

# **RIO VISTA ELEMENTARY**

## **Restructuring Plan 2010-2013**

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**May 5, 2010**

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## **Introduction**

Rio Vista Elementary School (RVES) is located in Bay Point, and serves approximately 429 students in grades K-5. Approximately 85.3% of the students are socio-economically disadvantaged (SED), 49.9% are English Learners (EL), 66% are Hispanic/Latino and 8% Students with Disabilities (SWD).

Rio Vista exceeded its Academic Performance Index (API) target in 2009. Rio Vista's target was 8 points; however, the school gained 24 points overall and increased its API from 647 to 671. RVES also met its Adequate Yearly Progress (AYP) target in Mathematics but did not meet its target in English Language Arts by 1 component.

RVES is in Year 5+ of Program Improvement (PI) and receives funding from State and Federal grants. The majority of the funding supports personnel who provide direct services to students, parents and staff. Our Site Council, through the Single Plan for Student Achievement (SPSA), approved funding for a 30 hour a week community liaison assistant, one additional day of psychology services, four days of ELD support, and four days of intervention support. Our funding also provides targeted intervention support after school to our students who are performing in the Below Basic and Far Below Basic proficiency levels. Professional development opportunities are available to all teachers and staff on-site and off-site.

## **Needs Analysis**

Rio Vista Elementary staff and parents began the transformation process nearly two years ago beginning with the hiring of a new principal in November of 2009 and making a commitment to increase student achievement. RVES staff and parents were ready and committed to implement new programs and teach current programs with consistency and fidelity. For the past year, staff and parents have had several conversations relative to new programs (Board Math and Board Language) and new instructional strategies that focus on student learning. This transformation intervention model mirrors, supports and strengthens the changes and strategies already in progress or planned.

Funding from State and Federal grants provide valuable resources 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.

Rio Vista has identified the following goals to guide the work of staff to assist students in reaching grade level proficiency. They include:

- Increase API by over 700 by June 2012.
- Meet AYP for all Sub Groups by 2012 in Reading/Language Arts and Mathematics using the Safe Harbor formula.

The 2009-10 school year focus of our Single Plan for Student Achievement was and will continue to be a focus on learning, collaboration, and results-oriented. During the 2009-10 school year, RVES continued to build on research-based programs to address the achievement gap:

- Principal meets every two weeks with Alternative Governance Team (AGT) to monitor Single Plan.
- AGT meets monthly with staff and Leadership team (grade level representation) to discuss and engage in activities from Learning By Doing book.
- Grade levels meet twice monthly with a focused agenda on student learning, assessment, collaboration and results.
- Leadership team provides feedback relative to SMART goals to the principal in grade level minutes.
- Weekly meetings are held with the After School Program co directors to collaborate, build relationships and use this valuable resource to support our students academically.
- All classroom teachers have received professional development in Systematic English Language Development.

Student achievement data provided by Key Data Systems outline achievement data by grade level, populations and content area as well gaps. [\(insert Key Data Systems charts\)](#)

### **Annual Goals/Outcomes**

Rio Vista will decrease the number of students not meeting proficiency by 10% as measured by the Curriculum Associates assessments for Reading/Language Arts and Mathematics and California Standards Tests. Rio Vista will increase its' API to over 700 by June 2012 by implementing BoardMath, BoardLanguage and Cycle of Inquiry (data analysis).

Last year (2009), Rio Vista increased its' API by 24 points. Overall API was 671. Rio Vista expects to see a significant increase on the Mathematics CST results as a result of having fully implemented (school-wide) BoardMath in August. A significant increase in Language Arts CST results will occur by June 2011. BoardLanguage will be fully implemented (school-wide) by August of 2010.

BoardMath and BoardLanguage have served as an entry point to increase CST results quickly. Cycle of Inquiry (data analysis) will provide teachers with the tools to analyze data, identify essential standards, design and adjust instruction relative to standards and intervention.

### **Program Design/Strategies**

The strategies identified below outline the transformational strategies as part of Rio Vista's Intervention Model.

#### **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 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.

### **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 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.

### **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.

### **Increased instructional minutes for students in grades 1-5 by 30 minutes per week or 1080 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.

### **Increased ELD instructional time by 15 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 consistency and fidelity. RV will increase the instructional ELD time to 45 minutes.

### **Increasing kindergarten day by 100 minutes**

Currently kindergartens receive 200 minutes of instruction daily. Extending their day until 2:35 PM will provide a minimum of 100 additional minutes of standards-based core curriculum.

