School Restructuring Plan

Ygnacio Valley Elementary

2010-2011

<u>Table of Contents</u>

Executive Summary

Ygnacio Valley Elementary (YVE) is located in Concord and serves approximately 534 students in grades K-5. Of the student population, two-thirds (77.8%) are socioeconomically disadvantaged (SD), half (52.2%) are English Learners (EL), (67.8%) are Hispanic/Latino, and 10% are receiving special education services (SE).

Ygnacio Valley Elementary (YVE) did not meet its Academic Performance Index (API) which declined by 16 points from 713 to 697. They did, however, meet its Adequate Yearly Progress (AYP) target in all components for the school-wide population. YVE is in Year 5 of Program Improvement (PI). Funding from Quality Education Investment Act, along with other significant State and Federal monies, provide valuable resources (including an External Entity as a guide) for raising achievement. The 2009-10 Single Plan for Student Achievement (SPSA) is designed to support all students and all subgroups in meeting each AYP target.

Ygnacio Valley Elementary has identified the following SMART goals to guide the work of staff to help students reach grade level proficiency. They include:
- From Fall 2009 to Spring 2010, the percent of students at or above proficient in Reading Comprehension as measured by the District Progress Assessment in ELA, will increase 50%
- From Fall 2009 to Spring 2010, the percent of students at or above proficient (rubric 3 or 4) in Writing as measured by the MDUSD Writing Prompt, will be 60% (baseline data unavailable at this time).
- From Fall 2009 to Spring 2010, the percent of all students at or above proficient in Number Sense, as measured by the District Progress Assessment in Math, will increase 50%.
- From 2009-2010, the percent of English Learners who are Re-Classified as Fluent English Proficient, as measured by the CELDT, CST scores and the report card, will increase from 9.2% to 14% (from 25 students to 40 students).

Specific strategies and activities for the 2009-10 school year include:
- YVES has been focused on developing as a Professional Learning Community. All grade level teams use SMART goals and the cycle of inquiry process, observe lessons, and review student work to improve instructional practice.
- Teachers participate in weekly grade level meetings to review and analyze student data from multiple sources, including the Edusoft student information system, and use the results of this analysis to develop SMART goals and inform and drive instruction.
- Title I funds support 1.0 FTE and EIA funds support 0.4 FTE intervention teachers who work with students in grades 1 through 5 to improve their academic literacy skills. AM and PM Kindergarten teachers support each others' students by pulling small groups for focused instruction.
- Quality Education Investment Act (QEIA) funds class size reduction in grades K-1 (at a ratio of 20:1) and in grades 4-5 (at a ratio of 25:1).
- YVES provides strategic and intensive research-based reading intervention programs for grades 1-5. Students who are Far Below and Below Basic on their CST receive

intervention during the school day. Students who are Basic receive intervention after school through Title I.

- Approximately two-thirds of all teachers have been trained in and are implementing Board Math daily in their classrooms.
- Teachers K-5 have been trained and implement the Step Up to Writing research-based program.
- ALL YVES staff have been trained and are incorporating the Susanna Dutro's Systematic ELD, Guided Language Acquisition Development (GLAD) and Frontloading (pre-teaching strategy) strategies into the English/Language Arts program to provide additional support for EL students
- YVES continues to participate fully in the district's Feldman student engagement strategies for meeting the specific needs of diverse learners in all classrooms. Currently, Tricia O'Hara is working directly with teachers to coach them on student engagement, vocabulary, and student monitoring strategies.

Needs Analysis

During the past year, Ygnacio Valley Elementary has completed a thorough needs analysis. YVE looked at strengths and weaknesses, reviewed various data points including CST, benchmark assessments and CELDT movement analysis. District Progress Assessments (DPAs) benchmark assessments were conducted four times this year and the results were examined by staff, our external entity and AGT. In addition, YVE's Faculty Council and AGT examined the structures currently in place to improve student achievement and discussed results with School Site Council and ELAC. YVE staff, School Site Council and ELAC were consulted throughout and their input was considered in writing this plan.

Ygnacio Valley Elementary has experienced incremental improvement since 2004. From 2005 – 2009, YVE demonstrated growth from an API of 582 to an API of 697. The goal of this 2010-2011 restructuring plan is to accelerate growth in student achievement.

