

Nye Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 37683386112478

County: San Diego

District (Local Educational Agency): San Diego Unified

School: Nye Elementary School

Demographics

Enrollment: 423 students

Location Description: Urban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Nye Academy of Technology Elementary School is a hidden jewel in Southeast San Diego. Nye was founded in 1994 by parents and teachers who were convinced that every child could learn when given rigorous instruction with an emphasis on; access to technology, a supportive learning environment and above all else, using data driven decisions to address students' needs. Nye provides a rigorous learning environment that encourages and empowers students by instilling respect for diversity. Our student population is 31 % Filipino, 30 % Hispanic, 22 % African American and 17 % other. Further, 32 % of the student body are English Learners. All students receive breakfast in the classroom and free lunch daily.

At Nye, we understand that our greatest strength are the people who work with our children. Since continual improvement and digital literacy are important for our students' success, professional growth and development are fostered. But more importantly, our teachers devote many hours of their own time to inter and intra grade-level

collaboration. During this grade-level professional learning time (PLC) teachers and support staff analyze student work and testing data in order to plan instruction that addresses the Common Core Standards and ensures that instructional techniques and strategies are continually adjusted and modified to meet the changing needs of students. Guided Reading, small group literacy and math instruction, peer tutoring, and the Prime-time Extended Day Reading/Math Program are some of the opportunities provided. In addition, students receive support from our speech therapist, resource teachers, and special education assistants.

Nye prepares students for life by combining a solid academic foundation with understanding of the Common Core State Standards and integrating technology skills across all content areas. The scope and sequence of California's Technology Standards are closely followed and implemented. Classroom teachers collaborate with the Network Systems Technology Site Tech in planning projects that promote and enhance content knowledge. They collaboratively plan projects that encourage and foster innovative thinking and digital literacy.

We have an excellent partnership with our parent community who support our efforts at home, serve on our decision making committees such as School Site Council (SSC) and our Parent-teacher Association (PTA). In addition, parents volunteer in classrooms, host special events, and lead our site Girl and Boy Scout troops.

Model Program and Practices

Name of Model Program/Practice: Data Driven Instruction and Collaborationn

Length of Model Program/Practice: 5–8 years

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

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

Strategies Used: School Climate, Parent Engagement, Data-Driven Decision Making, Professional Development

Description

The goal of Nye Elementary School is to leave our students with a sense of social and academic responsibility that will allow them to pursue their educational goals. In response to the growing achievement gap at Nye, Data Driven Instruction and Collaboration became our focus. Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional development to expand educators' knowledge, skills, practices and dispositions. Professional

learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a persistent focus on professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. In addition, the leadership team (ILT) is committed to continuous student improvement by implementing the five dimensions of teaching and learning as a model for student success. This model gives the leadership team a framework that they can use to focus on the quality of instruction needed to move students towards a cycle of continuous improvement.

Nye's goal and anticipated outcomes through the practice of Data Driven Instruction and Collaboration are to close the achievement gap for those students who haven't yet reached grade-level proficiency. After analyzing the California Smarter Balanced Assessment (SBAC) results, site developed benchmark assessment data and additional classroom data, Nye recognized the need for grade-level collaboration to strengthen instruction. Student achievement data made it clear that teachers needed to plan precise instruction focusing on individual students' needs. The necessity to pinpoint specific areas of need for our sub-group of targeted students based upon California Common Core State Standards was evident. Grade level collaboration provides opportunities for continual data analysis. Teachers plan differentiated instruction that explicitly address the needs of our targeted groups of students. Stronger collaboration enabled teachers to share ideas, discuss best practices, and implement the necessary changes based upon data analysis.

