

Burnett Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 19768696023816

County: Los Angeles

District (Local Educational Agency): Wiseburn Unified

School: Burnett Elementary School

Demographics

Enrollment: 476 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Peter Burnett Elementary is one of three elementary schools located in the Wiseburn Unified School District (enrollment: 4,000) located just south of LAX.

Burnett serves 476 3rd–5th grade students: 42.3% qualify for FRPM: 15% are ELL, 19% identify as white; 60% Hispanic/Latino; 11% Black, 7% 2 or more races, and 3% Asian.

Burnett, like other district schools, is at capacity with inter-district transfer students.

Since 2010, Burnett has identified as a Title 1 school.

There are 23 classroom teachers, one full-time counselor, and one Principal.

Arts education is provided to all students by credentialed Art and Music teachers.

Since 2016 Burnett has had a school wide 1:1 Chromebook initiative.

The top four identified social-emotional obstacles to students' academic achievement are those found at most elementary schools in 2018:

- Our overscheduled students have little down time to process and reflect on their day-to-day learning.
- Students need more coaching in the area of communication and emotional intelligence skills.
- Burnett students need more instruction in digital etiquette and safe, responsible, legal use of technology.
- Students need reminders that failure is not a final step but the first step to success.

Our caring, highly-qualified staff are committed to providing each student with a well-rounded, quality education. We strive to bring out our BEST (Be responsible, Effort all the way, Safety first, Treat all with respect). BEST also stands for something more. As 21st century learners, we know that “to be our best” involves being engaged and reflective citizens of the world. Our students, teachers, and staff are committed to putting their BEST foot forward and are eager to jump into learning with an open and curious mind.

Partnerships with our PTA, Wiseburn Education Foundation and our aerospace, high tech, communications and entertainment industry collaborators enhance our curricula with relevant and rich experiential learning opportunities.

Success is evident in our students' 2015–17 test scores. Burnett students demonstrated growth school wide in Math and closed the achievement gap in ELA and Math two years in a row. Burnett staff, aligning with State Standards and embracing a CGI-enhanced “culture of continuous improvement” promote student-centered, highly interactive learning; teacher collaboration to reflect on and refine their best practices that allow for personal and professional growth; and use of local assessments (observations, surveys, student work) to improve student achievement.

This process in all aspects of school life is showing our students that we are ALL lifelong learners and our capacity to be flexible in our thinking, value mistakes as learning opportunities, and rely on each other as resources to enhance learning leads us to making deeper connections and insights into learning and life.

Being our BEST is a continuous process that involves compassion, collaboration, creativity, and community.

Model Program and Practices

Name of Model Program/Practice: Cognitively Guided Instruction in Mathematics

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Parent, Family, and Community Involvement, Professional Development, Science, Technology, Engineering, and Mathematics, Use of Technology, Visual and Performing Arts

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

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

Cognitively Guided Instruction in Mathematics (CGI) began in 2015–16 with our collective desire for "a systemic shift in instruction and additional resources to promote a more rigorous math program- with high expectations and interventions for ALL students needing more time and academic support."

Our CGI implementation combines three key elements:

Cognitively Guided Instruction: CGI is a student-centered approach that focuses on students' and teachers' innate curiosity to be inquisitive, problem-solve, share and reflect. A philosophy rather than a curriculum, CGI focuses on "how" students create meaning that ties into their conceptual understanding of math.

The Cotsen Foundation: We are in year two of our fellowship with the Cotsen Foundation to help our teachers delve deeper into CGI instructional practices. Surveys demonstrate improvements in student engagement, teachers' ability to adapt to individual student needs, and greater mastery by ALL Burnett students across the math domain.

Reducing/eliminating barriers to student learning: Requiring students to have greater engagement through the highly interactive nature of CGI led to hiring a full-time counselor to reduce distractions and barriers to learning. This counselor has positively impacted our school-wide PBIS/BEST program that celebrates students as respectful risk-takers, problem-solvers, and communicators.

To move forward with CGI, stakeholders reached consensus on four systemic changes:

Students As Teachers involves students guiding the instruction being presented. Student voice and choice are prominent during CGI math lessons as they unpack problems collectively, share strategies, and determine their individual approaches to solving a problem. Student confidence has soared as a result of becoming more

accountable for their learning. Within a CGI math lesson, mistakes are valued as learning opportunities.

Improved Teacher Efficacy involves teachers being open to giving up the traditional linear structure of their math lessons. Curiosity and wonderment are celebrated by all. Energized by the engagement and academic growth demonstrated by their students, our teachers are in turn motivated to ask more questions, persevere, reflect on their practice and grow professionally.

Creative partnerships involve bolstering our network of private sector partners and parents, allowing us to expand CGI into other curricular areas. Programs such as PLTW support our students in developing their critical thinking skills and provide hands-on, relevant learning opportunities beyond the school walls.

Personalized Professional Development ensures PD practices are personally and professionally meaningful and there are opportunities to “dig deeper” into pedagogy and instruction; collective participation that allows for grade level/cohort development; and implementation support offering more hands-on opportunities to try out techniques with students while receiving immediate feedback from coaches.

