

RESTRUCTURING PLAN IMPLEMENTATION CHART FOR SCHOOLS

SCHOOL RIO VISTA ELEMENTARY

INTERVENTION MODEL Turnaround Restart Closure Transformation

Briefly describe site’s transformation initiative/strategies: Rio Vista is adopting 10 strategies to improve student achievement within the next three years. Rio Vista has identified three of the ten strategies as key strategies; (1) Continued implementation of Board Math which began in August of 2009, (2) new implementation of Board Language which will be fully implemented by August 2013 and (3) building capacity relative to data analysis.

| Program Design (Services & Activities) | Timeline | Projected Costs | Resources <i>(human and financial resources)</i> | Oversight <i>(person responsible for monitoring/ accountability)</i> |
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| <p>Strategy # 1: Data Analysis RV teachers and administration will be trained to identify key state standards and focus their instruction and strategic interventions based on essential standards and assessment results. The Leadership Team consisting of teachers representing each grade level will be released three times per year, one time each trimester to work directly with personnel who will guide them through the data analysis process. In this process, essential standards are identified. Teacher leaders will meet with their grade level teams, no less than one time per month, to develop and modify their lesson plans, update their boards (Board Math & Board Language), identify appropriate targeted interventions, and identify flexible</p> | Fully implemented by June 2011 | <p>\$45,000 (ACOE)</p> <p>\$95,000 (Instructional Program Specialist)</p> <p>\$25,000 (PLC training)</p> <p>\$15,000 (Collaboration)</p> | <p>ACOE 2-person team.</p> <p>Leadership members once each trimester to analyze data and identify essential standards.</p> <p>Substitutes to release grade level teams once per month to develop strategic instruction and interventions relative to identified essential standards.</p> | Principal, Alternative Governance Team (AGT), Leadership, School Site Council (SSC), Teachers |

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| <p>intervention groups. Grade level teachers will be expected to provide a formal presentation of their grade level data, instruction, interventions, and flexible intervention groups 1x per month.</p> | | | <p>Staffing: Hiring Instructional Program Specialist to support the monitoring of all programs. Once per month grade level teams will provide presentations that focus strategic instruction and interventions relative to identified essential standards.</p> | |
| <p><i>Student Achievement Goal/Target</i></p> | <p>Decrease the number of students not Proficient on the California Standards Test (CST) by 10% by June 2011.</p> | | | <p>Principal, AGT, Leadership, SSC, Teachers</p> |
| <p><i>How will it be measured?</i></p> | <p>Curriculum Associates assessments (English Language Arts & Mathematics) 4x per year, Common assessments 4-6 weeks, A Developmental English Proficiency Test (ADEPT) 3x per year, California English Language Development Practice & Mastery 3x per year, 2011-2012 CST Results</p> | | | <p>Principal, AGT, Leadership, SSC, Teachers</p> |
| <p><i>List activities/actions linking the EPCs to support transformational initiative</i></p> | <p><u>Instructional Program:</u> Instruction will be targeted based on data analysis (4-week cycles). Instruction will strategically focus on essential standards which are linked</p> | | | |

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| | <p>directly to state standards. Data analysis will build instructional rigor and establish content pacing and interim assessments.</p> <p><u>Regular Teacher Collaboration:</u> Teachers will be provided 1 full day of release time to analyze data, identify essential standards, develop targeted instruction, and identify intervention groups. Leadership members will be provided a second full day of release time to work with ACOE identifying essential standards.</p> <p><u>Professional development:</u> All teachers and administration will receive on-going training relative to data analysis.</p> <ul style="list-style-type: none"> • <u>Student Achievement Monitoring Systems:</u> Teachers will engage in Cycle of Inquiry every 4-weeks aligning standards and assessment results to curricula and building instructional rigor. Grade level teams will document and present their findings each month at Staff Meetings. Their findings will include analysis of assessments from Curriculum Associates, ADEPT, CELDT and common assessments, instruction, targeted instructional intervention, and flexible intervention grouping lists | | | |
| <p>Strategy # 2: Board Math Board Math was fully implemented in August of 2010. A coach was hired to provide immediate feedback to teachers relative to their board design and delivery through Learning Walks. Written feedback was provided to each teacher as well as verbal feedback during grade level meetings. This support was available during the first trimester. To build capacity, the principal participated in each Learning Walk with the coach. The principal also attended grade level meetings where teacher received verbal feedback. After the first trimester, support was provided on an as needed basis. At the end of the year, two teachers were not able to keep their Board Math time within the recommended 25 minute timeframe. These</p> | Fully implemented by August 2010 | \$10,000 | Coach, training, and materials. | Principal, AGT, Leadership, SSC, Teachers |

