

Steele Lane Elementary



Principal Dan Noble

April 10, 2019



Steele Lane Elementary School

“Viking Strong!”

KA - 6 Elementary School: 408 Students

PK SDC Annex: 28 Students

55.8% English Learners (CA Dashboard)

86% Socio-Economically Disadvantaged (CA Dashboard)





Steele Lane Elementary School Site Council

Parent Members

Kelli Matteri, Chairperson

Bianca Alvarez

Bea Campoverde

Jonathan Kennedy

Ashley Tirado

School Members

Dan Noble, Principal

Hannah Matteson, Teacher

Anne Marie Hughes, Teacher

Lizbeth Angeles, SEAW

Teresa Barrera, FEF





Steele Lane Elementary School

ELAC, DELAC, DAC

Yoni Hercules

ELAC President & DELAC Representative

Magaly Sanchez

ELAC Secretary

Vacant

DAC Representative



SRCS LCAP & Site Goals

LCAP Goal 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

SPSA Goal 1: Increase student achievement in literacy, math and writing, as measured by state and district assessments.

LCAP Goal 2: Increase student and family wellness and engagement through the full service community school model.

SPSA Goal 2: Decrease chronic absenteeism and tardiness as measured by our school's Average Daily Attendance (ADA).

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, differently abled, socioeconomic status, and/or the language spoken at home.

Theory of Action in Action for Steele Lane Elementary

RtI/MTSS Reading Intervention

- Cut Points (DRA/BPST) for data driven grouping
- Cycles of Intervention will focus on targeting specific skills and returning students to the “core” classroom ASAP.
- Developing differentiation strategies in the classroom

Addressing Collaborative Constraints:

- Redefined Site Leadership Team to work in a more collaborative way
- Refocused Wednesday Staff Meetings to Collaborative Wednesdays
- Shifted “informational content” to a Google Site, with schedules, weekly info,
- Prioritize grade level prep times when building Music and P.E. schedules

Designated ELD

- Restructured 4th-6th intervention times to better serve D-ELD time

Safe Schools and Facilities

- Moving lunch area for safer proximity
- Fencing and “before school” space in front of school

Inquiry Cycle

›Instructional Leadership

Phase 4 Analyze Impact

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



Phase 3 Implement & Support

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



Phase 1 Analyze Evidence

Gather and analyze evidence to identify student learning problems and problems of teaching or leading practice



Phase 2 Determine a Focus

Teachers and leaders analyze evidence to identify an instructional focus area



Steele Lane Elementary: *Cycle of Inquiry*

How might we use precise academic language in collaborative conversations and writing tasks daily?

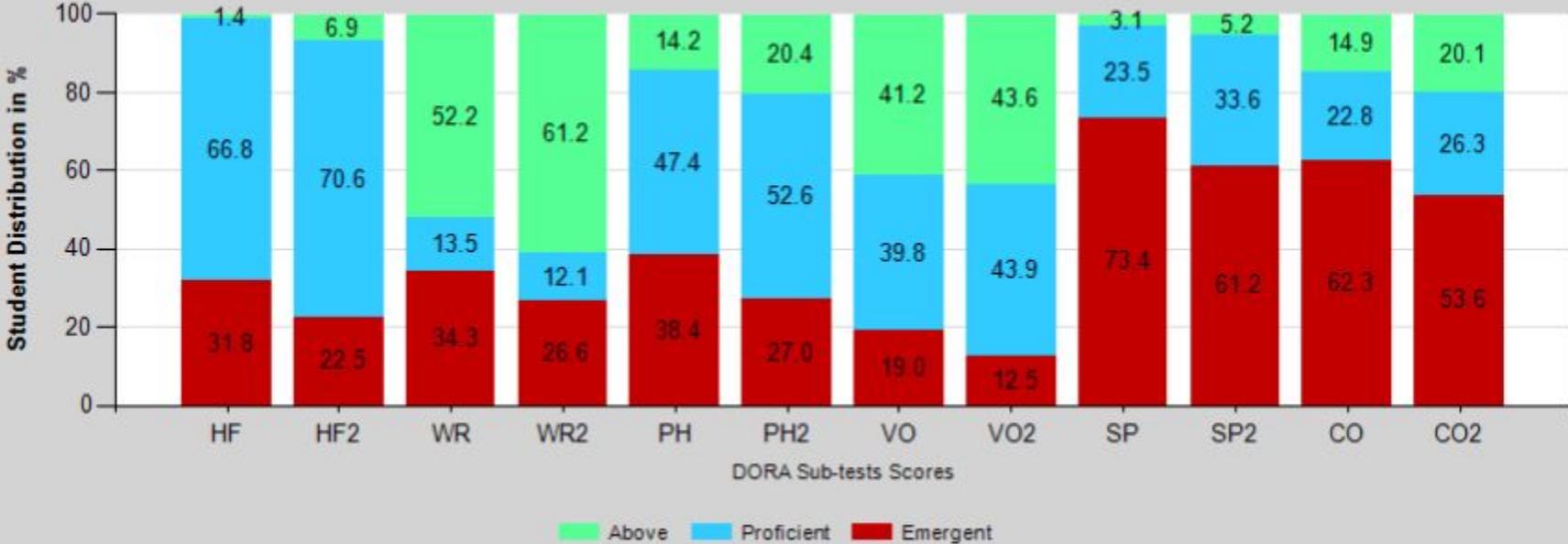
DETERMINE A FOCUS: Improve student listening, speaking, and writing skills by intentionally implementing academic conversational strategies by using precise academic language.

