

Helen Lehman Elementary School

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SRCS LCAP Goals

GOAL 1:

Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

GOAL 2:

Increase student and family wellness and engagement through the full service community school model.





SRCS Theory of Action

If we improve the quality of practice **through the** continuous development of Leadership capacity to:

- A. Assure warm, safe, dry schools and facilities
- C. **Confront and address issues of equity and access**
- E. **Engage in problem-solving through an inquiry cycle for growth**
- F. Facilitate the development of a sense of purpose
- L. Lead and guide focused professional learning
- P. **Provide and strengthen social and emotional supports**
- R. Recognize and implement quality instruction
- T. **Target and align resources**
- U. **Utilize data to inform the inquiry cycle for growth**

Then, we have much work to do as a district. No longer will student outcomes be predicted based on race, gender, differently abled, socioeconomic status, and/or the language spoken at home.

SRCS Strategic Plan, 2019-2024

Vision: SRCS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives.

Mission: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.



SRCS Strategic Plan Priorities, 2019-2024

Priority 1- Life Ready Learners

Priority 2- Whole Person Focus

Priority 3- High Quality Staff

Priority 4- Teaching and Learning Environment and Resources

Priority 5- Equity and Excellence

Priority 6- Family Engagement and Community Partnerships

Priority 7- Sustainable Funding



Helen Lehman SPSA Goals

1. Increase student literacy in reading, math, and writing.
2. Decrease chronic absenteeism and tardiness by 0.5%.





After school club

Girl Scouts Club



Posada: Folklorico dancers



Kinder fun



Helen Lehman School Overview

512 Students

83% Latinx/Hispanic

86% Socio-Economically Disadvantaged

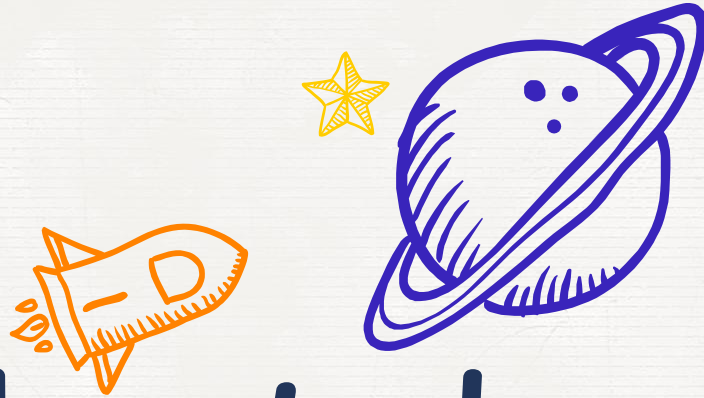
73% Free & Reduced

44% ELs

15% SPED

*We are a Schoolwide Title I school





Helen Lehman's Cycle of Inquiry



Inquiry Cycle

Instructional Leadership and the MVP

Phase 4 Analyze Impact

Teachers and leaders analyze the results of the instructional inquiry and reflect on the process, new learning, and MVP accomplishments



Phase 1 Analyze Evidence

Gather and analyze evidence to identify student learning problems and problems of teaching or leading practice as it relates to the MVP



Phase 2 Determine a Focus

Teachers and leaders analyze evidence to identify an instructional focus area to meet the MVP



Phase 3 Implement & Support

Teachers and leaders engage in study and learning and then take actions centered on an area of focus to meet the MVP



