

Restructuring Plan 2010-2011 – Bryant Elementary School

School Name: Bryant Elementary School
Street: 4324 Third St.
City, State, Zip: Riverside, CA 92501
Phone Number: 951-788-7453
Principal: Raúl Ayala

Section I. Data Review

Bryant Elementary School, serving approximately 315 students has consistently worked to meet AYP targets.

Student Enrollment by Grade Level

Based on Fall 2010.

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade Kindergarten | 38 |
| Grade 1 | 50 |
| Grade 2 | 47 |
| Grade 3 | 56 |
| Grade 4 | 36 |
| Grade 5 | 46 |
| Grade 6 | 42 |
| Total Enrollment | 315 |

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group, based on October 2009 CBEDS.

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|------------------------------------|----------------------------------|------------------------------------|
| African American | 9% | Socio-economically Disadvantaged | 82.4% |
| American Indian or Alaska Native | 2% | English Learners | 23% |
| Asian | 1% | Students with Disabilities | 8% |
| Filipino | 2% | | |
| Hispanic or Latino | 58% | | |
| Pacific Islander | 0% | | |
| White (not Hispanic) | 27% | | |
| Multiple or No Response | 1% | | |

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Adequate Yearly Progress (AYP) and Criteria

For the 2007 school year Bryant Elementary School met the AYP for “all students” as well as in the four targeted subgroups in both English Language Arts and Math. Beginning in 2008 and 2009 CST results reflect a decline in the number of groups meeting their goals; In 2009 there was a new math adoption and three of our four target groups did not make the NCLB goal. Official 2010 AYP results indicate that in English Language Arts, all subgroups with the exception of the Hispanic subgroup met AYP goals. In mathematics, subgroup met the 2010 AYP goals.

Academic Performance Index (API) and Criteria

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Each school is expected to increase their overall API by a minimum of five percent each year.

The 2007 API goal was met “school wide” and in all subgroups. However, in 2008 “school wide”, Hispanic subgroup and EL subgroup failed to make their API goal. 2009 scores did not meet the API goals “school wide” or for any subgroup. The 2010 API results indicate that Bryant met its overall API target with a score of 759, and for every significant subgroup (All Students, Hispanic, White, SED, and English Learners).

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|-----------------------|--------|------|-------|----------|------|------|-------|-------|-------|
| | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 |
| English-Language Arts | 41% | 40% | 44.8% | 46% | 51% | 56% | 48.2% | 52% | 55% |
| Mathematics | 47% | 42% | 55.7% | 53% | 53% | 57% | 51% | 54.2% | 57.3% |

Section II. Historical Information, Actions Year 1 thru Year 4

Mission Statement: The mission of Bryant Elementary School is to provide each and every student with clear, focused, high quality curricular instruction that meets the rigor of grade level standards as set forth by the Riverside Unified School District and the State of California. High expectations are an essential component of Bryant's learning environment. Together faculty, students, parents, and community work in partnership to support Bryant Elementary School as it strives for excellence for all our students.

In years 1-4 of Program Improvement, Bryant has worked to increase student academic achievement. The following is a list of completed actions that are ongoing:

- School Choice transfer
- Supplemental services
- Part Time ELD Coach
- Part Time/Full Time ELA Coach
- Title One Resource Teacher
- Collaborative Planning – PLC Process
- Part Time Instructional Aide
- Data Protocol, Analysis & Intervention
- CWT's

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- Accelerated Reader
- Monthly and Trimester Attendance Incentives
- Staff Development - Including SB472 for Houghton Mifflin and EnVision (78%)
- Focus Walls – Language Arts and Math
- ELD – aligned to Houghton Mifflin -- Systematic Process
- Fluency Instruction and Daily Practice
- Extra Dose – Fluency 2X per week, Math 2X per week
- Monitoring Programs using Data Director
- Fall After School Intervention Program (Fall 2008, Fall 2009)
- Title One Intervention After School Program (January – April 2009)
- Bi-monthly Parent Letters
- Parent Training (K – ELA, Math, Study Skills) (1st – Writing, Math)

In year 3 Bryant School's Corrective Action Plan consisted of the following actions:

- SES Tutoring
- School Choice Continued
- Fall Intervention (2008)
- HEARTS Tutoring (4th grade, 5th grade, & 6th grade) was added to the program.

Option 1: School Staff

1. Replaced principal effective July 1, 2008. Redefined role of principal to include the following responsibilities:
 - a. Disaggregate and manage student achievement data
 - b. Increase monitoring of instruction with classroom walk-throughs
 - c. Collaboratively participate in all grade-level data analysis of Reading Lions' results
 - d. Coordinate and monitor student interventions
 - e. Provide/monitor staff development on matters relating to achievement and/or instruction
2. Redefined role of Title I/ELA and ELD coaches to include the following responsibilities:
 - a. Disaggregate and manage student achievement data specifically for LEP, & R-FEP subgroups
 - b. Provide monitoring, incentives, guidance, and intervention for the effective independent reading of targeted students
 - c. Provide targeted intervention instruction for target subgroups (LEP, R-FEP)
 - d. Coordinate CELDT, Math Benchmark and/or Reading Lions assessments

