

## **May Ranch Elementary School Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 33752420117424

County: Riverside

District (Local Educational Agency): Val Verde Unified

School: May Ranch Elementary School

### **Demographics**

Enrollment: 939 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

### **Overview**

May Ranch Elementary School is part of the Val Verde Unified School District located in Perris, California. We proudly serve the suburban May Ranch area of Perris with a high population of socioeconomic disadvantaged students, English Language Learners, Hispanic, and African American Students.

At May Ranch, our vision is for all students to be empowered and equipped with the knowledge and strategies necessary to become confident and successful global citizens. Our staff is committed to providing rigorous and innovative learning opportunities and support for all students. Our instructional goals are focused on the California State Standards and in alignment with district goals and grade level expectations. We take pride in creating a school culture that is dedicated to collaboration, promoting and supporting positive behaviors and character traits, and emphasizes being respectful, responsible, and safe. Supplemental programs and support are in place for students through Response to Intervention (RTI) and Positive

Behavior Interventions and Support (PBIS). We have established a strong Culture of Collaboration (C2) in which school wide and grade level teams collaborate to set goals, plan instruction, analyze data from common assessments, and develop responses and solutions to meet the needs of all our students.

We currently serve 939 students in grades TK–5. Student enrollment includes 7.3% receiving Special Education services, 27% qualifying for English Learner support, and 79.9% qualifying for free or reduced-price meals. Additionally, 23 foster youth and 143 homeless students attend May Ranch and we strive to ensure that all students feel safe and supported when they come to school.

May Ranch Elementary has been honored with several awards and grants as a result of our strong community partnerships. In 2011, May Ranch received an award of recognition from the County of Riverside Community Health Agency. That same year, we accepted the Title 1 Academic Achievement Award for 2011–2012. In 2012, we were recognized as part of the California Business for Education Excellence Honor Roll. We consistently maintain high student attendance and were recognized by our district for our 97.11% attendance rate, one of the highest in the district. Recently, we were the recipient of a \$5,000 grant to fund the expansion of our garden from the City of Perris and Eastern Municipal Water District.

We are closely tied with our community and participate in multiple fundraising events each year. Last year alone, we raised \$3,918.75 to support the American Heart Association and \$1,817.27 to aid the March of Dimes.

## **Model Program and Practices**

Name of Model Program/Practice: Culture of Collaboration

Length of Model Program/Practice: 2–4 years

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

Target Population(s): Black or African American, Hispanic, White, 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**

Model practice: Culture of Collaboration (C2)

The outcome of C2 is to achieve our vision: All students will be empowered and equipped with the knowledge and strategies necessary to become confident and successful global citizens. The key words in our vision are ALL STUDENTS and we realize we cannot meet the needs of students without working as a team. C2 has led to increases in student achievement! These successes have fueled our school to embrace the concepts that make up collaboration.

C2 is a driving force for meeting the needs of our school community. The implementation of Common Core identified a need for cohesive teamwork. We delved into the work of collaboration with the inclusion of all stakeholders.

We realized that parents needed support to understand the new standards. Our model program enables parents to experience Common Core with their children. Bring Your Parent to School Day was developed to support this need.

C2 addresses early literacy needs (District Read By 3 initiative). Using DIBELS data, we saw deficits in Phonemic Awareness and Phonics. In 2015, 24% of kindergarteners were Intensive and 17% were Strategic. We used the talents of collaborating teachers to create our own phonics program resulting in an increase in student achievement! The next year only 5% of Kindergarteners ended the year in Intensive and 12% were Strategic!

Time for teachers to engage in collaboration is provided by FLEX time, originally developed to provide one hour per week for teams to develop lessons and observe and coach each other in instructional strategies and lesson delivery.

Today, FLEX supports teams to analyze assessments, RTI options, instructional responses and solutions. Grade-level rotations is one solution; during rotations, students are provided intervention or enrichment based on need.

Teams consist of certificated and classified staff, a critical piece of our program. Leadership groups develop data-driven goals and programs for our school. The collaborative efforts of our PBIS team established three tiers of behavioral supports to meet the needs of students. Supports such as Boys Town social skills, group counseling, Check In/Check Out mentoring, and mental health referrals have resulted in a decrease in suspensions and absenteeism.

C2 aligns to four LCAP goals relating to professional development, intervention and extended learning for students, parent engagement, and improving behavioral interventions. Our SPSA prioritizes the resources needed for C2 to meet our goals of increasing parent engagement and building teacher capacity. Resources to support C2 include funding, staffing, and scheduling to provide time for collaboration. Funds are allocated to provide staffing for student supervision during FLEX and child supervision for Bring Your Parent to School Days. Funding for targeted Professional Development ensures well rounded support for collaboration and the success of our programs.

## Implementation and Monitoring

C2 success toward collaborative capacity depends on the engagement of stakeholders, particularly parents.

