

Circle View School Model Programs and Practices

School Information

CDS (County District School) Code: 30666136029540

County: Orange

District (Local Educational Agency): Ocean View

School: Circle View School

Demographics

Enrollment: 710 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Circle View is a unique and inviting Elementary School located in a sprawling, diverse, suburban community in West Orange County, California, about 35 miles south of Los Angeles. Circle View has a large campus and serves 710 students, Kindergarten through grade 5, with 28 credentialed classroom teachers and numerous support staff. Our school facility is unique; buildings are circular and classrooms are clustered around common center rooms. The proximity of our classrooms facilitates ongoing collaboration and teaming among teaching staff and a sense of community for our students and parents.

Our school's mission is realized as students enter each morning, ready to embark on exciting learning experiences in stimulating environments that dedicated, professional staff have prepared for them. Entering the classrooms, you will be struck by the involved "buzz" of busy students and teachers engaged in the day's learning activities. You will notice that each classroom is warm and encouraging with a clear student-centered focus. Student work is showcased on bulletin boards and reflects California State Standards in all subject areas.

The school staff prides itself on communication and collaboration and is greatly supported by an active and strong parent community. In addition to providing a rigorous assessment-driven, California State Standards-based curriculum in all subject areas, Circle View teaches ethical standards centered on Positive Behavior Intervention and Support Systems (PBIS) and character traits that become pervasive through all grade levels during the school year. As a result of this commitment and dedication, the quality of instruction is outstanding. Teachers focus on district and State Standards with a laser-like focus on Authentic Literacy for all students, use assessment data to improve instructional practices, and implement an array of strategies to meet the learning needs of all students. The vision of a 21st Century learning model - given commitment, resources, support and high standards - is what Circle View is all about: a collaborative group of educators with a common goal of providing college and career readiness, life-long skills and success for every child.

Model Program and Practices

Name of Model Program/Practice: Authentic Literacy

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Parent, Family, and Community Involvement, Professional Development, Science, Technology, Engineering, and Mathematics, Use of Technology

Target Population(s): Asian, Hispanic, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: School Climate, Small Learning Communities, Parent Engagement, Data-Driven Decision Making, Health Support, Social/Emotional/Behavioral Support, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

Visitors to the school observe evidence of Authentic Literacy in all classrooms. The progression of skills and knowledge is evident as you proceed through the grade levels. Throughout the three year process of implementing best practices in Authentic Literacy, the teachers are able to guide every child to a level of thinking like a disciplinarian. Even students in kindergarten are able to produce writing that includes text evidence to support their answers and opinions to various prompts.

Circle View prides itself on the plethora of strategies and practices used to provide scaffolding to each student to promote learning. Utilizing the Socratic method, students are guided through the learning process to develop projects and pieces of work that showcase higher levels of thinking. Teachers work collaboratively across grade levels to

work on developing and embracing a strong sense of quality and complex texts that are tailored to meet the needs of all students across grade levels and sub-categories.

The primary grades build foundational skills through teacher modeling, guided practice, peer engagement, and independent practice. This allows students to progress to a higher level of thinking and the development of a deeper understanding of various texts. These foundational skills are continually differentiated in small group instruction to promote learning for all students. This in turn, allows every child to elevate to a level of proficiency and beyond. Our test scores attest to this progression of learning.

In second grade, students are working across grade levels, to create a slideshow presentation based on their learning in science of animals. This showcases the second graders ability to read non-fiction text, understand and know the purpose of their writing so they can effectively design their own PowerPoint.

In fourth grade, the students research life in the California Missions and create a 22nd mission. The Depth of Knowledge is highlighted by utilizing design, architecture, geography, analyzing and citing non-fiction text.

Another example of our project based learning is evident in our 5th grade Colonial Fair. Students work collaboratively between the classrooms to simulate a colonial village, with student created storefronts, costumes, and a trading and bartering environment. This project enables the students to access every rung of the Depth of Knowledge ladder. The highpoint of this activity is when the students share this village with the student body and community.

