

## **Plaza Vista School Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 30736506115786

County: Orange

District (Local Educational Agency): Irvine Unified

School: Plaza Vista School

### **Demographics**

Enrollment: 949 students

Location Description: Suburban

Title I Funded: No

School Calendar: Year-Round

Charter: No

### **Overview**

Plaza Vista School is a single track, year-round school in the suburban community of Irvine. Plaza Vista is one of three K–8 schools in the Irvine Unified School District and the only school in the city to feature ten grades- transitional kindergarten through eighth grade. Plaza Vista opened its doors in 1999 as a year-round option with a focus on arts, academics, and community. With the city's growth, Plaza Vista has transitioned to a neighborhood school where many of the school's founding principles continue to thrive.

Our school proudly serves over twenty languages home languages including Mandarin, Vietnamese, Korean, Japanese, Spanish and Farsi. Twenty-two staff members had or have their children enrolled here. Unique to Plaza Vista, every student starting in the fourth grade takes music (choir, orchestra, or band) through eighth grade as a core class. Plaza Vista features several unique classes including robotics, Korean, Spanish, Yearbook, Associated Student Body, computer coding, cartooning, digital photography, yoga, and art sketching. Plaza Vista was previously honored California Distinguished School, a California Gold Ribbon School, and an Educational Results Partnership Honor

Roll School. Our students' achievement on standardized exams consistently ranks amongst the highest in the state (like many Irvine Unified District schools).

Our PTA strengthens community and provides resources for our school program in numerous ways including our signature carnival in May, the Jog-a-thon, the annual membership drive, family dinner nights, guest speakers, the magic show, bingo, assemblies, bake sales, city staffed lunch-time activities, field trips, and more!

Quarterly, the school hosts a Family Lunch Day with food trucks when parents join their children for lunch. Plaza Vista engages the community with social media through our Twitter, Facebook, and Instagram.

The Mission Statement of Plaza Vista is: All staff through collaboration, shared leadership, and while engaging in intellectual risk-taking, will support every child. An unofficial but hallowed slogan here painted in the hallway is: We take care of this place, we take care of each other.

Plaza Vista's Positive Behavior Intervention System (PBIS) framework is PRIDE- Partnership, Respect, Integrity, Determination, and Empathy. Our entire student body benefits from our middle school students' leadership via student council, PRIDE mentoring, National Junior Honors Society, Academic Pentathlon, peer tutoring, reading buddies, recycling work, and more!

Computers, iPads, and Chromebooks are used by all grade levels. We are a 1:1 school in all classrooms grades three through eight.

The staff engages in a variety of professional development including the process of instructional rounds whereby teachers visit other teachers' classes to learn best practices and book studies. Instructional rounds have had focus days on Daily 5, mathematical practice, literacy, student engagement, and more!

## **Model Program and Practices**

Name of Model Program/Practice: Daily 5

Length of Model Program/Practice: 5–8 years

Target Area(s): Closing the Achievement Gap, Education Supports, Professional Development, Use of Technology

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: School Climate, Small Learning Communities, Parent Engagement, Data-Driven Decision Making, Social/Emotional/Behavioral Support,

Professional Development, Implementation of Academic Standards  
Basics (Teachers, Instructional Materials, Facilities)

## Description

When the children see that Daily 5 is on our schedule, there is a wave of enthusiasm from the students.

### The Students' Role During Daily 5

During this, the student and teacher have clearly defined roles during Daily 5 sessions called "rounds". Student choices (recorded during a "check-in") include:

**Read to Self-** In a primary classroom you see K–2 grade students read "Good Fit" books from their own personal book box. In the upper grades, students read a novel or informational text.

**Work on Writing-** Primary and upper grade students approach this time with focused on writing skills. Writing strategies are taught before sessions in small groups or individually.

**Read to Others-** Students at both primary and upper grades will meet with one other student and take turns reading aloud to each other. Strategies remain a focus.

**Listen to Reading-** Students use technology to listen to pre-recorded stories to improve fluency through individualized programs such as Raz Kids, Stora, and Reading Rainbow. This choice is used primarily with students at the K–2 levels as well as with English language learners.

**Word Work-** Primary and upper grades students understand this is a time when they are working to develop and expand their vocabulary knowledge.

**Write with Others** (pioneered here at PV and supported by the Daily 5 architects)- Students write collaboratively through Google Docs with a strategy focus.

### The Teacher's Role During Daily 5

From the start of developing the Daily 5 structure in the classroom with the students, the teacher is explicit with the students as to the purpose of the different roles that both the student and teacher fulfill. Students and teacher talk about the importance of being focused to develop stamina along with their literacy skills. During rounds, the teacher is conferring with students with the purpose of helping them assess and then develop their skills, timely set goals, and set future conferring appointments.

