

What Makes McKinley a Great School

SMMUSD and McKinley Goals

1. All graduates are ready for college and career.
2. English Learners will become proficient in English while engaging in a rigorous, standards-aligned core curriculum.
3. All students engage in schools that are safe, well-maintained, and family friendly.

McKinley Philosophy

The PRIDE philosophy guides all aspects of life at McKinley. McKinley students, staff, and parents work together as a community in service of this core belief.

We are:

Peaceful
Respectful
Intelligent
Diverse
Enthusiastic



McKinley Students- We Value Diversity

One of the things that makes McKinley stand out is our diversity. We are lucky to have students of numerous different cultures, race/ethnicities, religions, socioeconomic status, academic needs, and who speak different languages. Decades of education research shows that children who get to experience diversity in school become smarter, more creative and innovative, are harder working, and as a homogeneous group are better at solving complex problems. At McKinley we value and take pride in our diversity and celebrate learning from each other.

500 Total Students

- 40.4% White
- 36.5% Latino
- 8.6% Black
- 8.2% Asian
- 5.6% Two or More Races
- 13% in Special Education (Includes 3 Life Skills classrooms, and a Preschool Collaborative program)
- 18% are English Learners
- Over 22 different languages spoken at McKinley
- 37% on Free/Reduced Lunch which is why we are a Title I School

McKinley Staff

- 20 General Ed full-time Classroom Teachers
- 2 Life Skills Teachers
- 2 Special Ed Preschool Teachers
- 6 Special Ed Specialists (School Psychologist, SAI Teachers, OT, PT, SLP)
- Other support personnel (School Counselor, Literacy Coach, Literacy Language Interventionist, and Reading Teachers)
- If you include all our classified employees, we have over 100 staff members at McKinley!
- We have 3 National Board Certified Teachers
- The average teaching experience for all our teachers is 12 years
- Our most veteran teacher has 30 years of teaching experience!



Information about GreatSchools.org Ranking

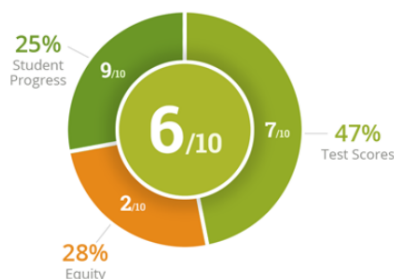
While this is a website that parents often see when looking up real estate, it is important to know that this independent website is not considered reliable by school districts and therefore is not used by districts or schools for any sort of data analysis. However, since parents view this site we wanted to demystify the rankings including which measures go into them, what is not being considered as part of the rankings, and therefore why the rankings dropped earlier this school year.

Reason Why Ranking Dropped

- The website changed their algorithm- instead of being based on an API number it's now based on the new CDE testing/accountability system Dashboard (see below)
- GreatSchools.org takes the dashboard data and applies its own weighting system

GreatSchools Weighting System:

Sample elementary school



What the GreatSchools Website does not Reflect

- The GreatSchools algorithm and weighting system doesn't accurately reflect how well we are doing as a school
 - The actual Dashboard data below shows we are overall rated green or blue, the highest levels!
- The ranking is based on last year's 3rd-5th state test scores (2016-17) so it doesn't reflect this year's scores or efforts
- There is a nationwide achievement gap for students with special needs, English Learners, and low-socioeconomic subgroups. The GreatSchools website shows this as an "equity score" which non-diverse schools don't have. So their weighting unfairly lowers the score of diverse schools and doesn't consider the value of diversity.
- This website is one data measure; it doesn't reflect the many strengths of the school or the overall experience.

Understanding the Dashboard: Reliable, Accurate, Public Schoolwide Data and Ranking System

www.CASchoolDashboard.org

There used to be an API, AYP, and Program Improvement state ranking system. Beginning last year, the California Department of Education now uses a system called "Dashboard" and a "5 by 5 grid." This new system is much more detailed and complex, and looks not just at 3rd-5th state test scores, but also cohort growth over time, attendance, number of suspensions, and English Learner data. You can click to read [How to Read the Dashboard for Parents](#) and [About the Dashboard Info](#) for more information.

