

Loma Verde Elementary Model Programs and Practices

School Information

CDS (County District School) Code: 37680236037949

County: San Diego

District (Local Educational Agency): Chula Vista Elementary

School: Loma Verde Elementary

Demographics

Enrollment: 525 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Year-Round

Charter: No

Overview

Loma Verde Elementary is a Dual Language Spanish Immersion (DL) school that is dedicated to having our students excel academically and socially-emotionally through our Project GLAD (Guided Language Acquisition Design) model. English Learners (EL) make up 54.3% of our student population, and approximately 77% of our students are Limited Income (LI) students. Our goal is to have all of our students develop high levels of language proficiency, academic achievement, and to cultivate and foster independence through critical learning in an academically rigorous environment. We are proud to say that 22% of our students attend Loma Verde on a zone transfer due to our highly popular Dual Immersion Program. Through Project GLAD and our Dual Language program, we aim to create an environment that produces bi-literate, well-rounded, independent students who have a firm grasp on how to become successful individuals in a 21st-century world.

Loma Verde Elementary is located in Chula Vista, California, which is approximately six miles from the U.S. and Mexican border. Our school has a student population of roughly 525 students. We are surrounded by apartments, condominiums, single-family homes, and parks. One half block northeast of our site is a YMCA recreation center and community swimming pool. Due to the proximity of the YMCA our students have access to attend swimming classes within walking distance.

Upon walking on our campus, you will notice our three personal standards posted strategically throughout the school. Teachers, students, staff, administrators, student support services, and parents help us reinforce our commitment to these personal standards. Our school counselor has provided our staff with school-wide training and support in Positive Behavior Intervention Support (PBIS).

Parent support is vital in assisting our students to achieve academic and personal success. Therefore, parent engagement is critical at our school. We have a Parent Resource Center located on site, and through this program we have Promotoras working full time. The goal, of the Promotoras, is to work with parents and provide them with classes on different topics from the academics to parenting. We also provide parents with the opportunity to participate in various committees such as School Site Council, English Learner Advisory Council, and Parent Teacher Organization.

At Loma Verde Elementary we continually reach out to the community to build a strong partnership with stakeholders. We currently have an ongoing partnership with the Navy, in which they provide us with Navy mentors for our students, to conduct a Saturday program. This program enables our students to learn about the many different fields of science. Our partnership with the Chula Vista Police Department gives our Safety Patrol students the opportunity to work with Chula Vista police officers and learn about safety. Feeding San Diego allows us to provide a free food pantry for parents on a quarterly basis.

Model Program and Practices

Name of Model Program/Practice: Guided Language Acquisition Design Model

Length of Model Program/Practice: 2–4 years

Target Area(s): Chronic Absenteeism and Dropout Prevention, Closing the Achievement Gap, Parent, Family, and Community Involvement, Professional Development

Target Population(s): Black or African American, Hispanic, Socioeconomically Disadvantaged, English Learners

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

Description

The Loma Verde Elementary staff was trained in GLAD by two certified GLAD trainers. The trainers provided a Professional Development (PD) for staff and parents (LCAP 3); four-day initial training in September 2015, and a follow up two-day training in March 2016. These PD's focused on the use of high impact language strategies (HILDS), effectiveness of these strategies, and hands-on examples of each strategy in a model classroom. Some of the strategies include CCD, PIC, Chants, collaborative discussions, and questioning strategies that lead to deep reasoning. Teachers began implementation of the GLAD strategies and units across the curriculum immediately. In November 2016, teachers invited the GLAD trainers to participate in grade level collaborations, which provided teachers with a more individualized session to create GLAD units and ask grade-specific questions. The GLAD trainers participated in a walkthrough, in December of 2017, to evaluate the effective implementation of GLAD strategies and answer clarifying questions. Teachers created formal and informal assessments to analyze and track data. The data gave teachers the opportunity to create groups using different language proficiency levels and pinpoint specific academic needs during differentiated instruction.

The goal and anticipated outcomes of the GLAD model are that it is used in a linguistically heterogeneous classroom to benefit all students, with a laser-like focus on EL's. Students receive vocabulary enriched lessons aligned to the Common Core State Standards. This strategy provides students the opportunity to learn a new word and its definition, as well as, apply it in a simple, complex, or compound sentence. Students practice using these new words during collaborative discussions as well. Our students are provided the opportunity to engage in relevant learning experiences that allow them to use their critical thinking skills and participate in collaborative discussions with their peers to secure their understanding of the lesson (LCAP 2).