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| <p>teachers will receive additional support August of 2010. Board Math provides a preview and review of grade level Mathematics on a daily basis. Boards are updated with new standards based questions everyday. Board Math was implemented during the 2009-10 school year with consistency and fidelity. Principal and coach will provide direct support relative to delivery and accuracy of boards. Board Math is recognized as a powerful intervention strategy.</p> | | | | |
| <p><i>Student Achievement Goal/Target</i></p> | <p>Decrease the number of students not Proficient in Mathematics by 10% by June 2011.</p> | | <p>On-going weekly monitoring of boards and delivery by principal and coach.</p> | <p>Principal, AGT, Leadership, SSC, Teachers</p> |
| <p><i>How will it be measured?</i></p> | <p>Curriculum Associates Mathematics assessment 4x a year. 2010-12 CST Results</p> | <p>\$800</p> | <p>Curriculum Associates test practice booklets (395)</p> | <p>Principal, AGT, Leadership, SSC, Teachers</p> |
| <p><i>List activities/actions linking the EPCs to support transformational initiative</i></p> | <p><u>Instructional time:</u> An additional 25 minutes of supplemental Math instruction using Board Math will be provided to all students each day.</p> <p><u>Ongoing Instructional Assistance and Support:</u> Teachers will be provided with on-going feedback and support from principal and coach to improve their boards and delivery on a bi-monthly basis. Principal will provide data, based on walk-throughs, that monitors implementation and fidelity of program.</p> <p><u>Regular Teacher Collaboration:</u> Teachers will be provided 1 full day of release time to analyze data, identify essential standards, develop targeted instruction, and identify intervention groups. Teachers will be provided release time to build their boards before the start of the year as well as during the school year.</p> <p><u>Professional development:</u> All teachers will be trained by August 2010.</p> | | | |

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| <p>Strategy # 3: Board Language By August of 2010 all teachers will be fully trained in Board Language. By June of 2011 Board Language will be fully implemented school-wide. Board Language provides a preview and review of Reading/Language Arts standards. It is will be implemented daily with consistency and fidelity. Boards will be updated daily. Principal and coach will provide direct support relative to delivery and accuracy of boards.</p> | <p>Fully implemented June 2011</p> | <p>\$10,000</p> | <p>Coach, training, and materials</p> | <p>Principal, AGT, Leadership, SSC, Teachers</p> |
| <p><i>Student Achievement Goal/Target</i></p> | <p>Decrease the number of students not Proficient in English Language Arts (ELA) by 10% by June 2011</p> | | <p>On-going weekly monitoring of boards and delivery by principal and coach.</p> | <p>Principal, AGT, Leadership, SSC, Teachers</p> |
| <p><i>How will it be measured?</i></p> | <p>Curriculum Associates English Language Arts assessment 4x a year. 2010-2012 CST results</p> | <p>\$800</p> | <p>Curriculum Associates test practice booklets (395)</p> | <p>Principal, AGT, Leadership, SSC, Teachers</p> |
| <p><i>List activities/actions linking the EPCs to support transformational initiative</i></p> | <p><u><i>Instructional time:</i></u> An additional 20 minutes of supplemental Reading/Language Arts instruction using BoardLanguage will be provided to all students each day. <u><i>Ongoing Instructional Assistance and Support:</i></u> Teachers will be provided with on-going feedback and support from principal and coach to improve their boards and delivery on a bi-monthly basis. Principal will provide data, based on walk-throughs, that monitors implementation and fidelity of program. <u><i>Regular Teacher Collaboration:</i></u> Teachers will be provided 1 full day of release time to analyze data, identify essential standards, develop targeted instruction, and identify intervention groups. Teachers will be provided release time to build their boards before the start of the year as well as during the school year.</p> | | | |