McKinley Overall Ranking- Green and Blue

The Equity shows the performance for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		8	0
English Learner Progress (1-12)		1	0
English Language Arts (3-8)		5	3
Mathematics (3-8)		5	1

Performance Levels:

Red (Lowest Performance)
 Orange
 Yellow
 Green
 Blue (Highest Performance)

McKinley Dashboard Status and Change Report- Green and Blue

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Learner Progress (1-12)		High 82.4%	Increased +9.8%
English Language Arts (3-8)		High 18 points above level 3	Declined -11 points
Mathematics (3-8)		High 10.8 points above level 3	Declined -4.6 points

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

McKinley Dashboard Subgroup Report- Working on Closing the Achievement Gap with Subgroups

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Socioeconomically Disadvantaged	Students with Disabilities	African American	Hispanic	White
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)							
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)					*		
Mathematics (3-8)					*		

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

McKinley's Strengths: Extraordinary achievement for all students while simultaneously closing the achievement gap

1. An exceptional educational experience



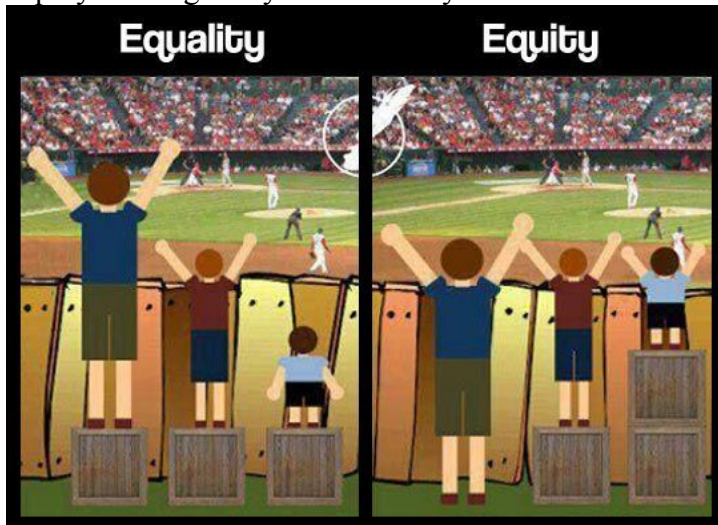
What we Do for All Students

- Supplemental Instruction (unique to McKinley)- Science, Theater, Visual Arts, Music for all students
- Exceptional Innovative Instruction
 - Research Based Instructional Practices: Cognitively Guided Instruction (CGI), Thinking Maps, Guided Reading
 - Blended Learning Cohort of Teachers: Innovative technology use
 - Balanced Literacy: Use of curriculum and supplemental materials
 - Responsive Classroom Techniques: Morning Meetings and developing a classroom community
- Schoolwide Positive Behavior Intervention Support (PBIS) Plan
 - Schoolwide Assemblies, Pillars of Character, Olweus Anti-Bullying Program, 5 for Success School Rules, Mac Slips positive reinforcement, Spiritwear, Mac the Lion, SSTs, Family Services Counselor, staff training
- Technology (2 interactive whiteboards, chromebooks, ipads, computer software)

2. Differentiation to meet each student's needs

McKinley teachers differentiate their instruction to meet each student's needs. This means teachers analyze data to determine students' strengths and areas of need, then tailor their lessons, instruction, and assignments for each individual student. SMMUSD and McKinley believe in equity, when each student is given individualized supports so they can be successful learners.

Equity- Giving everyone what they need to benefit the individual and the group as a whole.



Differentiating Instruction

Students needing support

- 2 Reading Teachers- Tier III Intervention 1st-5th small group pull-out instruction (also doing math)
- Literacy and Language Interventionist- Tier III Intervention and ELD pull-out instruction for 4/5 English Learners
- After school intervention for Tier III (2nd-3rd AVT, 5th Math)
- Literacy Coach- Demos, teacher support, and data analysis
- 16 Instructional Aides
- School Counselor from Family Services of Santa Monica
- Instruction tailored to students' level and needs (data analysis)



Differentiating Instruction

Students needing to be challenged

- Identify and foster students' areas of strength
- Project-based learning- students diving into complex topics
- Leadership opportunities, roles in group work
- Modified assignments so they are more challenging to students
- Technology use
- Connections across the curriculum
- Teaching others (deepest level of understanding)
 - Providing opportunities for students to share their learning and help others, because when students are able to explain and teach a concept, it is the highest level of understanding.
- Developing 21st Century and Critical Thinking skills

3. Continuously growing as educators



Teachers as Lifelong Learners and Staff Capacity Building

- Regular, Scaffolded, and Meaningful Professional Development (PD)
- Innovative PDs
- Thinking Maps Training
- Teacher PD Leader/Math Coach, Literacy Coach
- Training for IAs, Paras, and Noon Duty Aides (Discourse, Thinking Maps, PBIS)
- Data Meetings
- Site Leadership Team

