

## **New Temple Elementary School Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 19650786023337

County: Los Angeles

District (Local Educational Agency): Valle Lindo Elementary

School: New Temple Elementary School

### **Demographics**

Enrollment: 544 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

### **Overview**

New Temple Elementary School is home to 544 Temple Tigers full of boundless energy, excited to learn and undaunted by statistics that show 84% of them live in poverty. The school is located 15 miles east of Los Angeles in the city of South El Monte, where the unemployment and crime rates are higher than both the state and national averages. Despite these challenges year after year the New Temple Tigers continue to outperform their peers on statewide assessments. The success enjoyed by the New Temple community in closing the achievement gap can be attributed in large part to the successful implementation of Nine Steps to Success.

New Temple students benefit from full-day pre-K and kindergarten and small class sizes in all grades (21:1 student to teacher ratio). Students dress for a quality education by wearing school uniforms, and teachers and support personnel also dress to a professional dress code. Modernized classrooms are clean, colorful, air conditioned and wired to support the teaching and learning of 21st century technology skills. Each

classroom is equipped with a SMARTBoard, ELMO document camera, chromebooks, tablets and multiple computer work stations for students. In addition, the school has two state-of-the-art computer labs. The spacious outdoor facilities include multiple play areas with modern handicap-accessible playground equipment, a large play field, shade trees throughout the campus, and an outdoor stage for student performing arts activities and school assemblies.

Decision-making at New Temple is collaborative and data driven. Consistency of leadership and low teacher turnover has helped New Temple develop an effective collaboration among the staff as well as with the community. Programs, such as Capturing Kids' Hearts, promote student engagement and contribute to the positive school climate. The school benefits from an active base of over 100 volunteers, including parents, grandparents, and members of local organizations and service clubs. Volunteers serve as tutors in the classroom, supervisors on the playground, guest speakers and field trip chaperones. Service organizations, such as Soroptimist International, sponsor student awards that recognize students making outstanding progress. Professional development for teachers, administrators and support staff continues to focus on research-based strategies designed to close the achievement gap.

New Temple Elementary has received numerous honors including California Gold Ribbon Award, Title I Academic Achievement Award, California Distinguished School Award, California School Boards Association Golden Bell Award, Capturing Kids' Hearts National Showcase School, and California Business Council Excellence in Education Award. The students, staff and community invite you to visit our campus and see for yourself how New Temple Elementary is closing the achievement gap and students are mastering the skills, knowledge and expertise needed to ensure college and career readiness.

## **Model Program and Practices**

Name of Model Program/Practice: Nine Steps to Success

Length of Model Program/Practice: 8+ years

Target Area(s): Closing the Achievement Gap

Target Population(s): Hispanic, Socioeconomically Disadvantaged

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

## Description

Nine Steps to Success is an instructional program that is researched-based and data driven with the goal of student mastery of the Common Core State Standards (CCSS) while meeting the social-emotional needs of the students. This program includes:

Step 1: Student assessment data in math and Language Arts is disaggregated. Data includes local and statewide assessments. The goal for students is academic proficiency in ELA and math and to close the achievement gap for the 84% Socioeconomically Disadvantaged and 95% Hispanic New Temple students. LCAP Goal 2 provides teachers time to analyze data.

Step 2: Teacher teams plan a 36-week instructional calendar. Teachers meet weekly to refine the instructional calendar and plan for differentiated instruction. LCAP Goal 3 requires curriculum development and time for collaboration.

Step 3: Teachers implement instructional focus lessons specific to the needs of students. These lessons are built on content and performance based standards.

Step 4: Standards mastery is assessed using local and statewide assessments. LCAP Goal 4 requires all students participate in these assessments.

Step 5: Throughout the year and during summer school, remediation is provided through tutorials in reading, mathematics, and academic language development.

Step 6: Throughout the year and during summer school, acceleration is provided through enrichment programs and projects such as GATE, robotics, and coding.

Step 7: Teachers ensure students maintain mastered skills by providing on-going review and reinforcement lessons.

Step 8: The leadership team monitors, trains, and equips teachers with tools to help students master the standards. Teacher leaders provide training in topics such as: implementation of CCSS; differentiating instruction; technology integration; and promoting a positive school culture and climate. The goal for teachers is professional development for continuous improvement. LCAP Goal 2 requires professional development, and instructional support for implementation.

Step 9: Student connectivity is achieved through meeting the social-emotional needs of students. New Temple's implementation of the program is unique and distinguished in the district as it integrates thematic character education, such as personal responsibility and social skills development within the standards based curriculum. LCAP Goal 5 addresses student engagement.

The strategic implementation of the Nine Steps to Success has resulted in New Temple students outperforming both Los Angeles County and the State of California on the 2017 CAASPP (ELA scores = 55% New Temple, 47% Los Angeles, 48% California; mathematics scores = 47% New Temple, 36% Los Angeles, 38% California). In addition

to academic achievement, the efforts made to meet the social and emotional needs of students have resulted in New Temple Elementary School earning recognition as a Capturing Kids' Hearts National Showcase School.