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| | <i>Professional development:</i> All teachers will be trained by August 2010. | | | |
| <p>Strategy # 4: Strategic Intervention During the School Day</p> <p>Each student will receive 45 minutes of targeted intervention daily. Targeted intervention will be based on most recent assessments one of which would be Curriculum Associates and will be administered each trimester, monthly, and weekly as well as the end of the year. Flexible intervention groups will be, at a minimum, by grade level. If appropriate, cross-grade level placement will be considered.</p> | Ongoing September thru June 2011. | \$65,000 | Reading Intervention Teacher | Principal, AGT, Leadership, SSC, Teachers |
| <i>Student Achievement Goal/Target</i> | Decrease the number of students not Proficient on the CST in Math and ELA by 10% by June 2011. | | | Principal, AGT, Leadership, SSC, Teachers |
| <i>How will it be measured?</i> | Curriculum Associates assessments (English Language Arts) 4x per year, Common assessments every 4-6 weeks, ADEPT 3x per year, California English Language Development Practice & Mastery 3x per year. | | | Principal, AGT, Leadership, SSC, Teachers |
| <i>List activities/actions linking the EPCs to support transformational initiative</i> | <p><i>Instructional Program:</i> Intervention will target students based on the assessment results. Flexible grouping will allow students who have mastered targeted standards to move to more challenging group.</p> <p><i>Instructional Time:</i> Intervention will provide 45 minutes of structure instructional time with focus on essential standards identified using Cycle of Inquiry.</p> <p><i>Administrative Training:</i> Data Analysis offered through the Alameda County Office</p> | | | |

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| | <p>of Education (completed 2/16/10), RTI Training through the Solano County Office of Education (completed 3/24/10), and To Refer or Not To Refer (completed 2/11/10). Continued and follow up training will occur.</p> <p><u>Professional Development:</u> Teachers will receive extensive training relative to data analysis (ACOE) and Professional Learning Communities during 10-11.</p> <p><u>Student Achievement Monitoring System:</u> Teachers will use 4- week Cycle of Inquiry to identify essential standards, interpret assessment results, identify flexible grouping, and develop lessons relative to targeted standards. Teachers will also present, by grade level, the identified essential standards, assessments results, grouping, and lessons each month at Staff Meetings.</p> <p><u>Ongoing Instructional Assistance and Support:</u> Reading Intervention teacher will collaboratively work with each grade level as well as provide direct support to students.</p> <p><u>Regular Teacher Collaboration:</u> 1 release day per month by grade level, and 2 grade level meetings per month provided for collaboration.</p> <p><u>Lesson Planning Guide:</u> Lesson planning will occur during structured collaboration time.</p> | | | |
| <p>Strategy # 5: Increase ELD instructional time from 30 minutes to 45 minutes Rio Vista has a significant English Learner population requiring English Language Development daily. During the 2009-2010 school year, RV implemented Learning Walks bi-monthly. This process provided teachers the opportunity to observe their peers while delivering ELD lessons. This process also included data collection and agreed upon goals that were reviewed monthly. The ELD support teacher designed lessons plans in collaboration with teachers, provided coaching, and demonstration lessons. Currently the ELD program is implemented daily, 30 minutes, with</p> | <p>Fully implemented by June 2011</p> | <p>\$30,000 \$5,000</p> | <p>MacMillan English Language Development (ELD) supplemental materials</p> <p>Collaboration time with ELD support teacher to develop lesson plans based on relevant data.</p> | <p>Principal, AGT, Leadership, SSC, Teachers</p> |

