

## **Stevenson Ranch Elementary Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 19648326113047

County: Los Angeles

District (Local Educational Agency): Newhall

School: Stevenson Ranch Elementary

### **Demographics**

Enrollment: 789 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

### **Overview**

Stevenson Ranch Elementary School is located in Stevenson Ranch, California, a suburban area thirty miles north of Los Angeles. Built in 1995 and designed to accommodate 930 students, the school is experiencing declining enrollment and houses 789 students in transitional kindergarten through sixth grade with four special day classes. The school has 746 students in 28 regular education classrooms and 43 students in four special day classrooms. In addition to the thirty-two classroom teachers, Stevenson Ranch has two part-time intervention/enrichment teachers, a resource specialist teacher, three Behavior Support Specialists, one full-time and one part-time speech and language teacher, a full time school psychologist, school counselor two days per week, orchestra teachers one day a week, classroom music teacher one day a week, a part-time adaptive physical education teacher, and an occupational therapist. Our school support staff include; Office Manager, Office Assistant, Health Assistant, Community Liaison, Librarian, Technology Specialist, one Curriculum Specialist, a Science Specialist, full-time Assistant Principal, Principal, as well as three custodians. Stevenson Ranch has an average class size of 24 in the Transitional Kindergarten – 3rd grade span, and serves a population that is 45% White, 19% Hispanic, 31% Asian and

2% “other”. The staff, combined with the efforts of the parents and countless volunteers, maintain a culture that is warm, caring, and focused on excellence.

Stevenson Ranch has specialized programs for its students such as intervention, Gifted and Talented Education (GATE), school wide technology, counseling, student council, in-school enrichment and awards for character and attendance. Stevenson Ranch is a school where a community comes together to achieve the very best for children. Our school’s orderly, child-centered environment is conducive to learning and welcoming toward all. Parents of children volunteer in our classrooms daily, serve on our Parent Teacher Organization, our English Learner Advisory Board, and our Site Council committees.

Our school operates as a Professional Learning Community. In grade level and cross-grade level meetings, our staff continuously analyzes student performance data. The results of those analyses inform teaching strategies to close gaps or extend concepts for students meeting grade level standards. We measure excellence by results and hold ourselves collectively accountable for student achievement.

Our school motto First in Excellence, First in Pride is shared by students, staff, and the local community. It is the guiding light of our instructional program. Parents, community members, and staff work closely together to demonstrate to children that school is an important place and a learning community for all. It is in this caring environment that Stevenson Ranch students realize their potential and succeed academically and socially.

## **Model Program and Practices**

Name of Model Program/Practice: Response to Intervention and Enrichment

Length of Model Program/Practice: Less than 2 years

Target Area(s): Closing the Achievement Gap, Education Supports

Target Population(s): American Indian, Asian, Black or African American, Filipino, Hispanic, Pacific Islander, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: Small Learning Communities, Data-Driven Decision Making

## **Description**

What distinguishes the Stevenson Ranch Response to Intervention (RTI) and Enrichment program is that our student-centered effort is made possible through the partnership of school staff and the parent community and is designed to provide extensive learning supports where needed and school day-based enrichment opportunities accessible to all students.

Like all RTI programs in the Newhall School District (NSD), our data-driven three tier RTI program starts with quality instruction in the classroom. Distinguishable characteristics of the program are that we provide two part-time (47%) credentialed staff members, a part-time curriculum specialist, incorporates peer mentors, and utilize our school library-media technician. It is owing to the partnership with our parent community, and the trust they have in our genuine focus on excellence for all students, that we have the resources to provide this support and enrichment.

The role of the classroom teacher is critical to the success of our RTI program. Teachers provide the necessary support in our Tier 1 and Tier 2 systems. They work closely in team meetings that utilize Professional Learning Community structures to analyze grade-level data, choose intervention curriculum and best practices to target our students appropriately and meet their differentiated needs. Our part-time teachers participate in grade level meetings to understand the data based needs of the students at each grade level and design with the team how they will support student learning. Students in grades 5 and 6 volunteer their time to work with primary age students to develop literacy and numeracy skills before school two days per week. 5th and 6th graders also work with kindergarten students on letter skills three days per week. Our Library-Media Technician works with kindergarten students four mornings per week on reading fluency and phonics skills. Our Curriculum Specialist works four days per week supporting kindergarten as well as other grade levels as assigned by the part-time teacher.