YVE has developed a restructuring plan which develops a structure that maximizes student learning is a systematic manner and which establishes an accountability system that provides for increased capacity building and sustainability. In alignment with the Essential Program Components, YVE's restructuring plan focuses on five areas:

- ☆ Rigorous Instructional Program based upon Content Standards
- ☆ Increased Instructional Time
- ☆ Response to Intervention
- ☆ Data Driven Culture
- ☆ Professional Accountability

Ygnacio Valley Elementary has the foundation necessary to implement our restructuring plan. Our instructional day has been modified to maximize RLA, Math and ELD blocks, while providing more time on Wednesdays for teacher collaboration. YVE has been using SMART goals for 2 years and teachers are becoming more proficient at setting goals, designing lessons to meet goals, assessing student learning, monitoring goals and sharing results. Intervention teachers demonstrate flexibility by morphing their programs and services to meet the changing student needs and program demands. The teachers at YVE are a stable, skilled and highly trained staff that is willing to implement our restructuring plan.

The following chart is the 2000-2009 Accountability Progress Report for Ygnacio Valley Elementary. It includes our API and AYP school-wide and for all subgroups.

2002 - 2009 Accountability Progress Report

Ygnacio Valley Elementary - 07 - 61754 - 6004410

	AYP ELA																API							
	Participation Rate								Proficient Rate															
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009	2002 Growth	2003 Growth	2004 Growth	2005 Growth	2006 Growth	2007 Growth	2008 Growth	2009 Growth
AMO Target	95	95	95	95	95	95	95	95	13.6	13.6	13.6	24.4	24.4	24.4	35.2	46								
Overall	99.7	99.7	99	100	100	100	100	99	18.3	24.5	22.2	24.3	29.4	33	31.2	32.9	593	620	582	619	649	695	714	697
African American	100	100	100	100	100	100	100	100	17.2	23	16.1	20	26.3	41.7	44.4	41.7								
American Indian	100	100	100	100	100	100	100	100																
Asian	100	100	100	100	100	100	100	100	25	40	58.8		50	50	41.7	50								
Filipino	100	100	100	100	100	100	100	100		27.2					50	41.7								
Hispanic	99.4	100	99	100	100	100	100	98	5.9	9.8	9.5	12.6	20.9	18.8	21.5	24.9	484	528	490	549	588	645	679	665
Pacific Islander	100	100	100	100	100	100	100	100																
White	100	99.2	100	100	100	100	100	100	32.1	45	42.1	42.9	52.2	58.9	55.9	58.7	730	748	731	737	767	800	795	
SED	99.5	100	99	100	100	100	100	100	8.2	12.4	14.1	13.3	16.1	20.1	21.8	23.7	512	533	518	559	582	644	675	657
English Learner	99.3	100	99	100	100	100	100	99	1.4	5.8	6.5	12.3	16	14.9	15.2	20.1					582	622	653	634
SWD	100	100	100	100	100	100	100	100	3.1	13.3	5.5	10.8	14.3	21.2	21.6	27.3								

	AYP Mathematics																Graduation Rate							
	Participation Rate								Proficient Rate															
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009
AMO Target	95	95	95	95	95	95	95	95	16	16	16	26.5	26.5	26.5	37	47.5								
Overall	100	99.5	99	100	100	100	100	99	20.1	24.5	19.7	27.4	34.7	42.7	47.3	46.5								
African American	100	100	100	100	100	100	100	100	20.6	23	19.3	20	31.6	29.2	50	50								
American Indian	100	100	100	100	100	100	100	100																
Asian	100	100	100	100	100	100	100	100	31.2	30	47		75	71.4	66.7	64.3								
Filipino	100	100	100	100	100	100	100	100		36.3					71.4	50								
Hispanic	100	99.5	99	100	100	100	100	98	8	11.9	9.5	19.7	24.9	35.4	40	42.6								
Pacific Islander	100	100	100	100	100	100	100	100																
White	100	99.2	100	100	100	100	100	100	33.5	42.6	36.8	40.5	59.4	56.2	61	56.5								
SED	100	99.5	99	100	100	100	100	100	13.1	12.8	12.3	19.7	23.4	35.2	39.7	42.3								
English Learner	100	100	99	100	100	100	100	99	6.3	9.3	7.6	18.4	23.2	31	34.8	36.7								
SWD	100	100	100	100	100	100	100	100	9.3	16.6	5.5	13.5	17.1	24.2	29.7	30.3								

☐ = Met target   ☐ = Did not meet target

Restructuring/turnaround (Transformational) Strategies
Ygnacio Valley Elementary 2010-2011

From 2009 to 2011, the Academic Performance Index score for Ygnacio Valley Elementary, as measured by the CST/STAR Test, will increase from 695 to 740.