Teams discuss how to support parents. Our Jumpstart, Reading Workshops, Bring Your Parent to School Day and other programs were designed to provide strategies and resources for parents to support their children.

Jumpstart was designed to ensure a positive Kinder experience for parents and students. Kinder social and academic expectations are shared with incoming families and parents leave with resources to use at home.

In 2016, Jumpstart students began school knowing 14% more letters/sounds than those who did not attend and scored 15% higher in November. Jumpstart has been replicated across the district—a testimony to its success.

Data from surveys and workshops is used to inform collaborative efforts. Approximately 53% of parents attend these events. One parent responded that she found “learning different strategies for math and learning how to code words” to be beneficial. Another parent stated, “Watching my son interact with his classmates was the best part of Bring Your Parent to School Day.”

Data from surveys and the California Dashboard is shared with ELAC and SSC to support them in creating and approving our SPSA and Safe School Plan.

C2 is communicated at Back to School Night; we share SPSA goals and our Parent-School Compact. The Principal shares collaborative efforts and data driven results to ELAC and SSC. Invitations to join councils, PTO, and parent events are provided through flyers, emails, texts, phone calls, and posts to our school calendar. Social media highlights professional learning for teachers, collaboration with our partners, student achievements, and parent events.

To move C2 forward, we provide professional learning focused on PLC, common formative assessment, AVID, and RTI. Our 5th grade team was chosen to participate in the Silicon Valley Math Institute to implement formative assessment, build conceptual knowledge, and impact instruction. Intensive training, intentional collaboration, and targeted interventions, have resulted in our 5th grade cohort scoring 10% higher on district assessments than last year’s cohort.

Monitoring and assessment ensure that collaborative efforts impact learning. FLEX teams set SMART goals and compare assessment data. Teams collaboratively score writing prompts and create focused instructional responses, resulting in Kinder increases of 6%, 2nd grade 13%, and 4th grade 8% in writing. iStation data, a universal screener and monitoring system to assess reading skills, reflects an 8% decrease schoolwide in the number of Tier 3 (intensive) students and an increase in Tier 1 (on level) by 10%.

Our PBIS team monitors suspension and discipline data to apply interventions focused on social-emotional needs of students. The California School Dashboard indicates a decline of 1.3% in suspensions from 2015–2016, validating the success of our PBIS program.

## Results and Outcomes

C2 results in positive outcomes for students and leads us closer to our vision.

Multiple forms of data are used to inform collaborative processes and analysis. Teams record formative and summative data, reflections, and responses in our Collaboration Form. C2 is continually refined and improved as the forms are monitored to evaluate the effectiveness of FLEX time and assess the need for resources such as supplies, additional planning time, or changes in support time or schedules. For example, intervention efforts needed focus, so professional learning was provided to determine entrance and exit criteria for students. Time is provided to determine essential standards to focus intervention and enrichment efforts for students.

C2 leads to positive results for students as measured through the following data collections: iStation, JITIRS (benchmark assessment for math), grade level common formative assessments, attendance reports, suspension reports, and CAASPP Assessments. Qualitative data is gathered through parent, student and staff surveys, and Collaboration Forms.

iStation data, a universal screener for reading, shows C2 has made a large impact on students. Schoolwide, Tier 1 students increased from 55% to 65% and Tier 3 students reduced from 24% to 14%. We saw a reduction in ELs in Tier 3 from 39% to 21% and an increase in Tier 2 and Tier 1 from 31% to 33% and 30% to 46% respectively. Socioeconomically Disadvantaged (SED) students reduced in Tier 3 from 25% to 17% and increased in Tier 1 from 54% to 62%. Our Hispanic population achieved a reduction in Tier 3 from 24% to 14%, a Tier 2 increase from 23% to 22% and a Tier 1 increase from 52% to 64%. Our Homeless Youth reduced in Tier 3 from 46% to 25% and increased in Tier 1 from 46% to 67%. A review of iStation data indicates a need to build capacity to support students with disabilities.

Teams analyze JITIRS monthly. Pre and post assessment data is compared to identify growth and next steps for students. On average, teams show at least a 30% increase on JITRS from pre-test to post-test. Other comparative data examples include a current JITIRS analysis for 4th grade in which students increased 69.5% and 3rd graders who increased 30%.

The California Dashboard data for English Language Arts and Mathematics indicators is an additional monitoring system for our C2. Analysis of the 2017 California Summative Assessment for ELA and Math, revealed that we are closing the achievement gap for our students! In ELA, schoolwide and targeted student groups increased as follows: schoolwide+8.1 points, ELs+6.5 points, SED+7.6 points, Hispanic+7.3 points, African American+24.4 points, and Students with Disabilities+10.6 points. In Math, the following

schoolwide and target student groups increased: schoolwide+7.5 points, ELs maintained by increasing 1.5 points, SED+6.4 points, Students with Disabilities+21.7 points, African American+26.2 points, Hispanic+5.9 points, and White+9.1 points.