

STRATEGIES TO CLOSE THE ACHIEVEMENT GAP (ELEMENTARY SCHOOL EXAMPLES)

APRIL 7, 2016



PREVIOUS PRESENTATION

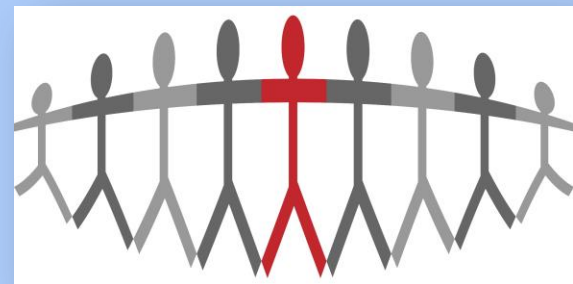


- Districtwide Demographics
- Overview of Spring Testing results by:
 - Ethnicity
 - Socio-economic Status
 - Parent Education Level
 - Language Proficiency
- Overview of Academic Conferences
- Link to the LCAP Metrics
- Continuous Cycle of Improvement

WHAT WORKS IN CLOSING THE ACHIEVEMENT GAP



- Shared leadership
- Concerted effort to obtain buy-in around strategy
- Coherent strategy focused on student needs
- Differentiated professional development
- ‘Follow through’; ‘Examining the evidence’; ‘Sticking with it’
- Collaborative Structure



DETERMINING PROGRAM/PRACTICE



1. Identify need
2. Determine research-based response
3. Select implementation strategy
4. Measure results
5. Review results
6. Determine next steps



ELEMENTARY PROGRAMS TO ADDRESS THE ACHIEVEMENT GAP



- State Preschool Reading Program
- Extended Day Learning Opportunities - Bridge
- Extended Day at Marguerite Montgomery
- English Learner Services
- Elementary Counselors
- Family Resource Center
- Restorative Practices
- Third Grade Reading Program
- Professional Growth



BIRCH LANE ELEMENTARY PROGRAMS



BIRCH LANE ELEMENTARY

SOCIAL EMOTIONAL LEARNING (SEL)



Challenge:
Support underperforming students

*Social Emotional
Response to
Intervention (RTI)*

Implementation:
**Simplifying Response
To Intervention**
(Research by Mike Mattos)

TIER 3
Intensive Services
MHIP (LCAP Eligibility)
Supported Re-entry
Crisis Intervention
Functional Behavioral Assessment

TIER 2
Early Intervention Services:
Small group counseling
Behavior contracts
Self-monitoring systems
Restorative discipline
Conflict Mediation

TIER 1: Primary Prevention Services:
School-wide rules (i.e.. Respectful, Responsible, Safe)
Classroom community building (class meetings)
Restorative conversations, Love and Logic
Classroom SEL (Kelso's Choices) instruction

BIRCH LANE ELEMENTARY

SOCIAL EMOTIONAL LEARNING (SEL)



Positive Behavior Intervention and Support

Tier 1 Supports

- 4 assemblies on school rules
- 3217 “caught following rules!”
- 10 lessons/class–Kelso’s Choices, problem solving
- Restorative practices workshop (20 staff)
- Love and Logic PD (23 staff)

Tier 2 Supports

- Small group counseling (104 students)
- Smart Goals – 60 students (2-6 grade)- 62% achieved goals
- 8 behavior contracts
- 46 restorative meetings

Tier 3 Supports: 10 risk assessments

BIRCH LANE ELEMENTARY

SOCIAL EMOTIONAL LEARNING (SEL)



Positive Behavior Intervention and Support

Target Goals for PBIS

- Reduction in behavior referrals to counselor or office
- Increase in positive responses in Climate Surveys
- Increase students who meet Smart Goals

Key Elements

- Academic & Social Emotional Learning RTI
- PBIS Team
- Smart Goals
- Academic Conferences
- .75 FTE Counselor
- RTI Specialist

NEXT STEPS

- *Monitor and evaluate —Develop grade level teaching curriculum*
- *Collect new data*

MONTGOMERY ELEMENTARY PROGRAMS



MONTGOMERY SUMMER READING PROGRAM



Challenge: “The Summer Slide”

(Research by Allington)

“Bag full of Books” (52 students)

