

Carrie Mondt Model Programs and Practices

School Information

CDS (County District School) Code: 33669770113605

County: Riverside

District (Local Educational Agency): Alvord Unified

School: Carrie Mondt

Demographics

Enrollment: 822 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Built in 2007, Lake Hills Elementary is now in its eleventh year of operation. With a current population of approximately 825 students (transitional-kindergarten through grade five) we serve a diverse ethnic and socioeconomic group of individuals. 50.90% of our students are Hispanic, 28.90% Caucasian, 4.10% African American, and 10.60% Asian. Approximately 19% of our students are English Learners and 43.10% are socio-economically disadvantaged.

At Lake Hills, it has been our priority to establish a culture and climate that provides a physically and emotionally safe learning environment. We promote strong family involvement that fosters collaboration among all individuals (teachers, students, staff, parents, and community). We provide a rigorous academic curriculum and embrace a commitment to creating a school that promotes the academic success of each student. The result is a belief system that permeates our school and community that all students will learn at Lake Hills.

As one enters our campus, it is immediately evident that this is a community of learners. Each classroom is represented by a college or university. We are family at Lake Hills, and the culture and climate set the stage for students to reach their highest academic and social potential. Throughout the campus one sees a collaborative team of students, staff and parents who greet each individual student and family, often by name, as they arrive to start their day. Daily, at the front of the school, teams of fourth and fifth grade students work with the principal and assistant principal to serve as valets assisting with student arrival. They open car doors in the drive through lane and welcome both the students and parents. Teachers are positioned throughout the campus to both direct and greet students as they arrive and parents are on campus running the student store or facilitating the 100 Mile Club, a program that encourages physical fitness. Many classrooms are open as students arrive and teachers are available to offer assistance with any assignments that students may have had difficulty with the night before. Daily, one to two fathers serve as Watch D.O.G.S. (Dads of Great Students), monitoring the parking lot and greeting students in the morning before transitioning into the classrooms to work directly with students.

Lake Hills has worked hard to establish and sustain the exceptional systems that are now in place on our campus. Our number one priority each day is to ensure that our students leave our school at or above grade level standards in reading, writing and mathematics and that they are socially and emotionally prepared to participate in their next level of education. Our community exudes C.L.A.S.S. (character, leadership, attitude, scholarship, and service) in everything that we do!

Model Program and Practices

Name of Model Program/Practice: Lake Hills Hawks Have C.L.A.S.S.

Length of Model Program/Practice: 8+ years

Target Area(s): Chronic Absenteeism and Dropout Prevention, Civic Education Awareness, Closing the Achievement Gap, Education Supports, Parent, Family, and Community Involvement, Professional Development, Visual and Performing Arts

Target Population(s): Asian, Black or African American, Filipino, 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

Lake Hills Hawks have C.L.A.S.S. We understand that the greatest academic and social gains for our students come as a result of quality instruction by the classroom teacher. C.L.A.S.S. expectations are exhibited on a daily basis in every classroom. When visiting classrooms one sees high quality instruction and educational opportunities that emphasize student engagement and learning. Teachers have created learning environments where students are in charge of their learning. Students are reflective practitioners and regularly set goals and monitor their own achievement.

The consistency of the instructional program is ensured through a series of checks and balances including, but not limited to grade level articulation, tutoring, enrichment, principal/teacher conferencing, teacher and paraprofessional training, and collaboration between RSP, speech and literacy teachers. To ensure smooth transitions, we collaborate with parents of incoming kindergarteners and with middle school teachers of our exiting students.

We have Character. Students are provided with character development opportunities daily. Every morning we begin with words of wisdom which kicks off each classroom's morning meeting discussion. Character development is supported in all areas of campus life throughout the day.

We have Leadership. Students are provided many opportunities to truly be invested in our community. Student Ambassadors support the campus with community events. Our Hawk Squawk newspaper group provides opportunities for students to develop their journalism talents and report about current events, our students and staff, and the history of our site.