## **Implementation and Monitoring**

All stakeholders are engaged in various aspects of the implementation and monitoring of Nine Steps to Success. Parents are engaged through shared responsibility for student learning outlined in the Home-to-School Compact, where parents ensure that students come to school on-time with their homework completed. Parents agree to attend Back-to-School Night, Open House, and Parent-Teacher Conferences. In Parent Advisory Committee meetings and workshops, parents learn and discuss how the Nine Steps are being implemented and how it benefits their child. Parents have requested and received workshops to include Common Core Math for Parents, Family Reading and Technology in the Classroom. Community engagement includes participation in career read-in days, recognizing student achievement and providing classroom resources (e.g., the Soroptimist International Service Club presents Super Star awards and the California Retired Teachers Association provides classroom grants).

Teachers, administrators and non-instructional staff engage in capacity building activities. Collaboration and Strategic Planning occur as staff examines student work and data to develop the instructional calendar. In addition, collaboration with non-instructional staff is solicited to improve student achievement and school climate (i.e., student nutrition, attendance, social-emotional needs). Training and Skill Development occurs as teacher leaders work with administration to develop monthly workshops based on instructional and non-instructional needs identified through data analysis. Monitoring and Program Refinement is ongoing. Weekly Instructional Focus meetings include evaluation of student learning and refinement of instructional practices.

Communication methods to promote the Nine Steps include: student-teacher conferences in conjunction with classroom data walls that chart achievement toward standards mastery; parent advisory meetings and trainings to discuss the implementation and refinement of the process; weekly instructional focus meetings for teachers to analyze data and plan instruction; monthly professional development workshops to provide skill development; and the district website and monthly newsletters.

Formative assessment methods used to evaluate the effectiveness of instructional learning activities include student learning logs, projects, presentations and class discussions. Web-based programs, such as i-Ready, Reading Eggs, Math Seeds, Think Central, Reflex Math, and Zingy Science provide real-time assessments. Summative methods include the Smarter Balanced Assessment (SBA), Renaissance and i-Ready Diagnostic. The monitoring methods used to evaluate stakeholder engagement in the Nine Steps to Success include: surveys; attendance logs from events, conferences and trainings; participation on school committees; and volunteer hours. These monitoring and assessment methods are used collectively to evaluate the effectiveness of instructional learning activities.

## Results and Outcomes

Evaluation of Nine Steps to Success has yielded both qualitative and quantitative results. Qualitative data indicates an increase in student engagement. Observations show evidence of positive student-adult interactions from the start to the end of each school day. Teacher leaders serve as CKH Process Champions conducting classroom walkthroughs, observing teacher-student greetings and handshakes, non-verbal cues, affirmations, and social contracts. Teachers conclude each day with a motivational launch (e.g., inspirational poem or quote, multi-media clip). Observations and conversations with teachers and students validate these practices are embedded into daily instructional routines.

While qualitative data suggests improved student engagement, quantitative data reveals significant academic growth over a three-year period. Smarter Balanced Assessment results indicate that Socioeconomically Disadvantaged (SED) students are making significant gains and narrowing the achievement gap. Students identified as SED make up 84% of the NT population. The percentage of SED students meeting or exceeding ELA standards has steadily increased by 9% over the past three years (44% in 2015; 49% in 2016; 53% in 2017). Also noteworthy is the narrowing of the achievement gap between targeted (SED) and non-targeted students from 15% to 11%. SED students meeting or exceeding math standards also increased from 36% in 2015 to 45% in 2017. The Hispanic student group (95%) is also demonstrating success when comparing SBA scores over a three-year period. Hispanic ELA scores rose by 10% from 44% in 2015 to 54% in 2017; and in math by 10% from 35% in 2015 to 45% in 2017. All student groups increased in mathematics as indicated on the 2017 CA School Dashboard Math Assessment Change Report. Growth for student groups ranged from 1.9 points to 14.8 points. No student groups were identified as red or orange.

Dashboard data confirms that New Temple maintains an exceptionally low suspension rate. All student groups were categorized as blue (high performance) indicating a 0.3% suspension rate or lower for all student groups. Chronic Absenteeism at New Temple is the lowest in the district and significantly lower than the state and county. According to Dashboard, New Temple has a 5% chronic absenteeism rate compared to 11% in Los Angeles County and 11% in the State of California. New Temple attributes the high level of attendance and low levels of suspensions to increased parent engagement and on-going social-emotional support provided to students through the Nine Steps.

Nine Steps to Success continues to provide the framework for data-driven decision-making and collaboration of all stakeholders. This program enables students to attain high levels of academic success, develop social-emotional skills, and foster positive relationships. New Temple Elementary is closing the achievement gap providing students with a solid foundation necessary to succeed in the 21st century.