Essential Program Components (EPC)	Reading/Language Arts	Math	Interventions for RLA and Math Response to Intervention	English Language Development/ Academic Language Development
Student Achievement Goal/Target	From 2010 to 2011, the percent of all students at or above proficient in RLA, as measured by the CST, will increase from 32.9% to 46%.	From 2010 to 2011, the percent of all students at or above proficient in Math, as measured by the CST, will increase from 46.5% to 58%.	From 2010 to 2011, the percent of students Far Below Basic and Below Basic students as measured by the CST will decrease in RLA from 16.6% to 9% and 21.1% and 15% respectively; and decrease in math from 6.3% to 3% and 20.8% and 14% respectively.	From 2010 to 2011, the percent of EL students reclassified as Fluent English Proficient as measured by the CELDT, CST scores and report card, will increase from 6.6% to 12%. This is equivalent to 35 students.
Summary of Restructuring Strategies	Implement a full day K program **Board Language** **Step Up to Writing** **Increasing the RLA block** **PLC/SMART Goals** **Curriculum and Associates Benchmark Assessments in RLA, grades K-5** **Data Coach (weekly)** **External Entity (semi-monthly)** **Fred Jones Classroom Management** **Increase Psych Intern time to 4 days per week**	Implement a full day K program **Board Math** **Increasing Math block** **PLC/SMART Goals** **Curriculum and Associates Benchmark Assessments in Math, grades K-5** **Data Coach (weekly)** **External Entity (semi-monthly)** **Fred Jones Classroom Management** **Increase Psych Intern time to 4 days per week**	Read 180 (grades 4-5) **Early Back: Santillana Camp Can Do** **5th Grade to pilot leveling for math** **After School Intervention: monthly focus on current SMART goals; students are selected based upon the monthly goals; Kaplan Math**	Increase ELD/ALD to 60 minutes daily in grades 1-5 **Imagine Learning English (all ELs grades K-3; B, EI, I, non-Read 180, ELs grades 4-5)** **Avenues Systematic ELD Curriculum** **SEI+L1 K-3 model: Parallel Instruction in English (PIE)** **Implement a full day K program**
Instructional Program	Supplement Houghton Mifflin RLA with Board Language and Step Up to	Supplement Houghton Mifflin Math with Board Math	Read 180 (grades 4-5) **After School Intervention: monthly focus on current**	Imagine Learning English (all ELs grades K-3; B, EI, I, non-Read 180, ELs grades

	Writing		**SMART goals; students are selected based upon the monthly goals; Kaplan Math** **Early Back: Santillana Camp Can Do** **5th Grade to pilot leveling for math**	**4-5)** **Avenues Systematic ELD Curriculum** **SEI+L1 K-3 model (will be in K-2 in 2010-11): Parallel Instruction in English (PIE) for Lectura Classrooms from Alameda Regional Technical Assistance Center (RTAC)** **EO ALD Groups: Step Up to Writing, language and vocabulary development**
Instructional Time	**Implement a full day K program** **Increase uninterrupted blocks of time for RLA:** **1½ hours for K** **3 hours for grades 1-3** **2½ hours for grades 4-5**	**Implement a full day K program** **Increase uninterrupted blocks of time for Math:** **1 hour for K** **1½ hours for grades 1-5**	**Read 180 for 2 hours per day, 5 days per week** **Early Back: 3 hours per day for 18 days (July 26-August 18)**	**Implement a full day K program** **30 minutes of ELD/ALD daily in K** **60 minutes of ELD/ALD daily in grades 1-5 (to be adjusted for Wednesdays)** **Imagine Learning: 30 minutes per day for minimum of 4 days per week)** **SEI+L1 K-3 PIE model during the RLA block**
Administrative Training	**Board Language** **PLC/SMART Goals** **EDI**	**Board Math** **PLC/SMART Goal** **EDI**	**Read 180**	**Imagine Learning English** **Avenues Systematic ELD Curriculum** **ADEPT** **SEI+L1 K-3 PIE model** **Frontloading**
Highly Qualified Teachers and Professional Development	**PLC/SMART Goals (50%)** **Board Language (50%)** **Step Up to Writing (100%)** **Student Engagement, Vocabulary Development, Student Monitoring (100%)**	**PLC/SMART Goals (50%)** **Board Math (100%)**	**Read 180 (grades 4-5)** **RtI**	**BCLAD (3 teachers)** **Imagine Learning English (grades 1-5)** **Avenues Systematic ELD Curriculum** **SEI+L1 K-3 PIE model (3 SEI+L1 teachers)** **Frontloading**
Student	**Curriculum and Associates**	**Curriculum and Associates**	**Intervention pre and post**	**Avenues Systematic ELD**