We have Attitudes of life-long learners. Classrooms showcase exemplary educational opportunities which can be seen through active teacher/student interactions with sustained student engagement based on careful pacing of lessons. To meet students' individual needs, teachers provide flexible groupings throughout the day. Our most at-risk students work with our literacy teacher who aides in filling the gaps in their understanding. We have celebrations such as the "Sword of Knowledge" and Principals Challenges to encourage mastery of standards.

We are Scholars. As an AVID Elementary site, we provide an environment and daily message that all students will be prepared to attend college should they choose to do so. A university theme permeates our campus with each classroom partnering with a different university. Students are introduced to the concept of college and goal setting in kindergarten, and by the time they reach fifth grade they have been a part of six different universities.

We show Service. Student valets welcome families each day by volunteering their mornings to open car doors and greet fellow students at the beginning of their day. We participate in regular philanthropic opportunities where the community comes together

to raise money and awareness on behalf of our school. Our Hawks show pride every day!

Implementation and Monitoring

It is through C.L.A.S.S. that Lake Hills soars, distinguishing ourselves as a model site, committed to the success of every student, staff, parent, and community member. Our collaborative culture is vital to our success. Data is analyzed on a regular basis by classroom teachers, administration, and parent groups in order to best monitor and develop the most effective instructional program. During non-instructional time, teachers work interdependently with their teams to establish clarity of purpose. Team members are driven by our goal - to ensure that each student is proficient or advanced in reading, writing, and math. We attain and maintain academic excellence, using a collaborative Professional Learning Community that plans instruction around three clarifying questions:

1. What do we want students to learn? (grade level standards);
2. How will we know if every student learned the standards? (assessment); and
3. What will we do to help students who have not mastered the standards? (intervention).

The collaborative planning teams meet formally every other week through early release time to address issues impacting curriculum - pacing, instructional strategies, assessments, and data analysis. Each grade level sets SMART goals (Strategic & Specific, Measurable, Attainable, Realistic, Time Bound) to focus and modify instruction so all students are successful. Data protocols are created and monitored as they follow through with collective agreements as a team.

We are proud of our distinguished focus on student achievement. The adults in our community have a selflessness to do whatever it takes to support all of our students. Within the classroom, during our school day, and after school hours our teachers, staff, administration, and parents work together to ensure excellence for all. Our parent nights focus on student achievement and are driven by the needs of our students and the voice of the community. There is a partnership that is unmatched and knows no limits!

Results and Outcomes

At Lake Hills Elementary School we are in a league of our own! We have proven success with our academic achievement. The results from the administration of CAASPP during spring 2017 showed that 65% percent of students were proficient or above in ELA on the Summative Assessment. This was an overall 3% increase in achievement from the previous year. 83% of our students were above, at, or near the standard on the Reading portion of the Summative Assessment for the 2016–17 school year. 86% of our students were at, near, or above the standards in Writing on the Summative Assessment for the 2016–17 school year. In the area of Listening 90% of

our students were at, near, or above the standard on the Summative Assessment for 2016–17. In the area of Research 87% of our students were at, near, or above the standard on the spring 2017 Summative Assessment.

In the area of Mathematics the results from the administration of CAASPP during the spring of 2017 showed that 60%percent of our students were proficient or above in Math on the Summative Assessment. In the area of Concepts and Procedures 78% of our students were at, near, or above the standard. In the area of Problem Solving 80% of our students were at, near, or above the standard. In the area of Communicating Reasoning 83% of our students were at, near, or above the standard on the Summative Assessment for spring 2017.

When reviewing data for our English Learners we are continuing to move proficiency bands on the CELDT exam. We have very few students who score at the beginning or Early Intermediate levels. When comparing 2015–2016 to 2016–2017 we had a decreased of 9% of students who scored in the Early Intermediate and Beginning ranges. We were able to move 9% of the students from Early Intermediate to Early Advanced or Advanced categories in one year! We increased 2% overall in the Early Advanced and Advanced categories site wide. Lake Hills will continue to focus on our Long Term English Learners in order to best support them for future success in middle, high school and beyond.

With the results listed above it is undeniable that we have a commitment to excellence! It is because of the partnerships we have fostered and our dedicated community that our students have no limits. Lake Hills Hawks show C.L.A.S.S. and are true representatives of a distinguished school!