While students are engaged with one of the choice learning activities the teacher's role is focused on conferring with students. One on one conferring meetings that last enough time for the teacher to get the needed data through assessment. The teacher circulates throughout the classroom using one of two tools, a physical notebook with data on each

child and their progress or a digital notebook through the use of technology connected to a data collection site specifically designed to support the implementation of the Daily 5. Conferencing allows for the teacher to have the maximum data on each child and their progress which then leads to focused instructional time.

In addition to assessing students the teacher uses the time for differentiated instruction based on the data collected through the frequent assessment. Whole class instruction occurs in small “bite-sized” lessons. The purpose of the shortened lesson structure is based on current brain research that shows the level of attention span by different age levels.

## **Implementation and Monitoring**

We expanded our support by offering English support classes in transitional kindergarten, kindergarten and 1st grade. Common Core called for a new level of reading comprehension in informational text. Several staff members then went to the weekend workshop voluntarily to learn about Daily 5. We saw the potential to help us have each student have literacy needs met regardless of where they were currently on the learning spectrum.

The implementation of the Daily 5 came from a grassroots effort from teachers with ongoing support from our administrative team. With a variety of resource support, including time, finances, additional personnel, training, materials and more, the initiative grew here.

This literacy structure was brought to our school by a few teachers who had heard about its potential impact, and the fit it would be for our focus of improving students in the core literacy areas. In its early stages, a few teachers piloted the structure to see if it would fit our need of being able to free up more time to work in small groups and with students one on one. Teachers shared success stories and the benefits. Staff members learned more about Daily 5 through the Instructional Rounds professional development process and other site-based coaching. Other site staff members and visiting districts observed our practice. Every teacher ultimately volunteered to be trained. From there we were able to video conference with the creators of the structure several times to support further learning and refinement. This staggered implementation allowed our site to have the internal means to support the progress of the teachers in different phases of implementation. It has also allowed for us to provide a quality picture to other IUSD sites and outside districts who are curious about Daily 5. This multi-year process, along with allowing staff choice based on results has led to greater investment in the implementation.

Reflection of practice is vital In order to continue to progress so staff members monitor and collaborate on their practices. There are multiple ways we reflect and monitor. During cross-grade level targeted discussion staff discuss the successes and areas of improvement that they recognize are needed. Staff share resources to improve the progress of the students. Library and special education staff work to integrate into the process by helping with book selections, provide alternative assessment tools and

share current data and information on student progress so the classroom teachers can compare the assessment results they are seeing from each student.

Also, there is current monitoring of the Daily 5 impact through our PLC practices. During those conversations teachers discuss implementation practice effectiveness, student assessment results, focused conversation on standards instruction and pacing and general practice reflections.

## **Results and Outcomes**

One of the most powerful impacts of Daily 5 for our students is that it allows us to know our students' ability better than in any program or curriculum prior to the use of Daily 5. Teachers are able to collect a tremendous amount of individual data to show progress through targeted assessment results. Teachers use a variety of assessment tools such as Qualitative Reading Inventory, Burns and Roe, running records, and others to inform our instruction. We've seen our students on the SBAC assessment score consistently about thirty points above the state average and about twenty points above the county average (percent standard met or standard exceeded). Most importantly we've seen the results across multiple measures be it online testing or traditional testing. We've also seen a tremendous impact in our Special Education population as well as accelerated strides for our GATE population.

While it's true that data is important for us to look at to inform our instruction, it's equally important to celebrate the stories of students. "Teddy" is a student with special needs who is fully included and came into 5th grade reading at a mid-second grade level. Due to his struggles in reading, he had acquired an unfortunate dislike for reading. The Daily 5 structure allowed his teacher the opportunity to work with him one on one, provide support, and monitor progress at an individual level. At the end of the year Teddy, as assessed independently by both the special education teacher and his homeroom teacher, showed growth equal to over two years reading level. While traditional standardized testing would show him slightly behind his peers, those who know his story and struggles, seeing a boy enjoying reading and one having made almost unimaginable progress in such a short time. Teddy is just one of many Daily 5 success stories for our school.

Along with the impact here at PV, we are sharing our success with other sites and districts. We sent a team of teachers to another school in our district to share the impact Daily 5 is having at our site. We've also welcomed other sites and leaders from an outside district to come and observe this powerful practice. We've held professional development here on site and invited our "sister" IUSD school in and around Daily 5. Our hope is to share the successes and challenges we've faced so that other teachers can discover and use this highly impactful method for their literacy block. Also, while we're proud about the robust 75% of our students meet or exceed the standard (according to the SBAC), we are well aware we have more work and learning to do to service the 25% who are not nearly where need them to be.