4. Utilizing teacher leaders to identify needs and strategies



Site Leadership Team (SLT) and Site Plan Based on Data



- School Site Focus: Academic Discourse
 - Definition: The way of thinking and using language to communicate; discourse is a broad term used to refer to spoken and written language.
- Why
 - CAASPP Data- Listening skills, oral language skills, and communicating reasoning, are areas of need
 - To engage students
 - To develop Higher Order Thinking Skills which transfer across all subjects
 - To develop all students' academic language at a high rate (particular benefit for ELLs)
 - Ties into SMMUSD, LCAP, and SPSA Goals

New this year SMMUSD has contracted with the group Innovate Ed. This group has helped schools to develop Site Leadership Teams (SLTs). The SLT is a group of teacher leaders who work together with the Principal to review data and determine a school focus. This means that instructional decisions are coming from the school site itself, rather than from the top down. This format of leadership and decision making respects the teachers' expertise and gives the school the autonomy to make decisions about what works best for them and their kids. Every school has a different site plan based on their own needs. Here at McKinley we have 12 SLT members who were elected by their colleagues: 1 rep from each grade level K-5, PD Leader and Math Coach, 1 rep from Special Ed, 1 rep from Life Skills, 2 administrators, and the Literacy Coach.

Our School Leadership Team selected Academic Discourse as our school focus. Discourse is an overarching term to describe using spoken and written language in the classroom setting to communicate, think, and deepen understanding.

The SLT selected discourse as our focus for a variety of reasons. Our state test data showed that listening and speaking, and in math communicating reasoning, were areas of need for our students. Discourse would strengthen these skills while also developing students' higher-order thinking, critical thinking, and problem solving skills which are skills that are going to transfer across subject areas. We also selected Academic Discourse as our focus because we knew it would develop students' academic language, and particularly benefit our English Learners as research shows that when ELs have opportunities for Discourse their academic vocabulary develops at a very high rate. So Discourse is an effective strategy for closing the achievement gap, and ties into our district and school site goals of preparing students for college and career, helping ELs become proficient in English, and engaging students in schools.

So at McKinley you will see students using a variety of protocols to talk to each other in pairs and groups to explain their thinking. You will also see students using sentence frames and Thinking Maps to guide their thinking and apply academic vocabulary.

5. Collaborate with parents to support the school



Other Strengths

- Bilingual Community Liaison
- Support for Title I students- Backpack food program, scholarships to Pali, holiday buckets
- Parent education events and workshops (PTA)
- Numerous family/community events
- Parent groups- ELAC, AASG, Special Ed Resource Group, SBC, PTA
- Home/school communication (Newsletter, Mini-Messenger, Wednesday Folder, eblasts/phone-blasts, Room Parents) And now on Twitter! **@McKinleyLions**
- Family feel
- We love teaching and we love our school

School/Parent Partnership: What Parents can Do

Parents often ask us how they can help. We love when parents/guardians want to help support the school and work with us partners! Here are 5 things every parent/guardian can do that make a significant impact on your child's school experience and the school as a whole.

1. Be informed

- a. Know your child's strengths and areas of need so you can support the school's efforts at home. Talk to your child's teacher and read notes/grades sent home.
- b. Know what is happening at school. Read the mini-messenger and Wednesday Folder weekly.

2. If you have a question or concern contact the person directly

- a. Don't wait; we want to help. Contact the teacher directly, or if you still have a question/concern or have something more serious, contact an administrator.

3. Read at home with your child

- a. Research shows that reading at least 20 minutes a day with your child significantly improves their success in school. This is even more important than homework!
- b. You can read aloud, have your child read to you, or have your child read silently and after ask comprehension questions.
- c. You can read in any language. Bilingualism deepens students' knowledge and thinking skills.

4. Donate to PTA and the Santa Monica Malibu Education Foundation

- a. Your donation impacts our students' educational experience. Your Ed Foundation donation pays for staff like our theater and visual arts classes, as well as instructional aides. Your PTA donation pays for stuff like supplies, assemblies, technology, and field trips.

5. Support a positive school climate

- a. Attend meetings like PTA, ELAC, and AASG.
- b. Coordinate, volunteer, and/or attend school events like the Fall Festival and International Day.
- c. Share your enthusiasm and positivity! Students thrive when the adults around them display positive attitudes and flexibility. Particularly in today's challenging political and cyber climate, we want our elementary students to feel safe and confident by seeing their adults modeling the PRIDE philosophy. And of course respectful constructive feedback with suggestions and offers of help are welcome.