

Temescal Valley Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 33670330100982

County: Riverside

District (Local Educational Agency): Corona-Norco Unified

School: Temescal Valley Elementary School

Demographics

Enrollment: 1,003 students

Location Description: Urban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Temescal Valley Elementary School (TVES) opened its doors in July of 2003. A Titan is our school mascot because Titans are capable of great achievement. We have the distinction of being the highest scoring elementary school in the Corona Norco Unified School District (CNUUSD) on California Assessment of Student Performance and Proficiency (CAASPP) in English Language Arts (ELA) and Mathematics. We are proud to be part of an amazing community where we find balance between rigorous standards and the social-emotional support that all children need.

To support behavior and create aligned and clear expectations, TVES has adopted a Five Star Quality program embracing character traits of responsibility, respect, school pride, cooperation, and integrity. First days of school are dedicated to setting and reinforcing expectations firmly around our five star qualities. Five Star Qualities permeates our school. They are posted, referred to, and support classroom management.

Our school's mission statement is: Temescal Valley Elementary creates a community of engaged, motivated, and confident learners who are ready for the future. Our vision statement is: At Temescal Valley we focus on results, work within collaborative cultures, and are driven to increase student learning and achievement.

TVES is one of 29 elementary schools and three academies in CNUSD, and includes diverse ethnic, cultural, and socioeconomically diverse students. We are located in the southernmost part of the district. Our school is a neighborhood Pre-K–6 elementary school. We have 33 general education and 8 special education teachers. We have an average enrollment of 1000 students. All teachers are highly qualified, and with support staff, they represent immense talent and expertise.

Our student population is composed of several unique subgroups: Socio-economically Disadvantaged (SED) students comprise 27%, Special Education encompasses 12%, Hispanics and Whites each make up 40%, and African American consist of 7% of our student population. Other ethnicities combined comprise the remaining 13%. At TVES, 7% of our population are English Learners.

Each year, students are assessed using multiple measures. The year begins with our English Learners taking the California English Language Development Test (CELDT). Throughout the year, formative and summative assessments drive classroom instruction and intervention groupings. All students in grades 3–6, take the CAASPP assessment in Spring to measure standards-based ELA and Math skills, with fifth grade taking additional assessments in Physical Education and Science.

If you were to visit TVES, you would experience a welcoming and well-maintained campus, where students are active, exuberant, and engaged and where all staff practice shared leadership and work hard every day to ensure the safety and academic achievement of our children.

Model Program and Practices

Name of Model Program/Practice: Shared Leadership

Length of Model Program/Practice: 2–4 years

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

Target Population(s): Black or African American, Hispanic, White, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: Small Learning Communities, Parent Engagement, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development

Description

Shared leadership creates success at TVES. We strive for excellence through shared leadership where teachers, staff, parents, and students collaborate and share a journey of hard work and learning by doing. Shared leadership is our way to bring purpose and focus to our work, never forgetting to celebrate our students' achievement.

We focused on developing shared leadership in response to monumental changes and initiatives in the 2014–2015 school year. Staff developed, through shared leadership, a way to prioritize initiatives. We began making decisions based on three levels: those practices we want to maintain; those we want to leverage; and those new initiatives we need to manage together. We involved staff to a greater degree of ownership. That led to more enthusiasm, harder work, and personal responsibility for school success.

Our focus on shared leadership began with grade level teams and establishing common goals. We used district LCAP funds to create time for teachers to grow capacity as a team and to focus on specific goals for students. Teachers and administrators worked together to create professional development opportunities based on the assessed needs and interests of staff. LCAP funds paid for professional development speakers and trainers.

Students and parents are an integral part of shared leadership at TVES. The Parent Teacher Association (PTA) and parent groups are partners for suggestions and ideas to improve what we do to benefit all students and affect school-wide achievement. ELAC, School Site Council (SSC), and PTA work together each December/January in a needs assessment process that ends with school goals on the school plan. Our students, parents, and staff also meet frequently and take part in family celebrations and events that build our school community. We believe connected students are more excited about school and achievement is increased. Events like 100 Mile Club, school carnival, Track Club, Math Field Day, Science Fair, talent show, and PTA family events are valued school experiences.