Achievement Monitoring Systems	**Benchmark Assessments in RLA, grades K-5** **Curriculum & Associates Data Reports** **MDUSD Writing Prompts (3 per year)** **Data Coach (weekly)** **External Entity (semi-monthly)** **SMART goals on 2-3 week cycles** **Individual student SMART goals** **Share Curriculum and Associates RLA data at AGT meetings** **Grade levels meet with Principal monthly to share status and results of SMART goals**	**Benchmark Assessments in Math, grades K-5** **Curriculum & Associates Data Reports** **Data Coach (weekly)** **External Entity (semi-monthly)** **SMART goals on 2-3 week cycles** **Individual student SMART goals** **Share Curriculum and Associates Math data at AGT meetings** **Grade levels meet with Principal monthly to share status and results of SMART goals**	**assessments in RLA and Math** **RAP scores** **Curriculum and Associates Benchmark Assessments in RLA and Math, grades K-5** **Curriculum & Associates Data Reports** **MDUSD Writing Prompts (3 per year)** **Data Coach (weekly)** **External Entity (semi-monthly)** **Intervention SMART goals on monthly cycles** **Share Curriculum and Associates RLA and Math data at AGT meetings** **Intervention staff meet with Principal monthly to share status and results of SMART goals**	**Curriculum included assessments** **Imagine Learning English built in assessments and reports** **Students may change ELD groups based upon Avenues assessments, and CELDT and ADEPT scores** **EOs: Writing samples** **ELD/ALD SMART goals** **ELD levels meet with Principal monthly to share status and results of SMART goals**
Ongoing Instructional Assistance and Support	**Step Up to Writing Coach (once per month)** **Board Language Coaching Curriculum Support Provider (1.0 FTE), if funds are available**	**Board Math Coaching Curriculum Support Provider (1.0 FTE), if funds are available**	**Read 180 ongoing support**	**ELD Resource Teacher (increase to 1.0 FTE)** **Imagine Learning English Tech Support** **PIE Coach**
Regular Teacher Collaboration	**1 ½ hours twice per month and 45 minutes once per month** **Release time (1/2 day) once per month as needed**	**1 ½ hours twice per month and 45 minutes once per month** **Release time (1/2 day) once per month as needed**	**Meet with classroom teachers monthly** **Meet with Principal monthly**	**ELD groups meet 45 minutes once per month**
Instructional and Assessment Pacing Guides	**Curriculum and Associates 3 times (4 times for K-1) per year (September, November, February, May)** **SMART goal timelines and common assessments**	**Curriculum and Associates 4 times per year (September, November, February, May)** **SMART goal timelines and common assessments**	**Read 180 program and assessments** **Curriculum and Associates 4 times per year (September, November, February, May)** **Intervention SMART goal timelines and assessments**	**Avenues Systematic ELD Curriculum pacing guide and included assessments** **Imagine Learning English built in assessments and reports** **SEI+L1 K-3 PIE Planning Guide**

