



KERN COUNTY INNOVATIVE & IMPACTFUL SCHOOLS
Academics | Engagement | College & Career Readiness

Kern County Innovative & Impactful Schools (I²S) is a county wide program implemented by Kern County Superintendent of Schools to acknowledge schools who are high-performing and improving student outcomes based on these three pillars of success.

Conley Elementary School

English Language Learners

- **Highest Math Score**

Math: 0.4 points above Distance from Standard

Socioeconomically Disadvantaged

- **Highest ELA Score**

ELA: 3.8 points below Distance from Standard

Based upon 3-year average from 2016-2019 CAASPP

Taft City School District

Kern County

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School Profile

Conley Elementary School is located in the southern part of Taft, California. The school is a neighborhood school and is one of four primary schools in the Taft City School District. Conley Elementary serves 303 students in grades K-3rd. In 2016 the school earned the California Honor Roll Award for students' achievement on state tests.

School Demographics

The ethnicity of the student population of Conley Elementary is as follows: 65% Hispanic/Latino, 30% White, 1% African American, and 4% Other. The additional student groups from this population include: 9.6% Students with Disabilities, 50% English Learners, and 94.3% Socioeconomically Disadvantaged.

Self-Identified Contributing Factors

- Common practices throughout subjects include the following:
 - Math (concepts and vocabulary) and ELA (parts of speech, grammar, and punctuation) warm-ups, similar to the Daily Oral Language program, are used every day.
 - We do, I do, You do- is used in the classroom. The teachers present the lesson to the whole class with a short amount of independent work time and then teachers strategically work through the review in a mini lesson format with expectations all students participate and complete the work.
 - There is a common belief around expectations from one grade level to the next grade level to ensure students are prepared to enter the next grade.
 - [Explicit Direct Instruction](#) lesson format is used.
 - The teacher tells the student, "I can come back to you" allowing the student to hear their peers answer. Then the teacher returns to the student and offers a sentence frame or sentence starter if needed. Students are expected to answer in complete sentences as well.
 - Daily interactive journals in math and ELA. Students are expected to write notes and record steps in a notebook. Within the notebook, the students must show all work in math and write out thinking notes for reference with examples as well as written tips. The notebook goes home with the students and is used as a reference as well as communication with parents.
 - The "[Word Wall](#)" is a strategy expected in every classroom.
 - Another common strategy is to not let students opt out answering a question.
- Several math strategies have been used for multiple years and they are as follows:
 - The interactive journal used in math follows the protocol through QUIPS, which stands for QU-Identify the question, I - Identify the information, P-Plan how to solve. This is a Conley Elementary teacher based strategy which has been used and adapted over the past 18 years.
 - Math vocabulary words are to be posted in the classroom. The vocabulary is consistent from grade level to grade level and utilizes math terms and moves away from other terms such as the "alligator eats the bigger number".
 - There is a daily spiral review of math (vocabulary and concepts) through a practice similar to Daily Oral Language, but specific to math.
- The After School and Extended Studies (ASES) program is dedicated to extending the regular school day:
 - The ASES Lead Teacher coaches and instructs the ASES staff on Explicit Direct Instruction.
 - The ASES Lead Teacher and the Lead ASES Supervisor meet with grade level teachers regarding student and grade level needs.
 - Individual Learning Plans (ILP) are used as an intervention strategy during ASES.
 - ASES schedules daily practice activities and has an organized schedule which follows the school's calendar.

- o The ASES staff work very closely with parents. They update the parents on academics and behavior at pick-up time.
- The Cycle of Inquiry (COI) was modeled after [Pivot Learning](#) strategies and revised to fit the district and school sites:
 - o District benchmarks are utilized three times a year.
 - o After the data is collected, the Professional Learning Community (PLC) teams meet by grade level with other grades throughout the district. The district's lead teachers facilitate the review of the data collection through the COI model.
 - o The district went through a study to determine the amount of time teachers spend on tasks. The study showed teachers spend more time on busy work. To limit the busy work, the principal challenges the task of the lesson by asking the teacher to prove the task is teaching or assessing.
- Intervention includes the following approaches:
 - o The Learning Center and ASES are utilized to meet the needs of the struggling learner.
 - o Dibel assessments are reviewed and the scores determine if the student needs intensive intervention provided through the Learning Center, which is a daily 20 minute pull out program run by the Resource Specialist. The Learning Center is reserved for the lowest 10 percent by grade level.
 - o ASES is added for students who need an additional opportunity for tutoring.
- Progress monitoring is included in the student's Individual Learning Plan (ILP):
 - o The ILP is assessed through Dibels data.
 - o The Resource Specialist develops the ILP for each student.
 - o [Lexia](#) was included in the ILP and used throughout the Learning Center and ASES as supplemental to instruction. It is used with EI students who are struggling with language development.
- Professional learning has been extensive:
 - o Kern County Superintendent of Schools was hired to train and coach teachers in working with English Learners. The strategies were carried out in the classroom.
 - o The staff was trained in Clark Consulting Institute which is based on vocabulary, questioning, and parts of speech. This training continues for new teachers and refreshers for existing teachers.
 - o Jill Hamilton Bunch was used to coach teachers in the area of English language development.
- The principal is in her 18th year at Conley Elementary, which leads to trust and continuity of programs.