Technology is integrated across the curriculum to implement best practices. Students have access to a computer lab and multiple chromebook carts. Each teacher is able to provide support that promotes the development of computer skills needed to create projects such as spreadsheets, graphs, PowerPoints, and typed writing assignments that cross all text types and purposes. These skills are applied through collaborative learning to create project based artifacts

Implementation and Monitoring

The District provides a battery of assessments to analyze student work and monitor progress in all major content areas. District-designed rubrics serve to track at-risk students' progress and communicate to parents the performance standards and expectations. In addition, our professional development is tied to student achievement data. The goals are aligned with State and District expectations.

Circle View provides over 240 student-free hours for professional development for each teacher to work within a grade level and collaborate across-grade levels to analyze data. Through disaggregating data, teachers identify strengths and weaknesses. The information gathered is used for planning, monitoring, modifying, and targeting student instruction. Our data results are shared with staff and community through our School Site Council and English Learner Advisory Committee.

Primary teachers meet every 4–6 weeks to monitor and evaluate the progress of assessments. By sharing student data and best practices, teachers ensure grade level consistency. Circle View takes a global approach to providing necessary enrichment and support through a variety of creative means; including cross-grade level interventions. Teachers design Authentic Literacy experiences to improve student outcomes in all content areas.

Upper grade teachers meet weekly to discuss student summative data. These discussions determine the need to re-teach or progress in the curriculum. Assessing prior knowledge, teachers determine how to accelerate subject matter or how best to meet each child's needs.

Formative assessment occurs daily throughout all grade levels to ensure learning is cemented. It is a comprehensive process for scaffolding students' learning modalities and success. Teachers continuously monitor students' performances through portfolio work, anecdotal records, and authentic assessments.

Teachers understand there is no "one size fits all" instructional program and therefore, must differentiate instruction, activities, and homework based upon student needs while ensuring that all students receive the core curriculum. Our Roundtable process helps provide early identification and intervention for our

at-risk students. At Roundtable meetings, teachers review student progress, recommend diagnostic assessment and intervention strategies matched to learning needs. Students who demonstrate need for further intervention are discussed at Student Study Team meetings, composed of special educators, teachers, and parents, who provide suggestions, modifications, strategies or assessments.

Through ongoing data analysis we guide students towards increased proficiency. Teachers gage the amount support required to meet students' goals. Integrating an evolution of Authentic Literacy strategies, teachers hone their craft to benefit and enhance students' educational journey. Thus creating a cycle of improvement.

Results and Outcomes

The ongoing process to evaluate program effectiveness begins and ends with data analysis. Our Single Plan for Student Achievement (SPSA) provides the roadmap for our school program improvement efforts and details our action plan. Our SPSA midyear update (January 2018) data analysis in ELA indicates 40% of students in grade K/1 are meeting proficiency targets; 58% in grade 2; 46% in grade 3; 70% in grade 4, and 79% in grade 5. Our data analysis demonstrates that students are on track towards meeting proficiency goals. The staff will streamline instruction to focus on decoding, main idea, summarizing text, comprehension strategies and students answering thought provoking questions, grounded in evidence, in response to their reading. Similarly, math progress as measured by current, January 2018, data analysis reflects 91% of students in grade K/1 are meeting proficiency targets; 71% in grade 2; 84% in grade 3; 84% in grade 4, and 81% in grade 5. English Learners and Special Education subgroups remain a

continued area of focus for intervention and growth. Emphasis will be placed on students continuing to engage in “Math Talks” to effectively communicate their thinking and problem solving skills.

The sum of our efforts has resulted in significant growth as indicated on the California Dashboard. Our distinguished 15.2% increase in ELA and 19.6% increase in Math are well above the District’s increases of 3.3% in ELA and 7.8% in Math. Additionally, our English Learner (EL) population demonstrated 84% progress over a three year period to a current 87% compared to the District’s 78% based on English Learner Progress Indicators. This growth is also reflected in CELDT data, which corroborates continued proficiency increases and achievement of our EL and Redesignated students.

Circle View is a safe, supportive, connected, and inclusive school with a laser focus on Authentic Literacy. We provide a rigorous and engaging learning environment that embraces the individual uniqueness of the whole child. As a result of the leadership and shared partnerships between staff, PTO, community, District personnel, Superintendent and Board Trustees, our students continue to meet and exceed standards! Accountability for achieving our vision, goals, and action plan is a shared process that is embraced by our District and the entire school community.