

## **William Land Elementary School Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 34674396034326

County: Sacramento

District (Local Educational Agency): Sacramento City Unified

School: William Land Elementary School

### **Demographics**

Enrollment: 433 students

Location Description: Urban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

### **Overview**

Our vision is to create a healthy learning environment that meets the emotional, social, and intellectual needs of our students so they can reach their maximum potential as educated and exemplary world class citizens.

Our mission is to provide a safe and supportive environment so that our students will be encouraged and challenged to succeed and develop a love for learning. Our staff will provide an enriching, standards-based curriculum so that all students will achieve academic proficiency, appreciation of self, social awareness, and become empowered citizens.

William Land Elementary School has been a jewel for over 100 years. Built in 1915, it has become an urban school with a metropolitan feel and is situated in one of the oldest neighborhoods of the capital city and lies at the confluence of the Sacramento and American Rivers. Our school has mirrored the growth and development of our city over the decades as the downtown core has expanded to attract new generations of families.

The city of Sacramento has maintained the integrity of community where local businesses have thrived while captivating national attention such as the development of the Golden 1 Center. Similarly, William Land has grown and expanded over the decades to meet the needs of the technological and cultural development of our community.

William Land aligns and integrates a quality system which promotes educational equity and access, supports student learning through enrichment programs, and strives for all students to meet grade-level standards by fostering active participation, holding high expectations, and developing a plan of action based on data analysis. In support of our high expectations for each student, the school's educational partners--staff, students, parents, and community members--are fully committed to providing a quality education. All stakeholders engage in ongoing collaboration to monitor the use of district adopted curriculum, where the arts are integrated across content areas, create materials as aligned to the Common Core State Standards (CCSS), identify achievement gaps, engage in data analysis, design systems of interventions, and monitor achievement.

We are committed to educate our students to become world-class citizens and leaders by promoting a staff-created Focus Wheel. In order to maintain high standards and a balanced curriculum, our staff is dedicated to the outer core of the Focus Wheel by attending professional learning. Circling this core are sixteen spokes addressing the following areas: active participation, a school-wide writing program (Write Tools), arts integration, Bloom's Taxonomy, enrichment programs, technology, walk-thrus, cultural awareness, direct instruction (8 step), data analysis, student-parents-teacher-community partnerships, classroom management, differentiated instruction, Gifted and Talented Education (GATE) curriculum, weekly lesson plans, and Dual Language Mandarin Immersion Program (MIP).

## **Model Program and Practices**

Name of Model Program/Practice: William Land Core

Length of Model Program/Practice: 5–8 years

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

Target Population(s): American Indian, Asian, Black or African American, Filipino, Hispanic, Pacific Islander, White, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

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

## Description

William Land systematically developed a professional development plan based on student performance and teacher needs to ensure high quality instruction, as outlined by our Focus Wheel. Our conclusions are drawn from CAASPP and CELDT scores, curriculum-embedded and teacher-created assessments, and student work. Our teachers are committed to attend regional, district, and site-based trainings to address these areas.

Our professional development model is unique due to the intentional effort to maximize the use of site-based program consultants, district specialists, community teaching artists, and collegial expertise. Consultants, such as those from Write Tools, are utilized to expand the knowledge and expertise for all. District English Language Arts (ELA), math, and GATE specialists have ongoing articulation with our administrator and teachers. Teachers learn arts integrated skills and strategies from local artists. We engage in vertical articulation regularly to refine instructional strategies through preplanning, peer observations, team-teaching, and debriefing.

We aggressively identify and address the needs of students with unique learning needs and styles. We adopted a GATE cluster program to meet the psychological and academic needs of gifted students. Forty-four percent of teachers are GATE certified and another 44% are in the process. Conversely, early identification through use of multiple assessments, informal observations, and communication with families occur for all students' academic and social and emotional needs. All staff implement interventions as needs arise and refer for a Student Study Team (SST) meeting. SST meetings are scheduled bi-weekly and during trimester parent teacher conferences where members (administrator, nurse, resource specialist, teacher, psychologist, speech pathologist, and family) are present.

Universal access to art programs make us exceptional. During the school day, students receive arts integrated lessons and experiences with local artists through Any Given Child. These invaluable opportunities allow all students to access the curriculum and build self-esteem and confidence. In addition, students have access to a myriad of after school art-related enrichment such as art, Chinese folk dance, band, ballet, theatre arts, martial arts, Chinese harp, and crafting.