Unique student populations profit from our shared leadership experiences. Our students benefit from needs-based instruction that addresses both academic and social-emotional needs. At TVES, we believe kids feel better when they experience success. Team discussions and whole staff student data meetings therefore focus on how best to support optimal learning. Being at school on time and every day is addressed proactively. We frequently partner with families to address chronic absenteeism at meetings with teachers and administrators. To correct student behavior, suspensions are considered with counseling and goals for improved behavior. CNUSD recognizes this and we use LCAP funding to support these school practices.

Implementation and Monitoring

At TVES, we understand shared leadership and the saying “it takes a village” to best raise our children. So, we listen closely to PTA, SSC, and ELAC. We listen during Coffee with the Principal, Principal for a Day, and District Site visits by District officials

and Board members. Various activities provide a platform for parent input. Whether it is an Individualized Education Program, a school attendance meeting, or the school carnival, we elicit parent input. We want parents to realize that we value their opinion. New initiatives we have developed through shared leadership with our parents include a Needs Survey parent process for English Learner funding priorities, holding ELAC/SSC dual meetings, and CAASPP parent trainings.

Our shared leadership practice with parents begins with dialogue. Staff and administration take advantage of time during arrival/dismissal and school events to develop trust with parents and open lines of communication. We also message our stakeholders with weekly Sunday Evening Phone Messages, the school marquee, and website. One outcome of our shared leadership with parents led to the school hosting a community meeting on safety. At this event, district and county officials worked with parents and staff to develop a safer traffic plan.

To engage our parents and community in shared leadership practice, school leaders consider survey results to further dialogue around important initiatives. The California Healthy Kids survey reveals feelings about school safety and school climate of our fifth grade students and parents. Another survey school leaders consider is developed by ELAC parents, who with administration complete a needs survey to determine what student supports they think will best support TVES English Learners.

Professional learning opportunities that are fun and build rapport fuel our shared leadership practice. To build collaboration and trust, several of these team building sessions took place in 2015–2016 and 2016–2017 including: a community scavenger hunt, tamale making, and team sports games that relied on working together and having fun. These activities brought balance to our hard-driving staff and reinforced our collaborative spirit. Showing gratitude, team-ness, and togetherness were further enhanced with activities such as Cheers for Peers announcements, “How Full is Your Bucket” book reading and activities, and activities focused on levity and laughter.

Shared leadership at TVES develops conditions that maximize student learning. Teachers use student data with expertise and meet weekly in grade level teams to answer these questions: What do we want students to know? What do we do when they have/have not learned it? Common formative assessments and anecdotal student information fuels weekly teacher conversations. Diagnostic data, summative exams, writing performances, and other standard-based assessments are appraised to ensure classroom rigor and available supports produce student success.

Results and Outcomes

CAASPP data reflects our focus on achievement as an outcome of shared leadership. TVES subgroups are: English Learners, White, Hispanic, SED, African American, and Students with Disabilities. In comparing 2015–2016 outcomes with 2016–2017 outcomes in ELA, we are particularly proud of: English Learners scoring “high” and increasing 9.4 points; Reclassified Fluent English Proficient (RFEP) students scoring “very high” and increasing 13.4 points; ELs-only students increasing significantly by 18

points; Hispanic students scoring “high” and increasing 39 points; SED students scoring “high” and increasing 8.5 points; and African American students scoring “high” and increasing 17.3 points.

In comparing outcomes in Mathematics, we had great impact showing: English Learners scoring “high” and increasing 6.5 points; RFEP students scoring “very high” and increasing 34 points; Hispanic students scoring “high” and increasing 39 points; SED students scoring “high” and increasing 8.5 points; and African American students scoring “high” and increasing 17.3 points.

For each new academic year, staff members analyze CAASPP results, asking “What worked and why?” This event begins the yearlong knowledge sharing that is the foundation of our shared leadership. Focusing on what works leads each team to mobilize their talents for a new year with new students.

We create data boards for each grade level with photos of each entering student. Together, teams view student data from the previous year and determine overall strengths and growth points. Within this shared leadership model, teachers develop grade level goals that shape the focus and accountability for the year.

Ongoing review combined with shared leadership keeps TVES focused throughout the year. While teams question, reflect, search the data, and refine their practices in classrooms, administrators remain a part of the learning and sharing process. School leaders are vigilant in removing distractors and keeping “the work about the work.” Shared leadership keeps us moving forward together: when teams begin to drift, its members go back to the data together; when staff focus wanes, we all return to the goals and strategies for student growth. When intervention rotations show weak results, teams sit down and review instructional remedies. Our trust in ourselves, each other, our shared leadership model, and the work that we do each day, defines us as Temescal Titans.