Our enrichment program distinguishes us from other schools as well. It is integrated into the schedule of eight instructional weeks for all grade levels. It is therefore available to all students equally. Our part-time teachers design and implement unique curriculum aligned activities that extend and enhance students' understanding of grade level content. This type opportunity is traditionally an after school offering, by an outside agency, and only available to select students.

## **Implementation and Monitoring**

The initial step in the implementation of the Stevenson Ranch RTI program is the evaluation of student data. While this is a district expectation, what distinguishes our program from others in the district is that our teams have a scheduled hour time block per day, four days per week with an additional credentialed teacher, during which to design support.

Within all tiers of instruction, teachers assess student achievement and provide differentiated instruction based on skill mastery. Small reading groups are designed to focus instruction on students' differing needs. Grade level teams monitor student achievement through grade level common formative assessments, district level assessments, and informal classroom observations. These tools are all utilized to monitor student progress, and to move students in and out of flexible RTI groupings. Site administration utilizes EADMS, an electronic data collection and analysis program, to monitor student progress and create site-wide "watch" lists of students of who are struggling.

Part of our school team meeting expectation is that teams utilize PLC structures for reviewing data, and planning for student support and success. During this time, student groupings and best teaching practices are shared in order to reach all students. Our part-time teachers participate in team meetings and communicate via email about skills to be addressed in RTI groups. Some RTI groups preview, some remediate, and other groups extend skills. The part-time teachers monitor intervention data through teacher-created assessments to assess growth while in specific intervention groups.

Our enrichment program distinguishes our school from others by being an element of the school master schedule. This allows the classes to be designed and taught by school staff members. The part-time teachers collaborate with grade level teams on curriculum content focus and designs enrichment classes for the entire grade level. These classes give students exposure to a real –life job, such as archeology, news broadcasting, journalism, stop-animation, and more. Student work samples have been made available for public review on our school website.

Our RTI and Enrichment program has been an agenda item for our School Site Council, and is detailed in our Single Plan for Student Achievement. At select staff meetings, teams have shared out their grade level common formative assessments, identifying key standards of learning. After sharing out the student performance on these assessments, teams further delineate their plans for intervention and or extension of student learning. Moreover, parent-teacher conferences are held at least twice annually to communicate programs and enlist parent assistance in helping their child master standards.

## **Results and Outcomes**

Administration creates "watch" lists to monitor student progress in grades one through six. Initially, data from the prior year trimester district assessments and/or CAASPP assessment is used to decide which students to monitor at the beginning of the school year. Monitored students performed at a level below proficiency in language arts and/or mathematics on those assessments. This year our watch list began with 60 students. As teams administer district level assessments for mathematics and language arts, administration reviews the results and updates the list, removing students who are demonstrating proficiency and adding students who are not. The district adopted mathematics program contains unit assessments approximately every 20 days, while district language arts assessments are administered each trimester. At this writing 335 students (some are duplicate counts being on both language arts and mathematics watch list) have been on our watch list at some point this school year, and 168 of those students have exited the list.

Grade level teams utilize common formative assessment data when monitoring students and designing and providing intervention and enrichment. Over 90% of grade level-designated intervention serves students from the watch lists. Sixth grade has had 32 students, in either one or both trimesters, participate in language arts enrichment facilitated by a part-time teacher, allowing the classroom teachers to focus on the more intensive needs of other students.

Our achievement on district level assessments distinguishes us from the rest of our district. When looking at the results of both language arts and mathematics, Stevenson Ranch has continually scored above the district average on every assessment. In mathematics, our site has scored 4–14 percentage points above the district across the grade levels. Similarly, in language arts, our school has outscored the district ranging from 3–14 percentage points in each grade level. Our flexible RTI groupings permit focused intervention which shows in our results.

Our school-wide enrichment also distinguishes our school from our district. One-hundred percent of students participate in a school day enrichment eight week session.