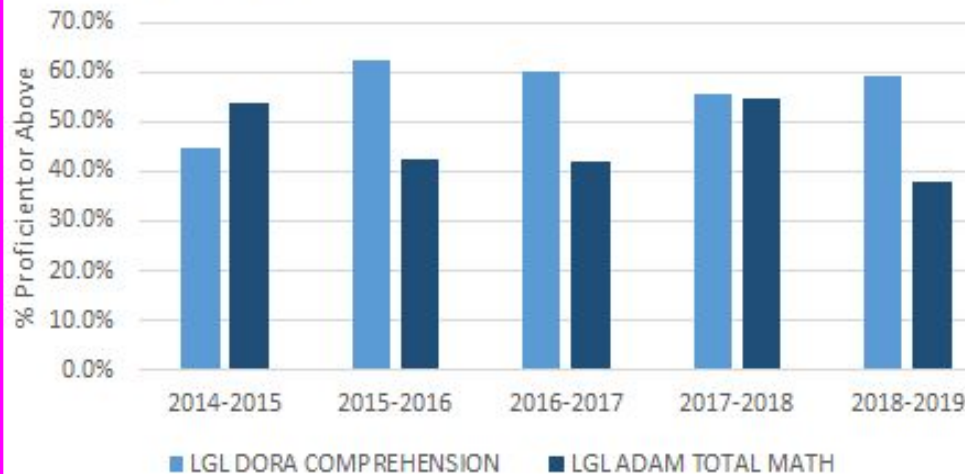
Phase 1: Analyze Evidence



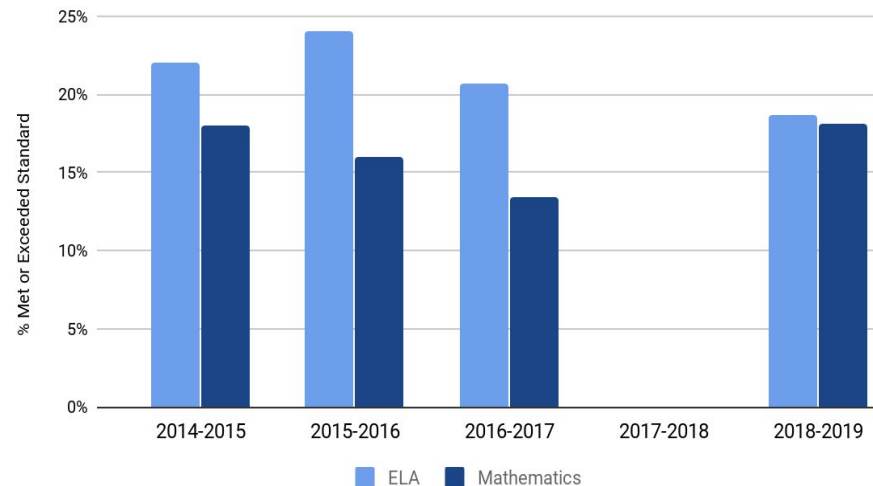
LGL & CAASPP Data



Helen Lehman Elementary LGL Data 2015-2019
Grades 3 - 6



Helen Lehman Elementary CAASPP Data 2015 - 2019
Grades 3 - 6



Phase 1: Analyze Evidence



Attendance

Elementary Chronic Absenteeism by Dashboard Subgroups

School Name	Enrollment	Elementary Chronic Absenteeism by Dashboard Subgroups							To maintain or make mark reduce by:
		Chronic	-/+	SED	SWD	EL	Hisp		
HLES	539	66	12.24%	2.60%	14/+4.3%	19.6/+9%	12.4/+3.7%	11.7/+3.4%	13

Phase 2: Determine a Focus



- Increase equity, access, and success with rigorous, standards-based curriculum in the general education setting.
- Provide and strengthen social/emotional supports for all students.



Phase 3: Implement & Support



- Co-teaching model in the sixth grade with a schoolwide integrated RSP/SDC program
- Schoolwide use of Wonders ELD Curriculum
- MTSS Tier 2 Meeting: “Full of Potential”
- [Request for Assistance Form](#)
- Determine a plan of action and [articulate it](#)



Request for Assistance - Full of Potential Team

Helen Lehman Elementary

Your email address (jcooper@srcs.k12.ca.us) will be recorded. Do you want to continue? [Switch account](#)

* Required

*

Date

mm/dd/yyyy

Student Name: *

Your answer

Grade *

☐ KA

☐ K

☐ 1st

☐ 2nd

☐ 3rd

☐ 4th

☐ 5th

☐ 6th

Teacher: *

Your answer

Area and Level of Concern:

*

	No Concern	Low Concern	Medium Concern	High Concern
Academic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social/Emotional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Strengths and/or Successes? *

Your answer

Does the student currently have any accommodations or services in place? (504, IEP, Speech, etc.)

Your answer

What is the concern? (Include observations of concern, frequency, time of day, day of the week, etc.) *

Your answer

What interventions have been implemented in response to the concern? Please include frequency and duration. *

Your answer

Has there been parent contact regarding the concern(s)? (Please include the date/mode of your most recent contact) *

Your answer

Desired Interventions:

In your opinion, what do you think is the best course of action for the concern? What support are you looking for? (Can check more than one)

*

☐ Behavior Plan

☐ Counseling

☐ Restorative Services

☐ SST - **if you are checking this box, please provide ABC data/invention data that has been implemented for 6-8 weeks. Evidence can be put in Friedman's box

☐ Referral to Nurse/Medical - **if you are checking this box, you must reach out to family first about your concern. For example, when was last eye/hearing exam?