To meet the academic and social-emotional needs of our students (LCAP 1), we incorporated a set of personal standards, from GLAD, throughout our campus; show respect, make good decisions, and solve problems. With the assistance of our teachers, parents, and administrator we implemented these standards and continuously reinforced them with clear expectations. The use of these expectations for behavior, along with PBIS, has reduced the number of students receiving referrals and has increased student recognition of appropriate behavior. Loma Verde is addressing chronic absenteeism and suspension/expulsion through a multi-tiered approach with PBIS, our three personal standards, and staff training. We have also been working with our parents to provide outside resources when needed. We are proud to say that Loma Verde currently has zero suspensions for the 2017–2018 academic school year.

Implementation and Monitoring

At Loma Verde Elementary we understand that parents and community members play a critical role in the success of our students (LCAP 3). Teachers and parents at Loma Verde were given the opportunity to attend a refresher course on GLAD strategies in January of 2017. In addition to the trainings, workshops, and meetings, parents were

also provided with monthly newsletters to support their child's learning with the GLAD model. Ongoing school surveys have enabled us to monitor the level of effectiveness the implementation of GLAD has through the eyes of our parents. Parents are engaged in the GLAD model and they know that they are part of the process. We monitor our parent participation by providing sign in sheets for workshops and have noted an increase in parent involvement in school-wide activities.

In reviewing our data and areas of need, we focused our PL on HILDS with a focus on our EL's. Our GLAD trainers provided several trainings on the three language strategies our teachers selected; CCD, Pictorial Input Charts, and Chants. These trainings provided our staff with the opportunity to see how to effectively implement the use of the GLAD strategies across the curriculum, particularly those EL's that were struggling to understand high-level vocabulary words and comprehension.

Loma Verde is a data-driven school, and we know teamwork is valuable in providing teachers with the opportunity to work together to enhance student learning. Teachers came to a consensus, within their grade levels, to create assessment tools to monitor and check for understanding of the content that was being taught to the students. They were then able to analyze their student's weekly, monthly, and quarterly unit assessments that focused on reading, writing, and vocabulary.

Formative writing assessments are a collective way teachers can monitor and check for student understanding of the rigorous informative content. Teachers can analyze student writing and look for strengths and weaknesses based on the writing rubrics that are created by each grade level. This ongoing collaboration practice enables teachers to monitor program effectiveness and student progress, as well as create student goals aligned to the Common Core State Standards.

To monitor schoolwide implementation, our school's Instructional Leadership Team (ILT) uses an observation tool, designed to meet the needs of our student population, which focuses on our three high impact language strategies, and conducts classroom walkthroughs to oversee the implementation of GLAD. This process enables the principal and the ILT to monitor the effective use of GLAD and its high impact language strategies. In turn, the data collected is used to plan PL's centered around the needs of the teachers.

Results and Outcomes

The implementation of the Project GLAD model has been critical in aiding Loma Verde Elementary to have profound success in closing the achievement gap for all of our students, particularly our EL population. Through the use of qualitative data, such as formal and informal assessments, teachers were able to analyze data and change their instruction to better meet the needs of our students.

As a school, we were able to look at the quantitative data based on our CAASPP results. Our data results proved that GLAD was working to make a positive difference in our overall student population. Over the past two years there has been a 23% increase

in our CAASPP ELA scores for EL's, and a 24% increase for our LI. Increases in CAASPP Math are as follows; 24% increase for EL's, and 19% for LI.

Data on the 2017 CAASPP English Language Arts component shows that 59% of All students met or exceeded standards compared to 51% in 2016. Our CAASPP Math data shows that 48% of All students met or exceeded standards in 2017, compared to 40% in 2016. According to LCAP 5, our target groups must also demonstrate increased proficiency in state assessments, 62% of our EL's met or exceeded standards on CAASPP ELA compared to 51% in 2016. Our CAASPP Math scores, for our EL population, shows that 51% of students met or exceeded standards compared to 42% in 2016.

Using Project GLAD has significantly helped our EL population. In looking at our RFEP data, we were able to reclassify 11% of our students in 2016, and 17% of our EL's were reclassified in 2017. Again, an upward trend that is directly affecting our EL target group.

Additionally, the Chula Vista Elementary School District uses Achieve3000 Level Set as a local measure to monitor student growth and progress through their Lexile levels. On our 2017 local measure Acheive3000 results, students demonstrated a 5% increase in their overall growth. This is an upward trend that is informing us that Project GLAD is working to enable our students to have a stronger understanding of rigorous informative content.

The goal for Loma Verde Elementary is to prepare all of our students to be college and career ready in a 21st century world. As a school community, we will continue to develop and support our all of our learners, with a laser like focus on our EL's, in high impact language development strategies, teacher training, support, and on-going data-driven collaboration. Our next step will be to incorporate teacher training in the area of cooperative strip paragraph writing and story maps. Our current Project GLAD model is aiding us in supporting our students to achieve the positive results that will enhance their optimal learning.