We are the only school in the larger Sacramento region that offers a MIP program established fall 2011 for our students to become competitive leaders in the world community. English and Mandarin speaking students are immersed in a language-rich environment. Students also learn daily and academic Mandarin through a thematic and interactive instructional approach. Their cultural and linguistic abilities are showcased through an annual end-of-year performance. In addition, we have established partnerships with University of California, Davis Confucius Institute and Jinan Sacramento Sister Cities Corporation.

## Implementation and Monitoring

Our professional development plan begins with summer trainings specific to school needs that are well-attended by before and after school staff, support staff, teachers, and administrator. During weekly collaboration, teachers meet by grade level, subject areas, and school-wide trainings. We meet to plan for instruction, analyze data, and implement action plans which are further developed at trimester academic conferences. School staff and district ELA and math specialists engage in half day academic conferences.

Our families are active participants of the school community. Engagement opportunities include subject-specific workshops and parent coffee connections. Translators help families stay informed through daily oral, written, and digital communication (email, Google classroom, websites, PTA Facebook, automated phone messages, and REMIND app), and trimester progress reports. Community engagement is shown through high participation at school events.

The school year is closed with teacher collaboration to match appropriate placement based on student needs and teacher strengths. For high ability learners, we use district adopted GATE materials, create materials, and differentiate opportunities. Advanced 6th graders can access math courses through a pathway to a neighboring middle school. Project-based opportunities are planned for students to demonstrate mastery and interests. Response to Intervention is used to develop goals and accommodations for students who need additional supports. Strategic and intensive interventions include differentiated instruction in small group and one-to-one settings provided by staff and community volunteers during before and after school and regular day.

All classes receive year-round arts integrated instruction utilizing music, theatre, dance and visual arts to address the multiple intelligences. Each grade level experiences six to ten weeks of music, dance/movement, and theatre activities with a culminating experience at the end. Students may enroll in year-round after school programs based on interests. As their skills develop, opportunities are available to match student needs. Student accomplishments are celebrated at an end of year arts showcase.

MIP students partake in a high quality learning environment as the Mandarin-speaking teacher co-teaches with an English grade level colleague on a daily basis. Language proficiency is monitored closely based on the program's adopted curriculum and teacher-created materials, assessments, and benchmarks. Performance in both languages is monitored based on data and student work and supports are implemented as needed. Students build foundational skills when they begin their kindergarten cohort. They receive 80% Mandarin and 20% English in kindergarten and 1st grade and shifts to 50% Mandarin by the intermediate grades. Our students are expected to reach a high level of literacy in Mandarin and English by the end of 6th grade.

## Results and Outcomes

As a result of our professional development model, students experience a cohesive connection across campus. We share expectations and follow a developed scope and sequence to meet the school's vision and mission. For example, expectations at each grade level are aligned to CCSS which allow students to develop and continue the writing process as they matriculate from one grade to the next. Because students are taught with common strategies and tools, there is a recognizable set of skills they bring forth from the preceding year. Time spent to reteach concepts and standards has been drastically reduced. Strategies and tools gained at parent workshops is another reinforcement of learning and behavior expectations.

Due to our diverse academic programs that meets and challenges the unique needs of our students, 95–100% of our GATE identified students remain at William Land. Eleven of our 6th graders attend an accelerated math period at a partnering middle school. Forty percent of our enrollment are in the MIP program. Students demonstrate knowledge in dual languages across grade-level subjects. Low attrition rates convey the successes of the program.

Our commitment to the inclusion of the arts is celebrated within the community. We have received an award for promoting and facilitating student success in the arts. Since 2016, 100% of our students access arts integration during the day. Currently, 45% of our students are enrolled in an arts-related after school enrichment. We have partnered with STC since 2012 for an annual spring musical. This year's production is *Seussical Jr.* Approximately, 100 students are casted for the spring musical resulting in four performances each year. Due to long-term relationships with our partners, students have continued to advance their skills and pursued their interests outside of school.

Academic and social and emotional strengths and needs are met in a continuous multi-layered process. Teachers' awareness of incoming student needs help prepare for a successful beginning. Diagnostics are in place to screen incoming students. We open the year with a list of students who need SST and 504 accommodation follow-up. Since 2014, we have held 327 SSTs and 50 special education assessments and numerous medical referrals have been made. We begin this year with intensive ELA interventions for 69 students and so far 51% have made significant gains. Approximately 50% of our classroom teachers provide before or after school tutoring. On average 17 community volunteers, three interns, and five support staff work alongside the teachers. Over half of our students participate in the after school program and currently 68% of the students are enrolled. A lunch buddy program connects nurse interns and identified students. Our nurse trains staff to prepare for all medical emergencies. We use common language for "Four Statements to Support Non-Violent Communication."