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| consistency and fidelity. RV will increase the instructional ELD time to 45 minutes. | | | | |
| <i>Student Achievement Goal/Target</i> | All students will be Fluent English Proficient (FEP'd) before transitioning to middle school. | | | Principal, AGT, Leadership, SSC, Teachers |
| <i>How will it be measured?</i> | California English Language Development Test (CELDT) 1x per year ADEPT 2x per year, CELD Practice & Mastery 3x per year. Common assessments every 4-6 weeks. | | | Principal, AGT, Leadership, SSC, Teachers |
| <i>List activities/actions linking the EPCs to support transformational initiative</i> | <p><u>Instructional Program:</u> MacMillan ELD supplemental materials are program targeting all ELD standards. The program is currently being piloted throughout the district. Students will engage in an additional 15 minutes (from 30 minutes to 45 minutes) of ELD instruction each day.</p> <p><u>Instructional Time:</u> Increased ELD instructional time will align with state standards and provide greater exposure to English Learners.</p> <p><u>Administrative Training:</u> Principal will attend MacMillan ELD training to coach and support teachers on an on-going basis.</p> <p><u>Professional Development:</u> All teachers will receive MacMillan ELD training.</p> <p><u>Student Achievement Monitoring System:</u> Principal, ELD support teacher, and teachers will conduct walk-throughs weekly to ensure fidelity to program.</p> <p><u>Ongoing Instructional Assistance and Support:</u> ELD support teacher will provide ongoing support.</p> <p><u>Regular Teacher Collaboration:</u> Teachers will be provided release time to collaborate with ELD support teacher to develop ELD lesson plans based on relevant data.</p> | | | |
| Strategy # 6: Increase Instructional Minutes for Kindergarten by 100 minutes Currently kindergartens receive 200 minutes of instruction daily. Extending their day until | By August 2010 | \$2,200 \$75,000 | Prep Salary adjustment for 3 teachers | Principal, AGT, Leadership, SSC, Teachers |

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| 2:35 PM will provide a minimum of 100 additional minutes of standards-based core curriculum. | | | | |
| <i>Student Achievement Goal/Target</i> | Increase curricular exposure relative to Reading/Language Arts, Mathematics, Social Studies, and Science. | | | Principal, AGT, Leadership, SSC, Teachers |
| <i>How will it be measured?</i> | Schedule Cycle of Inquiry will Common allow kindergarten team to analyze data based on adopted assessments and adjust instruction to meet the needs of all students. Kindergarten team will engage in Cycle of Inquiry every month. | | | Principal, AGT, Leadership, SSC, Teachers |
| <i>List activities/actions linking the EPCs to support transformational initiative</i> | <p><u><i>Instructional Program:</i></u> Program will increase exposure of standards-based basic core program. Program will allow for flexible grouping for targeted intervention. Additional time will be allocated to extend Reading/Language Arts, Mathematics instructional minutes as well as add BoardLanguage, BoardMath, Social Studies and Science. Board adopted textbooks will be implemented.</p> <p><u><i>Instructional Time:</i></u> A minimum of 100 minutes will be added to the kindergarten schedule. All kindergarteners will begin at 8:00 AM and end their day at 2:35 PM. Total minutes per day will be contingent on negotiated amount between District personnel and Mount Diablo Education Association.</p> <p><u><i>Professional Development:</i></u> Professional Learning Communities training, Cycle of Inquiry, BoardLanguage and BoardMath (new teachers).</p> <p><u><i>Student Achievement and Monitoring Systems:</i></u> Monthly monitoring of student</p> | | | |