### **Providing strategic in-school intervention to all students**

Each student will receive 45 minutes of targeted intervention daily. Targeted intervention will be based on most recent assessments which one of which would be Curriculum Associates and will be administered each trimester, monthly, and weekly. Flexible intervention groups will be, at a minimum, by grade level. If appropriate, cross-grade level placement will be considered.

### **Requiring Extended Year to all students, who at the end of the year, are non proficient in**

#### **Reading/Language Arts or Mathematics**

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 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.

### **Primary Language Support for English Learners at grades kindergarten and first**

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 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 two BCLAD teachers that will provide primary language support throughout the day.

### **Recess before Lunch**

Current research shows that students who engage in recess before lunch:

- 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

Rio Vista will fully implement “Recess before Lunch” by August 2010. Implementation will increase instructional time by decreasing transition from cafeteria to classrooms.

### **Parent Involvement – PIQE Program**

Parent Institute for Quality Education (PIQE) Program will be adopted by August 2010 and fully implemented by June 2011. The PIQE program educates parents on how to foster a positive educational environment for their children at home and at school. The 9-week program is free to parents. The program includes, but is not limited to, dedicating a home study location and time for homework, creating on-going dialog with their children and their collaborative commitment to academic achievement, positively addressing challenges and setting goals that will increase opportunities to attend college.

### **School Environment – Soul Shoppe Character Education Program**

Rio Vista adopted Soul Shoppe October 2009. Soul Shoppe is a character education program that focuses on improving the school environment by conducting workshops and assemblies that builds self-confidence, responsibility, respect, caring, and cooperation. During the 2009-2010 academic years, Rio Vista provided a workshop or assembly each month. Soul Shoppe also provided a Parent Night, Staff In-Service and trained 30 students in grades 3-5 to be our Peacemakers. The Peacemaker program allows students to handle their own conflicts with the guidance of a Peacemaker and the Peace Path. Since its inception, Rio Vista has experienced a drop in overall referrals, especially fighting. Rio Vista is expanding the program to include classroom visits each month and 2 additional staff in-services to strengthen the program and continue to decrease the number of referrals by no less than 10% each year from 2010-13.

### **Administrative Training**

During 2009-2010 Principal received training in the following areas:

- Board Math
- Response to Intervention (Solano County Office of Education)
- Data Analysis (Alameda County Office of Education)
- To Refer or Not To Refer – When to Refer English Learners for Special Education Assessment (Contra Costa County Office of Education)

### Scheduled training for 2010

- Board Language – June 2010
- Professional Learning Communities – The Work (June 22-24)
- Systematic ELD
- Principal will attend all trainings required by staff

### **Professional Development**

- All teachers have been fully trained in Board Math
- All teachers will be fully trained in Board Language by August 2010
- All teachers will be fully trained in data analysis to design and modify instruction, target interventions, design appropriate interventions for flexible intervention groups within their classrooms and across their grade level
- All teachers will have the opportunity to attend Professional Learning Communities – The Work (June & July 2010) \*
- 1 full week of ELD MacMillan training (August) \*

\*Stipends paid to teachers for professional development time during the summer.

### **Student Achievement Monitoring Systems**

- Curriculum Associates Reading/Language Arts, Mathematics and Science will be administered 3x a year (September/December/March/June)
- ADEPT will be administered to English Learners 2x per year (September/June), Kindergarten 3x (September/December/June)
- California English Language Development Practice and Mastery will be administered 3x per year (September/December/June)
- Common assessments will be administered every 4-6 weeks based on adoptions, pacing and interventions
- Teachers will make formal presentations each month to staff. Presentations will include analysis of assessments from Curriculum Associates, ADEPT, CELDT and common assessments, instruction, targeted instructional intervention, and flexible intervention grouping lists

### **Ongoing Instructional Assistance and Support**

- Board Math and Board Language coach will be available throughout the year for direct support and feedback to teachers and principal. Coach will be on-site twice per week during first trimester then on an *as needed basis* to check boards for accuracy, provide feedback relative to delivery of program, coach principal, and provide feedback at grade level meetings.
- Data coach will be available 1x per month over 10 months, 1 full day. Data coach will guide Leadership teachers and principal through Cycle of Inquiry process.
- Reading Intervention Teacher will provide daily targeted intervention to students and collaborate with teachers daily and weekly.



- Instructional Program Specialist will provide overall support to all programs.
- Teachers will be provided with scheduled collaboration time: 2 Wednesdays during the month and 1 full (release) day to collaborate with grade levels monthly continuously analyze data and modify instruction to meet needs of all students.

### **Lesson Planning Guide**

Data analysis will drive lesson planning guide, establish pacing guide and target instruction and interventions. District adopted pacing guides and texts will be implemented and adjusted according to data results.

### **Fiscal Support**

(See budget summary)

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