IMPLEMENT & SUPPORT: Working with Innovate Ed, and utilizing EL Excellence Everyday (Tonya Ward Singer), we are working to increase both **variety** and **frequency** of academic conversations schoolwide.



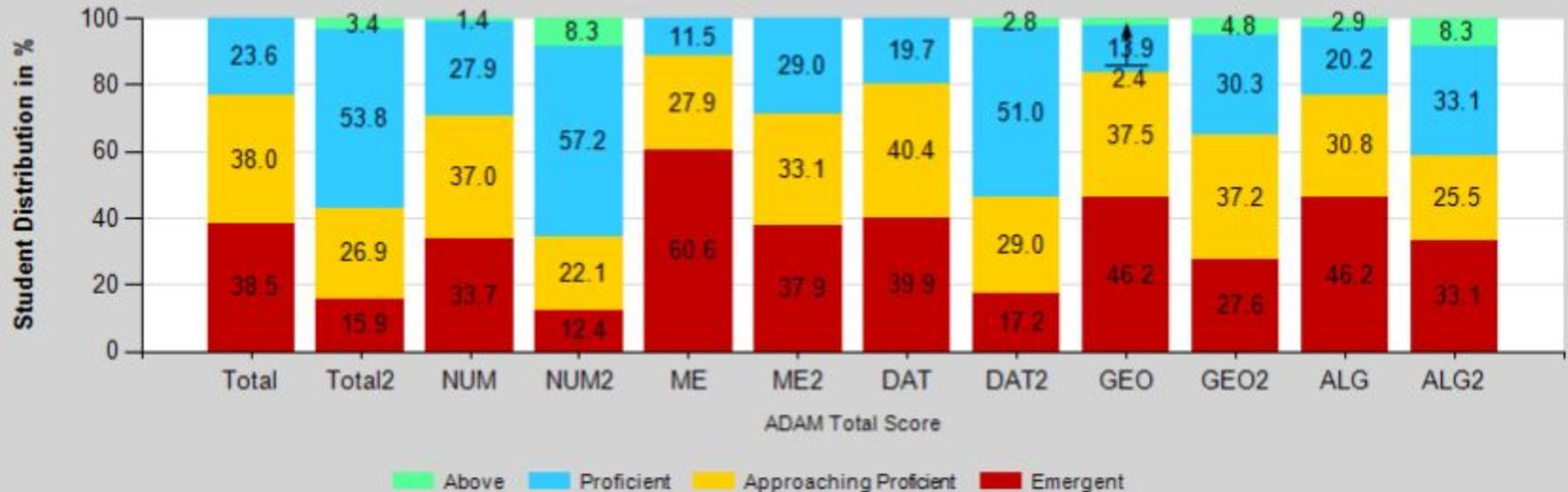
LGL DORA = Comprehensive L.A. Diagnostic

Student Distributions by Developmental Groups



LGL ADAM = Comprehensive Math Diagnostic

Student Distributions by Developmental Groups



English Learner Reclassification Rates

In 2017-18, we re-classified **13 students** (3.1%)

In 2018-19, we re-classified **34 students** (YTD), (8.3%)

While we have a long way to go, a positive pattern is emerging...



Attendance (as measured through ADA)

Last year **94.9%**

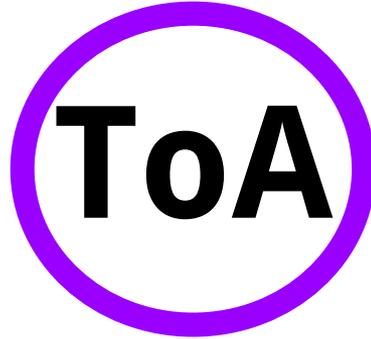
This Year **94.1%**

attendance
MATTERS

A large, stylized red letter 'A' is drawn over the word 'MATTERS'. The 'A' is composed of thick, hand-drawn strokes. A horizontal red line is drawn across the bottom of the 'A' and extends slightly beyond its left and right sides.

Assure warm, safe, dry schools and facilities

- **Pick Up/Drop Off/Parking Challenges**
- **New Lunch Area and fencing in the front**



Provide and strengthen social and emotional supports

- **Impacted Community**
- **Re-defining Parent Involvement**
- **Trauma Informed Considerations/Wellness/Basic Needs**

Target and align resources

- **Dynamic, varied, flexible models responding to changing student needs**
- **Shifting Intervention (4-6) to support Designated ELD**

Engage in problem-solving through an inquiry cycle for growth

- **Creating opportunities for collaboration**
- **Urgency of need for academic achievement**
- **Growth mindset**



Go Vikings!!!