☐ Reading Intervention

☐ Math Intervention

☐ Parent meeting with Admin

☐ Speech Services

☐ Check-in/Check-Out (CICO)

☐ Tutoring

☐ Buddy Classroom

☐ Take-a-break System

☐ IEP

☐ 504 Plan

☐ Other: _____

Other Comments:

Your answer

Phase 3: Implement & Support



- Co-teaching model in the sixth grade
- Schoolwide use of Wonders ELD Curriculum
- MTSS Tier 2 Meeting: “Full of Potential”
- [Request for Assistance Form](#)
- Determine a plan of action and [articulate it](#)



RFA Student Discussion/Feedback

Your email address (jcooper@srcs.k12.ca.us) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

Date *

Date

mm/dd/yyyy

Student Name: *

Your answer

Grade/Teacher: *

Your answer

Discussion:

Your answer

Next Steps/Action Items:

Your answer

Check-in Date (if applicable)

Date

mm/dd/yyyy

Official Review Date:

Date

mm/dd/yyyy

A copy of your responses will be emailed to jcooper@srcs.k12.ca.us.

SUBMIT

Phase 3: Implement & Support



- Implementation of increased academic support
 - ◆ WTR expanded grades
 - ◆ Increased interventions with reading specialist
 - ◆ Push-in math interventions with instructional aides
- Implementation of targeted social/emotional supports
 - ◆ Increased restorative circles (class/group)
 - ◆ Case management with school-based therapist
 - ◆ Targeted classroom guidance for all grades
 - ◆ Increased family outreach
 - ◆ School-wide Universal Screener



Phase 4: Analyze Impact



- Staff now utilize data to inform the type and level of interventions
- Data tracking system and regular informal and formal review processes are allowing for systematic progress monitoring

Promising Preliminary Impacts:

- ★ More students are getting targeted services & supports (social/emotional/academic)
- ★ Strengthened school/family partnerships



Reflection and Learning

- Collectively we have learned:
 - ◆ The team approach works for us
 - ◆ Data is crucial in helping us pinpoint system and individual challenges and address them appropriately
 - ◆ We are more effective when we communicate with each other and with the families of our students



Concerns/Barriers

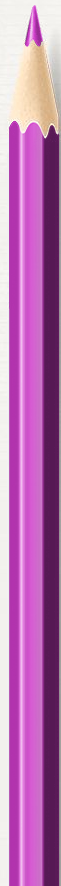
- Need more interventions in place
 - ◆ More tutoring
- Length of Tier 2 meetings
 - ◆ Need to meet weekly
- Means of tracking our interventions
 - ◆ Need a system to track current interventions
- Keeping staff buy-in when it's a slow process
 - ◆ No fast results which can cause frustration



Next Focus Areas

- Increasing attendance rates
- Continuing to expand our knowledge base and implementation of Tier 1 and Tier 2 supports
- Creating opportunities for staff to pinpoint skill deficiencies that are leading to low CAASPP scores and developing strategies to increase student success.





Thanks!

Any questions?

You can find me at:

jcooper@srcs.k12.ca.us

Helen Lehman

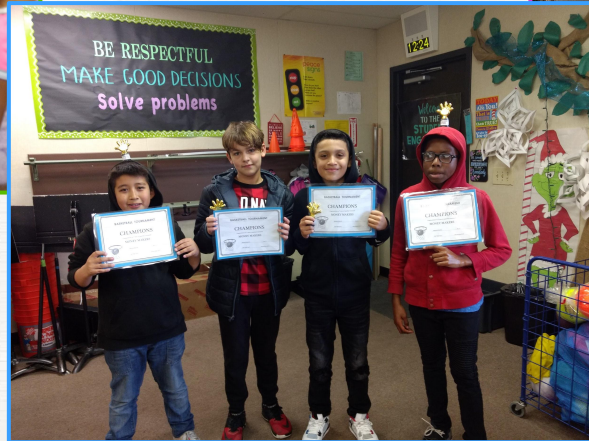
Dolphin Dollar Store



Walk & Roll to School



School soccer tournament champs



Art a la Carte