

Rosita Elementary Model Programs and Practices

School Information

CDS (County District School) Code: 30665226028732

County: Orange

District (Local Educational Agency): Garden Grove Unified

School: Rosita Elementary

Demographics

Enrollment: 482 students

Location Description: Urban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Rosita Elementary, part of Garden Grove Unified School District (GGUSD), is a diverse urban community nestled within the city of Santa Ana. With a population of 482 TK – 6th Grade students, Rosita has an ethnically diverse population that speaks six different languages. Sixty-six percent of our students are Latino, 30% are Asian, 2% are Pacific Islander and 2% are white. Fifty-four percent of our students are English Learners with 70% of our students having a language other than English as their Primary Language. Our Socioeconomic Disadvantaged is 83% of our population. At Rosita Elementary School we provide a safe and positive learning environment for children. Student success is based upon teamwork between school, home, and community. Collaborative conversations facilitate horizontal and vertical alignment of instruction and expectations. Positive behavior incentives and systems promote a safe and caring culture. Students who follow the rules are the ones most successful in school. Expectations are clearly communicated and we expect scholarly behavior from all our students.

Garden Grove Unified School District has developed an educational program that is consistent with research and effective practices. Our School Plan is based on student needs and survey results from parents, students, and staff on how we are meeting the goals of the District Strategic Plan. Rosita Elementary emphasizes student-teacher interaction, a growth mindset, order and purpose, student-centered decisions, focused instruction, an attitude of optimism, enthusiasm and high expectations. Students are valued by teachers and experience programs that express caring for students, and encourage parent participation and community involvement.

Student motivation is an important factor driving student success. If it is valued it should be honored. Rosita SCHOLAR tickets are distributed daily for scholarly behavior. Monthly awards are given for Citizenship, Effort, and Two Habits of a Scholar. Report Card Trimester Awards are given for Academic Achievement in Single Subjects. Upper Grade is eligible for the Go For the Gold Honor Roll Program. Thirty-four students received a special English Award for being re-designated R-FEP. Students earn rewards for Accelerated Reader and Math Facts. Students are also recognized in classroom reward systems.

School Climate also promotes student success. Students feel a connectedness to the school through a variety of Spirit Days, Kindness Week, Read Across America, Red Ribbon Week, Monthly College Promotion Days, and each class leading the school in a Friday Flag presentation that includes a Patriotic song or topical skit. Parents also feel our welcoming climate through participation in community events like Kite Day, Walk-a-thon Color Run, Track and Field Days, BBQ Movie Night, Skate Nights, Santa's Breakfast, Muffins with Moms, Donuts with Dads, Volunteer Breakfast, Green Eggs and Ham Breakfast, and Family Nights with Math and Technology.

Model Program and Practices

Name of Model Program/Practice: Collaborative Conversations

Length of Model Program/Practice: 5–8 years

Target Area(s): Closing the Achievement Gap, Professional Development

Target Population(s): Asian, Hispanic, Pacific Islander, White, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: School Climate, Small Learning Communities, Parent Engagement, Data-Driven Decision Making, Professional Development

Description

The strength of the practice of Collaborative Conversations has been the evolution of the formal Collaboration on a weekly basis (every Wednesday) to the informal collaboration on a daily basis. We started out with Staff Development to build familiarity of the CCCS (Common Core Content Standards) by grade level and across grade

levels through 12 Grade Proficiency. This facilitated an understanding of each grade level's responsibility and scaffold towards standard proficiency. This supports our goal of vertical alignment to promote student success. This also gave us a greater understanding of how our new textbook adoptions, first in Mathematics, then in Language Arts would serve as resources to help our students learn grade level standards. Also, through collaborative analysis of multiple sources of data and data discussions it was evident our second language learners, particularly our Latino subgroup had a significant achievement gap that we needed to address.

Formal Collaborative Conversations came from professional development trainings on effective teacher collaboration using the site Instructional Leadership Team (ILT) consisting of grade level representatives, the principal, and District representatives. The instructional design in the Cycle used in the Formal Collaborative Conversation is a four-step process called PDAR (Plan-Do-Analyze-Reflect). Each Cycle takes place over multiple collaborative sessions. Grade levels determine the skill or strategy they would like to examine in an upcoming lesson. Step 1 they Plan the entire lesson together with agreed upon objectives, instruction, student outcomes, and checks for understanding. Teachers are given the freedom to vary parts of the lesson to suit the needs of their students and their own teaching styles. This often results in enriched discussion and reflection later. Step 2 is to Do the lesson with their students, noting key learning or alterations of the lesson along the way, and collecting work samples for analysis if appropriate. Step 3 is the shared Analysis and focal point of the Collaborative Conversation of how the lesson went. Step 4 is the Reflection of next steps, aha moments, and applications for future instruction. As our proficiency of formal PDAR has grown and developed, it has become an informal part of everyday instruction that benefits all students. Collaborative Conversations are also part of everyday instruction for students. From Think-Pair-Share, Accountable Talks, and a wide variety of interactive structures, students are engaged in active learning through conversation and collaboration.