88% improved or maintained

12% dropped

Readers Workshop/Summer Bridge (40 students)

95% improved or maintained

5% dropped

Next Steps:

Monitoring

Continue programs through LCAP and partnerships

Employ consistent, well-trained staff

Summer Programs

“Developed for and by our community”

For all students

- MME Book Collections Access
- Summer Reading/Literacy Challenge

For targeted students

- “Bag full of Books”
- Jumpstart
- Readers Workshop/Summer Bridge

MONTGOMERY ACADEMIC CONFERENCES



Challenge: “Differentiation”

Friday Collaboration Schedule

	Science	Library	PE
8:30 - 9:10	Gallegos	Noelle	Dere
9:10 - 9:50	Dere	Gallegos	Noelle
9:50 - 10:30	Noelle	Dere	Gallegos

TEACHER COLLABORATION TIME

**2 Hours , 1/week for Grade Level
Teams to meet during contract day**

TEACHER ACTIVITIES

*Curriculum Planning
Common Assessment
Differentiated Response*

STUDENT TIME

40 Minutes, 4/week

STUDENT ACTIVITIES

*Targeted Eng Lang Dev.
Differentiated Reading/
Writing/Math*

MONTGOMERY ACADEMIC CONFERENCES



Goal: *Regroup by need, assign staff & resources*

Data used

- ✓ Reading Scores
- ✓ Writing Levels
- ✓ Math levels
- ✓ Previous Group
- ✓ Referral for other services

Student group examples

- Traditional ELD
- ELD with Writing Focus
- Writing Enrichment
- ELD Reading Focus
- Reading Comprehension
- Social Skills
- Spanish Language Dev
- ELD with Math

Next Steps:

Continue to implement and respond to need
Improve assessments in writing and math

MONTGOMERY TWO-WAY BILINGUAL



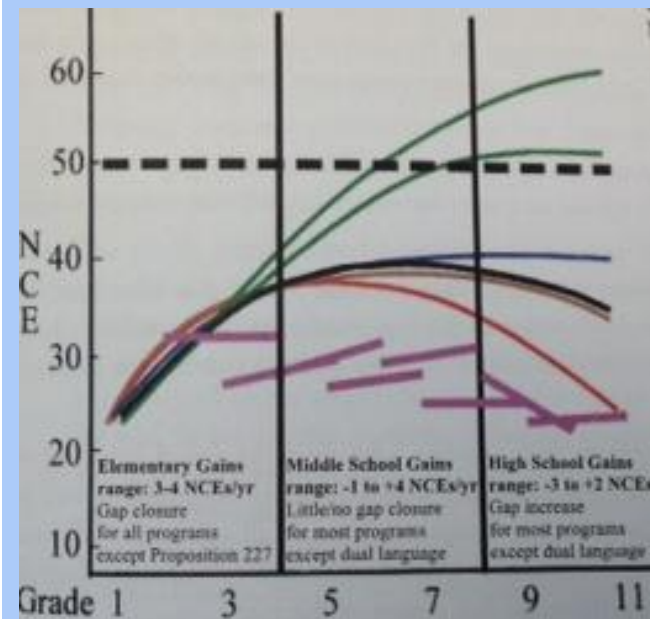
(Thomas and Collier 2012)

Challenge

“Find the best program for MME”

Program

- Asset Model for Lang Development
- Balance of Eng and Span speakers
- Bicultural and inclusive education
- 90/10 transition to 50/50

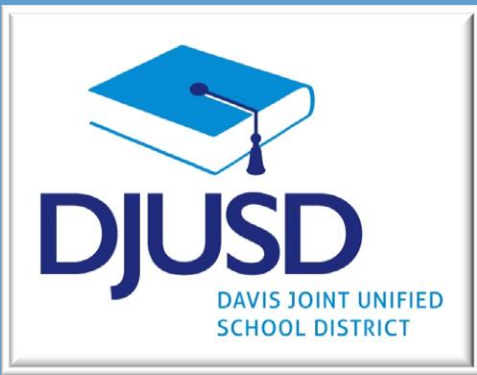


Results

Full-enrollment,
Decrease in transiency,
Increase in parent participation

Next Steps

Ongoing implementation per
research
Program self-assessment



Summary and Questions