Implementation and Monitoring

In 2015, as State Standards rolled out and our students’ math scores plateaued, we committed to Cognitively Guided Instruction (CGI) to deepen our understanding of math concepts, practices, frameworks and standards. CGI emphasizes a student-centered focus on a wide variety of problem-solving strategies, collaboration, demonstration and reflection.

In 2016, the Cotsen Foundation selected five "Fellows" from our staff to work with a Cotsen-trained Mentor (our Special Day Class Instructor). Cotsen's “good-to-great” model is designed to transform experienced teachers into the very best so their reinvigorated passion spreads school wide. These five Fellows work within a structured collaborative coaching cycle to embed CGI practices into their classrooms.

In our second year, we have expanded this fellowship to build capacity across all grades. While we continue to be supported through CGI workshops (UCLA Center X, Cotsen), true growth occurs through teachers opening their doors for colleagues to observe lessons, plan instruction, analyze student work, and reflect. This “lab model” is our most effective practice, which now includes collaboration with neighboring districts.

In CGI, students build on their intuitive number sense to solve problems in real-world contexts. Creative problem-solving and “mental math” strategies are articulated and celebrated. More student time is spent in collaborative groups and communication with peers is structured in productive and purposeful ways to allow students to highlight “their way” of solving a problem and reflect on their learning.

To monitor progress, grade level teams use formative and summative assessments, classroom observations, and consider a student's social-emotional well being. We also

analyze intervention data from CELDT/ELPAC, Study Island, AR, and ST Math (visual instructional program). In 2017–18 we incorporated a 6–8 week cycle of before/during/after school grade level math interventions supported by a CGI-trained teacher to further reinforce these practices with our students who need additional support.

Schoolzilla is used to analyze assessments and monitor progress toward eliminating achievement gaps. CAASPP interim assessments are given mid-year. Monitored CGI-specific student benchmarks focus on: utilization of a variety of problem solving strategies, demonstrating learning processes, and being on track for College and Career Readiness.

We have increased coaching opportunities by the CGI Coach, the Principal and the Fellows. Formal observations are guided by CGI rubrics and CA Teaching Standards. Informal observations are conducted weekly.

Parents work with teachers to identify challenges in math instruction, understand standards, and innovate in-home support. Parent conferences and training evenings are becoming opportunities for authentic engagement. All Burnett stakeholders complete annual surveys used to support our PD during the year.

Results and Outcomes

In the last two years, Burnett has experienced a teaching and learning renaissance. With the highest seniority of any staff in the district, the level of engagement and mindset to improve is unique to Burnett.

Data over the last two years reflect this positive trend:

MATH 2016–17

50% of ALL students Met/Exceeded CAASP Math Standards - 8% increase since 2015.

5% increase in math proficiency for SES, SPED, African-American populations

For the first time, ALL ethnic groups now perform above state average levels in ELA and Math.

ALL students Met/Exceeded standards comparable to District, except for grade 3 which exceeded the district average by 8%.

ALL grade 3–4 students met/exceeded success rates of their state peers.

Students in ALL grade levels demonstrated increased proficiency in problem-solving and data analysis.

ELA 2016–17

Burnett students in all three grades exceeded state peers at rates of 10%–15% higher.

ELL 2016–17

RFEP scores in math have doubled (34% to 68% met/exceeded) since 2015.

CELDT: 64% of ELs scored from Early Advanced to Advanced.

94% of ELs scored at Intermediate and above.

SPSA:MATH PROFICIENCY

“Math interventions are providing the support needed for students to succeed across grade levels.”

“ST Math fully integrates the Standards for Math Practice into grade-level content, enabling students to develop long-term problem-solving skills and a deep conceptual understanding.”

SPSA: CLOSING ACHIEVEMENT GAP

Between 2015–17 Burnett EL students have increased their math proficiency by 6%. RFEP students have narrowed the achievement gap by 18% and have the highest rate of success across all subgroups at 68% met/exceeded proficiency in Math in 2016–17.

African-American and low SES students have closed the achievement gap in both ELA and Math.

PARENT SURVEY 2015–16 RESULTS

97% — Burnett teachers "set high academic standards for students."

93% — "their child is challenged to do his/her best."

92% — "teachers communicate in a timely manner regarding their child's progress."

87% — they "feel welcome when visiting the school."

86% — Burnett staff are "willing to listen to parents."

QUALITATIVE FEEDBACK FROM STAFF

All CGI Fellows are observing "higher girl interest in Math."

Students have improved their efficacy and become more engaged — not just in math, as indicated in 7%+ increase in achievement across disciplines.

CGI has been a life changing event resulting in our expanding CGI practices into all instruction.

Quantitative data shows academic growth. But as we focus on the whole child — pedagogy over programs — and the importance of a child’s social/emotional well-being, what matters most are our students — their smiles, voices, and excitement to learn and grow. CGI has transformed our school, and helped provide greater coherence in our instructional practices. Voice and choice now reach all stakeholders and have made our community of learners more open, flexible, and confident.