Our students have benefited from these Collaborative Conversations where teachers identify students needing Tier I and Tier II interventions. Title I and LCFF funding support these interventions to close the achievement gaps. Students needing more academic interventions, as well as students with social-emotional and behavioral needs, are referred to the Student Success Team.

Implementation and Monitoring

To effectively implement the Collaborative Conversations model a protected time was established by staff consensus every Wednesday to collaborate by grade level or across grade levels. Instructional minutes were "banked" each day to have early dismissal for students every Wednesday while teachers collaborated. Grade levels could choose to discuss the Formal PDAR each week for half the collaboration time or every other week for the whole collaboration time depending on the grade level's need. The principal and TOSA also attend collaboration meetings. Each grade level completes and turns in a Collaboration Log weekly to include topics discussed, progress on their PDAR Cycle, questions or concerns for the principal, and future staff meeting

suggestions for topics or collaborations. Each PDAR Cycle is archived with the grade level for future access.

All staff members participate in Professional Learning opportunities. ILT members attended school and district meetings which focused on topics such as collaboration structure strategies, Common Core Standards, PDAR lesson design, and research based instructional practices which were then shared with the school community, at staff meetings and grade level collaborations. Topics from our Collaborative Conversations would result in further staff development or school wide initiatives such as an EL instructional focus, TESA strategies, or classroom expectations of SLANT (Sit up–Listen–Activate thinking–Nod your head–Track with your eyes). Our dedicated staff takes advantage of the many professional development opportunities offered through K – 6 Instruction. Several teachers have piloted new textbook adoptions, five teachers have served as demo teachers for the District Strategy Academy and several more as in-house demo teachers. Elected Grade Level Chairs (GLC) attend monthly District meetings to bring instructional initiatives and support to each grade level at collaboration as well. Monthly GLC meetings with the principal monitors the progress of our initiatives within our School Plan and identifies any needed support.

Our Rosita parent community is informed and engaged in school wide practices, including Collaboration through multiple sources. Back to School Nights, PTO Meetings, Parent Conferences, School Site Council, ELAC Meetings, Parent Education, and Pastries with Parents are used to share and discuss standards, school wide initiatives, and student progress and how it relates to our School Plan that they also had input in developing, monitoring, and updating. Home School Communication is in English, Spanish, and Vietnamese for our parent meetings and our Tuesday Newsday sent home each week in our Take Home Tuesday Folder.

Our initiatives and practices are monitored and assessed through formal and informal assessments. Benchmark Assessments, SBAC results, daily instructional observation, Report Card results, and Strategic Plan Survey Results from all stakeholders, Students, Staff, and Parents.

Results and Outcomes

Our Collaborative Conversations that help guide our initiatives and practices are monitored and assessed through quantitative and qualitative data, including Benchmark Assessments, DIBELS, SBAC results, CELDT data, Re-designation rates, California Dashboard, Report Cards, and Strategic Plan Survey Results from all stakeholders of Students, Staff, and Parents. Data is shared, analyzed and discussed during collaboration, Grade Level Meetings, Staff Meetings, and Parent Meetings. Results are used to guide instruction, drive initiatives, and determine next steps for school wide focus areas. Through Step 3 and Step 4 of PDAR lesson analysis and data analysis individual students or larger groups of students needing additional support and strategies are identified and targeted for intervention or reteach. We attribute focused and effective lesson instruction with improved student results.

SBAC data of the Percentages of Students Meeting Standards over the last three years demonstrates the effectiveness of our practices in both Mathematics and English Language Arts. In Mathematics we increased School wide (32 to 45%); Asian (59 to 67%); Latino (20 to 34%); EO (25 to 39%); EL (19 to 36%); SED (30 to 43%); Gen Ed (33 to 49%); and Special Ed (14 to 19%). Our only decrease was in R-FEP (75 to 71%). In English Language Arts we increased School wide (41 to 53%); Latino (28 to 47%); EO (32 to 42%); EL (24 to 41%); R-FEP (91 to 93%); SED (39 to 50%); Gen Ed (43 to 57%); and Special Ed (19 to 19%). Our only decrease was in Asian (70 to 66%). Our identified targeted groups of ELs and Latinos showed significant growth. Strategies discussed through Collaborative Conversations of additional time and support in accountable talk, language scaffolds, and interactive strategies used with our target groups, benefitted our non-target students as well.

Rosita's California Dashboard for Fall 2017 shows the gap is closing for the last two years for all of our subgroups in meeting the standard in both our Math and ELA Progress Indicators. Looking at All Students and our targeted groups of ELs and Latinos for the last three years in Math, All Students went from -43 to -25 to -15; our ELs went from -45 to -27 to -13; and our Latinos went from -66 to -47 to -34. In ELA, All Students went from -26 to -15 to -4; our ELs went from -31 to -22 to -5; and our Latinos went from -49 to -31 to -22. The year-to-year Change Level for each subgroup was "Increased" or "Increased Significantly."

Continued Collaborative Conversations, both formal and informal, about instruction, data, and students will strengthen effective teaching practices, which will in turn improve student outcomes. Our goal is to provide every student the tools, knowledge, and foundation for lifelong success in the classroom and beyond. Our students at Rosita strive to succeed. Collaborative Conversations make our community stronger and allow us to meet our goal of promoting life long learners.