				ADEPT (November, May) CELDT (Fall) EOs: Writing samples (Step Up to Writing)
Fiscal Support	**Title I (Part A and ARRA)** **SLIBG** **SIG** **EIA** **QEIA**	**Title I (Part A and ARRA)** **SLIBG** **SIG** **EIA** **QEIA**	**Title I (Part A and ARRA)** **SLIBG** **SIG** **EIA** **QEIA**	**EIA** **SIG**
School Learning Environment	**Increase Psych Intern time to 4 days per week** **Adjust lunch so students play first and eat second** **Revisit BEST (Be Safe, Be Responsible, Be Respectful)** **Conflict Mediators** **Fred Jones Classroom Management** **Point System used at Sun Terrace and Sunrise for students at the top of the behavior pyramid** **Monthly Assemblies to reinforce BEST**	**Increase Psych Intern time to 4 days per week** **Adjust lunch so students play first and eat second** **Revisit BEST (Be Safe, Be Responsible, Be Respectful)** **Conflict Mediators** **Fred Jones Classroom Management** **Point System used at Sun Terrace and Sunrise for students at the top of the behavior pyramid** **Monthly Assemblies to reinforce BEST**	**Increase Psych Intern time to 4 days per week** **Revisit BEST (Be Safe, Be Responsible, Be Respectful)** **Conflict Mediators** **Fred Jones Classroom Management** **Point System used at Sun Terrace and Sunrise for students at the top of the behavior pyramid** **Monthly Assemblies to reinforce BEST**	**Increase Psych Intern time to 4 days per week** **Revisit BEST (Be Safe, Be Responsible, Be Respectful)** **Conflict Mediators** **Fred Jones Classroom Management** **Point System used at Sun Terrace and Sunrise for students at the top of the behavior pyramid** **Monthly Assemblies to reinforce BEST**
Parent Involvement	**ELAC and PTA meetings with a parent education component** **Second Parent Teacher Conference in February for students at greatest risk** **Snap Shot from the Classroom**	**ELAC and PTA meetings with a parent education component** **Second Parent Teacher Conference in February for students at greatest risk** **Snap Shot from the Classroom**	**ELAC and PTA meetings with a parent education component** **Second Parent Teacher Conference in February for students at greatest risk**	**ELAC meetings with a parent education component** **Second Parent Teacher Conference in February for students at greatest risk**
How will you evaluate the strategies effectiveness (evaluation plan)?	**Curriculum and Associates class reports** **Collection and dissemination of data on School Wide Strategies at monthly Staff Meeting** **Principal spends 30% of her week in classrooms**	**Curriculum and Associates class reports** **Collection and dissemination of data on School Wide Strategies at monthly Staff Meeting** **Principal spends 30% of her week in classrooms**	**Curriculum and Associates class reports** **Intervention data**	**Collection and dissemination of data on School Wide Strategies at monthly Staff Meeting** **Principal spends 30% of her week in classrooms with a focus on ELD**

How much will it cost to implement the strategy and what resources (human and fiscal) will be used? *Be as detailed as possible with actual projected costs.*	PLC/SMART Goals PD Board Language PD, boards, coach, supplies Step Up to Writing PD, materials, coach Student Engagement, Vocabulary Development, Student Monitoring, coach Fred Jones PD Curriculum and Associates and scanners Data Coach (weekly) External Entity (semi-monthly) Curriculum Support Provider (1.0 FTE)	PLC/SMART Goals PD Board Math PD, boards, coach, supplies Step Up to Writing PD, materials, coach Fred Jones PD Curriculum and Associates and scanners Data Coach (weekly) External Entity (semi-monthly) Curriculum Support Provider (1.0 FTE)	Read 180 PD, materials, software and hardware Intervention Teachers (2.0 FTE) RtI PD	Imagine Learning English PD, program and hardware ELD Resource Teacher (0.2 FTE) Avenues Systematic ELD Curriculum and PD SEI+L1 K-3 PIE PD
What support will be needed from the District?	Assistance in selecting a quality data coach Provide numerous opportunities for teachers to be trained and coached in Board Language Implement and effective AGT process and support system Identify MDUSD district wide or Program Improvement "must dos" and "may dos" Eliminate all unnecessary "management" duties, so that principals could focus on being an instructional leader Provide leadership trainings and opportunities	Assistance in selecting a quality data coach Provide numerous opportunities for teachers to be trained and coached in Board Math Identify MDUSD district wide or Program Improvement "must dos" and "may dos"	Identify effective intervention programs in ELA and Math to be used for intervention within or beyond the school day or during the summer	Identify effective and SBE approved ELD Programs Provide an additional District AGT representative with a background in working with ELs Identify MDUSD district wide EL Program "must dos" and "may dos"