructional practices, referred to as "Collective Commitments," that grade level teams committed to implement during Tier I instruction. These practices were grounded in the District's Tier 1 instructional framework. In addition, Meadows' staff expanded Tier II intervention to include both math and ELA instruction and established a Tier III reading intervention team. The site leadership teams created a master schedule inclusive of both the District's instructional expectations and site-specific customized supports. Distinguished from the District's model, Meadows has established school-wide Tier II and III instruction that includes cycles of skill-specific targeted instruction, including students in special day classes, and is implemented by cross-grade level flexible groupings.

Site administrators across NSD are expected to participate in professional development through the Center for Educational Leadership (CEL) and to engage in "inquiry cycles" to identify specific areas of growth in a targeted grade level. Meadows' administrators expanded on the District model by connecting their learning to the revision of the mission and vision of the school, and the creation of an RTI framework model inclusive of Tier I, II, and III.

Unique to Meadows, administrators provide and oversee ongoing professional development in lesson studies, whisper coaching, modeling, and targeted feedback tied to teacher's individual Professional Performance Plans (PPP). This individualized support not only resulted in the full implementation of multi-tiered instruction across all grade levels, but also contributed to the teachers' paradigm of instructional practices shifting from teacher-centered to student-centered. This paradigm shift is reflected in Meadows' revised mission and vision statements, which are aligned with current instructional practices.

Meadows' model practice program of serving students through multi-tiered instruction exceeds the District expectations for both general and special education students. While the District's expectations are for teachers to adjust their instruction according to the students' response in their classrooms, Meadows teachers work beyond the typical constructs of general education across NSD. General and special education teachers collaborate during weekly Professional Learning Communities (PLC) to ensure that all students, including students with identified disabilities, are included in tiered instruction amongst their same-grade peers.

## Implementation and Monitoring

Meadows' orderly and student-centered school climate is conducive to serving students through multi-tiered instruction. The spirit on campus is inclusive and students feel safe to take risks as they are confident that their academic and social/emotional needs will be met.

NSD's expectation is for site administrators to participate in the professional development through the Center for Educational Leadership (CEL), engage in an inquiry cycle, and identify an instructional area of growth for a specific grade level. Site administrators are then expected to provide coaching and training to the teachers with the assumption that their instructional practice will improve. Meadows expands on the model by connecting the area of growth to the mission and vision of the school, grounding the CEL work in grade level collective commitments and performance plans, and expanding the coaching and training to all grade levels, including Special Day Classrooms.

The Instructional Leadership Team (ILT), Grade Level Team Leaders (TL) and Positive Behavior Intervention System (PBIS) team share a vision, and are dedicated to working together as they examine and improve student performance and behavior data. The result of these leadership teams working in unison is increased achievement for all student groups, including students with disabilities.

Site administration took the CEL work and embedded it into the teacher Professional Performance Plan (PPP). Instead of using the PPP in its traditional format (setting a goal at the beginning of the school year and conducting a midpoint check-in), Meadows' practice is to utilize the PPPs as a coaching tool that is used throughout the school year. The PPP goals for every teacher are aligned to the school's mission and vision, support administrators identified CEL area of growth, and are used as talking points during coaching conversations at pre-observation, observation, and post-observation conferences. These conversations conclude with agreed-upon action steps connected to individual PPPs.

NSD's expectation is for administrators to work with their ILT to create, implement, and monitor the response to intervention (RTI) instruction using ELA and math benchmark assessment data. Meadows has established additional practices to measure implementation which includes Team Leaders creating common formative assessments, and site administrators analyzing classroom observational data and responding to grade level professional learning community (PLC) conversations. Administrators provide customized instructional support to grade level teams based on data collected from multiple sources. Teachers analyze their student data and use it to differentiate instruction according to students' needs. At a distinguished level, the Meadows staff is committed to continually refining their instructional practices to effectively serve all students, including special education students, through multi-tiered instruction.

## Results and Outcomes

NSD's ELA and math CAASPP scores have increased over the last three years. 72% of all students are meeting or exceeding standards in ELA and 63% of all students are meeting or exceeding standards in math; however, a closer look at the performance of specific student groups reveals a significant achievement gap between English Only and English Learner students.

Distinguishing Meadows from the rest of the district is the rate at which both ELA and math student achievement in 3rd through 6th grade has increased over the past three years. The math proficiency of Meadows' students increased by 15 percentage points in 3rd grade, 24 percentage points in 4th grade, 25 percentage points in 5th grade, and 22 percentage points in 6th grade. We met our Single Plan of Student Achievement of 70% or more of all students, in 3rd through 6th grades, meeting or exceeding standards in the area of math. In addition, our staff has increased students' ELA proficiency by 13 percentage points in 3rd grade, 12 percentage points in 4th grade, 16 percentage points in 5th grade, and 19 percentage points in 6th grade over the past three years.

When looking closer at the student groups' achievement, our English Only (EO) students in 3rd through 6th grade exceed the District's average in math. Even though English Learners, Hispanic, and economically disadvantaged student groups are not achieving at the same level as other student groups, the achievement gaps are narrowing as a result of our teachers' commitment to multi-tiered instruction and flexible grouping.

The most significant gains can be seen in Meadows' 3rd grade students. This can be attributed to the fact that these students have benefited from a multi-tiered instructional approach throughout the entirety of their educational careers. In 2016–17, 59% of 3rd grade students in the Hispanic student group met or exceeded standards in ELA while the overall District score was 46%. 76% of 3rd grade students in the Hispanic student group met or exceeded standards in math compared to 56% District-wide.

Meadows' implementation of multi-tiered instruction is distinguished from the District's model in that it is grounded in a school mission and vision that is aligned to the NSD Core Expectations, and is driven by grade level instructional collective commitments that are continuously revisited. This has resulted in increased student achievement.