Implementation and Monitoring

There are several components to the practice of Data Driven Instruction and Collaboration. First and foremost, teachers are given time to collaborate on instructional practices at grade level meetings on a regular basis. Money is set aside in the school budget to augment time spent on collaborative instructional planning. During these sessions, teachers discuss SBAC results, benchmark scores in literacy/math, anchor papers, rubrics, classroom observations, and class assignments. Professional development is based on the information garnered from these meetings and from daily instructional visits from the site administrator that focuses on student engagement, rigorous standards based instruction and evidence of planning across the grade level.

The practice of Data Driven Instruction and Collaboration, directly contributes to improving student achievement and closing the achievement gap. Collaboration allows staff to change teaching practices to explicitly meet the needs of each student. The goal of proficiency is now at the forefront of all lesson planning and implementation. Teachers have a stronger understanding of what proficiency is and are able to

effectively use a body of evidence to demonstrate the students' progress in meeting grade-level standards.

At Nye, we understand that engaging our parents and the community are keys to student success. As a result, we have worked hard to develop positive and productive relationships with our students, parents and the community so that they feel supported by the structures we are implementing to support student achievement. We employ a variety of methods to communicate with our families. Parents are encouraged to sign up for Class Dojo which gives them 24 hour access to their classroom teacher and the principal. Parents have stated that the use of this application has increased their ability to stay in touch with the schools' staff and upcoming events by 100%. Data from the app shows that 95% of our parents are connected to the school. Additionally, we use ED-Connect, parent letters and home visits to make sure we are reaching each and every parent when necessary.

In developing our yearly goals in the area of parent involvement, parents are sent home a survey asking for their input on budgetary issues. These surveys (which we usually get about 85% returned) are presented to SSC for their consideration. Based on the feedback, SSC determines the most effective means in which to spend our LCFF funds. In addition, the data collected from parents is used to inform our instructional practices and as a measure to create parenting classes that would help parents help their children as we implement the Common Core Standards.

Results and Outcomes

The assessment process used to evaluate the results of the program of practice was two-fold. First, teachers looked at school wide trends in the areas of English Language Arts and Math. Data analysis became the focus of the Instructional Leadership Team meetings and professional development sessions. Current assessments such as the SBAC, Developmental Reading Assessments (DRA), and teacher generated assessments were studied. Once general trends were understood, the teachers broke into grade level groups. Here they delved further into the data in order to analyze trends specific to their grade levels and to identify groups in need of support. Looking at the assessment data enabled Nye's staff to plan effectively for the varied needs of our student population.

The qualitative data used to show the results of Data Driven Instruction and Collaboration includes, but is not limited to a visible increase in student engagement, consistency in lessons taught, and specific instruction focused on standards. Teachers used this ongoing process to effectively group and target students for small group instruction. These groups are flexible and change based on student needs. Data from instructional classroom observations are also showing an increase in teacher effectiveness.

The following quantitative data demonstrates the effectiveness of our Data Driven Instruction and Collaboration. One of the first measures we implemented was to create standards-based online assessments to see how students were performing on the

standards taught throughout the year. This gives students the opportunity to practice skills required for success on the SBAC assessments and they provide performance data on which targets the specific standards that need to be re-taught.

We have seen an increase in the number of students performing higher due to this practice. Data collected from multiple measures serves as proof that our strategic planning is addressing student needs. We are especially proud of our sub-group data that shows the following; In the area of ELA our African American population proficiency level increase from 28.1% in 2015 to 54% in 2017, closing the achievement gap by 26%. Our English Learners population proficiency level increase from 31.9% in 2015 to 42.3% in 2017, closing the achievement gap by 10.4%. Students with disabilities population proficiency level increase from 3.4% in 2015 to 11% in 2017, closing the achievement gap by 7.6%. Students has similar gain in Math. In addition, our English Learner reclassification rate is about 80% yearly.

Our next steps include refining grade level assessments and monitoring, focused walkthroughs with the Instructional Leadership Team (ILT), implementing a student centered coaching model in both literacy and math, and providing extended English Language Development (ELD) lessons by ability levels based on data from the newly implemented English Language Proficiency Assessment for California (ELPAC).