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| | <p>progress relative to kindergarten standards. Teachers will meet monthly to identify essential standards, adjust pacing guide and instruction, analyze student data based on assessments, and identify flexible intervention groups. Teachers will also present this information to staff monthly.</p> <p><u>Ongoing Instructional Assistance and Support:</u> Provided by Instructional Program Specialist, Board Math/Board Language Coach, Principal, and Intervention Teachers.</p> <p><u>Regular Teacher Collaboration:</u> Scheduled bi-monthly grade level meetings, 1 release day per month to collaborate with grade level, 1 release day each trimester for grade level lead teachers to collaborate with data coach.</p> | | | |
| <p>Strategy # 7: Increase Instructional minutes for grades 1-5 by 30 minutes per week or 1080 minutes per year. Current bell schedule was modified to increase instructional minutes for grades 1-5 by 30 minutes per week. The first passing period of the day was eliminated and the remainder decreased by 1 minute. By adjusting the current bell schedule 1080 instructional minutes have been added to the school year.</p> | Fully implemented by August 2010 | No cost | None | Principal, AGT, Leadership, SSC, Teachers |
| <p><i>Student Achievement Goal/Target</i></p> | <p>Increase instructional minutes to accommodate new programs – BoardMath, BoardLanguage, English Language Development, and in school intervention.</p> | | | Principal, AGT, Leadership, SSC, Teachers |
| <p><i>How will it be measured?</i></p> | <p>Schedule CST Results Curriculum Associates Language Arts and Mathematics assessments, California English</p> | | | Principal, AGT, Leadership, SSC, Teachers |

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| | Language Development Practice & Proficiency, Common assessment, embedded curricular assessments. | | | |
| <i>List activities/actions linking the EPCs to support transformational initiative</i> | <p><u>Instructional Program:</u> Increased instructional minutes will supplement minutes needed for BoardMath.</p> <p><u>Instructional Time:</u> BoardMath requires an additional 25 minutes daily.</p> <p><u>Professional Development:</u> Professional Learning Communities training, Cycle of Inquiry, and Data Analysis</p> <p><u>Student Achievement and Monitoring Systems:</u> Student progress will be monitored monthly. Each grade level will analyze student data, identify essential standards, adjust pacing guide and instruction, and intervention groupings. Grade level team will report present information at staff meetings.</p> <p><u>Ongoing Instructional Assistance and Support:</u> Provided by Instructional Program Specialist, Board Math/Board Language Coach, Principal, and Intervention Teachers.</p> <p><u>Regular Teacher Collaboration:</u> Scheduled bi-monthly grade level meetings, 1 release day per month to collaborate with grade level, 1 release day each trimester for grade level lead teachers to collaborate with data coach.</p> | | | |
| <p>Strategy # 8: Extended Year (Summer School) Required for Students Below Proficient by the End of the Year</p> <p>At the end of each school year, the Curriculum Associates assessments in Reading/Language Arts and Mathematics as well as the A Developmental English Proficiency Test (ADEPT) will be administered. The results of these assessments will identify students who did not meet proficiency in Reading/Language Arts and/or Mathematics. Students who did</p> | June 2011-August 2011 (4-week program) | \$50,000 | 10 Teachers 1 Principal 1 Clerical support 2 days for lesson design and data analysis | Principal, AGT, Leadership, SSC, Teachers |

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| <p>not meet proficiency will be required to attend Extended Year. Extended Year will be a 4-week, 4 ½ hour program focused on building skills in Reading/Language Arts and/or Mathematics. Students will be given a pre/post assessment to measure and monitor their growth.</p> | | | | |
| <p><i>Student Achievement Goal/Target</i></p> | <p>Identify and target essential (Reading/English Language Arts) standards students did not master by the end of the year.</p> | | | <p>Principal, AGT, Leadership, SSC, Teachers</p> |
| <p><i>How will it be measured?</i></p> | <p>ADEPT (Pre/Post) CELD Practice & Mastery (Pre/Post) Common assessments</p> | <p>\$100</p> | <p>None</p> | <p>Principal, AGT, Leadership, SSC, Teachers</p> |
| <p><i>List activities/actions linking the EPCs to support transformational initiative</i></p> | <p><u><i>Instructional Program:</i></u> Program will expand to include all required content areas as well as in-school intervention support. Program will focus on Reading/Language Arts and English Language Development. District adopted text to be implemented. <u><i>Instructional Time:</i></u> Increased time will align with state standards providing greater exposure of standards to participating students. The program will be 4-weeks, 4 ½ hours her day. <u><i>Student Achievement Monitoring Systems:</i></u> ADEPT and CELD Practice & Mastery <u><i>Ongoing Instructional Assistance and Support:</i></u> Instructional Program Specialist <u><i>Regular Teacher Collaboration:</i></u> 2 days, before start of program, provided to develop lesson plans with ELD support teacher based on assessment results.</p> | | | |
| <p>Strategy # 9: Primary Language Support In accordance with Board Policy, Rio Vista will provide primary language support to kindergarten and first grade students. To provide primary language support, teachers must hold appropriate credentials (BCLAD). Rio Vista currently provides primary</p> | <p>August 2010</p> | | <p>2 Teachers with Bilingual Cross-cultural Language Acquisition and Development (BCLAD)</p> | <p>Principal, AGT, Leadership, SSC, Teachers</p> |

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| language support to kindergarten and first grade students through the Primary Language Literacy Program. The Primary Language Literacy Program will be phased out during the 2010-11 school year, however, primary language support will be maintained by scaffolding instruction in Spanish, when needed. | | | credentials | |
| <i>Student Achievement Goal/Target</i> | Increasing the number of English Learners who are FEP'd (Fluent English Proficient) by 10% by June 2011. | | | Principal, AGT, Leadership, SSC, Teachers |
| <i>How will it be measured?</i> | Curriculum Associates Common Assessments CELDT ADEPT CST CELD Practice & Mastery | | | Principal, AGT, Leadership, SSC, Teachers |
| <i>List activities/actions linking the EPCs to support transformational initiative</i> | <p><u>Instructional Program:</u> Primary language support will be provided to scaffold instruction.</p> <p><u>Instructional Time:</u> Primary language support will be provided throughout the day.</p> <p><u>Administrative Training:</u> Principal will attend conferences, trainings relative to English language acquisition.</p> <p><u>Professional Development:</u> Teachers will attend trainings relative to English language acquisition.</p> <p><u>Student Achievement and Monitoring Systems:</u> Student progress will be monitored by</p> | | | |

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| | <p>principal and ELD support teacher bi-monthly to ensure primary language support is provided appropriately and consistently. Grade level teachers will monitor student progress using district adopted assessments, common assessments and Cycle of Inquiry.</p> <p><u>Ongoing Instructional Assistance and Support:</u> ELD support teacher will provide ongoing support.</p> <p><u>Regular Teacher Collaboration:</u> Regular teacher collaboration scheduled 3 x monthly: 1 full day provided as well as grade level meetings 2x per month.</p> <p><u>Lesson Planning Guide:</u> Pacing guides, adopted text, and assessments to develop lesson plans.</p> | | | |
| <p>Strategy # 10: Lunch before recess (Maximizing instructional minutes during the school day) Current research shows that students who engage in recess before lunch:</p> <ul style="list-style-type: none"> • Take more time to eat their lunch • Eat more • Have fewer conflicts • Having more meaningful conversations with their peers • Take less time to transition from the cafeteria to the classroom <p>Rio Vista will fully implement “Recess Before Lunch” by August 2010. Implementation will increase instructional time by decreasing transition from cafeteria to classrooms.</p> | Fully implemented by August 2010 | \$10,000 | 2 noon supervisor | Principal, AGT, Leadership, SSC, Teachers |
| <i>Student Achievement Goal/Target</i> | Increase instructional minutes in the classroom by decreasing the number of | | | Principal, AGT, Leadership, SSC, Teachers |

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| | minutes used to transition from lunch to the classroom. | | | |
| <i>How will it be measured?</i> | Schedule | | | Principal, AGT, Leadership, SSC, Teachers |
| <i>List activities/actions linking the EPCs to support transformational initiative</i> | <u>Instructional Time:</u> Increased instructional time. | | | |