Option 2: Curriculum and Professional Development

3. Initiated actions to thoroughly implement Houghton Mifflin Reading and EnVision Math programs
 - a. Attended SB472 Houghton Mifflin training: 17 teachers (100% of staff)
 - b. Attended SB472 enVision Math training: 12 teachers (75% of teaching staff)
 - c. Attended AB430 training (1 site administrator – 100%)

Option 3: School Management

4. Paired with Janie Rhoades, Director of Program Quality for technical assistance and monitoring.
5. Monitoring partner-Christy Ekman, Instructional Services Specialist; ELA, Dawn Smith, Instructional Service Specialist; Mathematics, Instructional Technology Specialist, for closer monitoring of the instructional program
6. Guided the work of the ELA and ELD coach at monthly meetings held with district Instructional Services Specialists

Option 4: Outside Expert

7. Conducted the Academic Program Survey with leadership team/full staff
8. Collected classroom observation data with outside expert, WestEd

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Option 5: Extended School Day or Year

9. Added after-school tutoring (non-SES) as interventions for target students.

Option 6: Internal Structure

10. Increased teacher collaboration time with early release day.
11. Refined EL placement for ELD instruction to allow for instruction at appropriate language development level
12. Increased parent communication or involvement by ensuring site administrators and teachers' involvement at all parent meetings which include ELAC, SSC, and PTA

Section III. Effectiveness of Prior Actions

The tables below indicate an increase in achievement scores in Language Arts and Mathematics when comparing 2008/2009 to 2009/2010.

| Reading Lions Theme 4 | 2* | EL | 3 | EL | 4 | EL | 5 | EL | 6 | EL |
|-------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Fluency '09/'10 | 53% | 33% | 53% | 30% | 48% | 34% | 41% | 17% | 77% | 73% |
| Fluency '08/'09 | 48% | 31% | 43% | 25% | 24% | 17% | 22% | 0 | 45% | 18% |
| Reading Comprehension '09/'10 | 43% | 26% | 41% | 17% | 58% | 8% | 53% | 60% | 73% | 63% |
| Reading Comprehension '08/'09 | 45% | 31% | 23% | 0 | 24% | 17% | 33% | 27% | 55% | 45% |
| Vocabulary '09/'10 | 49% | 26% | 62% | 30% | 51% | 23% | 59% | 30% | 78% | 76% |
| Vocabulary '08/'09 | 57% | 31% | 42% | 25% | 42% | 17% | 46% | 27% | 56% | 45% |
| Checking Skills '09/'10 | 53% | 33% | 52% | 33% | 23% | 17% | 59% | 37% | 81% | 76% |
| Checking Skills '08/'09 | 39% | 23% | 55% | 25% | 34% | 17% | 50% | 25% | 53% | 36% |

*Enrollment in second grade for 09-10 was much higher than 08-09. Despite the percentage decrease, the actual number of students proficient in 09-10 is higher than 08-09.

| Benchmark 3 | 2 | EL | 3 | EL | 4 | EL | 5 | EL | 6 | EL |
|-------------|-----|-----|-----|-----|----|----|-----|-----|-----|-----|
| '09/'10 | 59% | 30% | 38% | 13% | 7% | 0 | 26% | 14% | 62% | 33% |
| '08/'09 | 52% | 31% | 10% | 8% | 7% | 0 | 26% | 9% | 31% | 40% |

The increase of achievement scores suggests that embedded practices are effective and are working to “close the achievement gap”.

Section IV. Current Areas of Need

Although assessment results demonstrate a positive trend of growth, areas of need continue to exist in the areas of Mathematics, Language Arts, English Learner achievement, as well as Hispanic subgroup achievement in the area of language arts.

Specific achievement goals:

- Increase achievement in English Language Arts to meet 2010-2011 target of 68.5% from the spring 2010 target of 56.8% or Safe Harbor Goal, school wide and with each numerically significant demographic group.

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- Maintain growth and Increase achievement in Math to meet 2010-2011 target of 67.6% from the spring 2010 target of 58% or Safe Harbor Goal, school wide and with each numerically significant demographic group.

Section V. Restructuring Options

As required during year 4, Bryant has selected among the options for designing a plan to implement in year 5, should the school fail to meet AYP or safe harbor in mathematics:

- _____ 1. Reopen school as a charter
- _____ 2. Replace all or most staff including principal
- _____ 3. Contract with outside entity to manage school
- _____ 4. State takeover
- X 5. Other restructuring (see below*)

*Other major restructuring of the school's governance is defined as an arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress.

Section VI. Specifics of Year 5 Restructuring Plan for 2010-11

Plan Activities

I. First Best Instruction

A. Mathematics: Refined implementation of the State adopted core program: Envision

1. Mathematics Coach
 - a. Co-teach model with follow-up observation and feedback
 - b. Analyze and disaggregate data. Implementation of common assessments to ensure academic progress
2. Standards based planning and instruction with grade level appropriate rigor
 - a. Partner with District Instructional Services Specialist for cognitive planning
3. Staff development to support full implementation (ongoing)
4. School wide focus on no excuses and high expectations for all students
5. Technology to support full implementation
6. Plan and utilize appropriate and effective student engagement strategies
7. Establish schedules that guarantee the instructional time requirements in the NCLB Essential Program Components for Mathematics
 - a. Kindergarten: 30 minutes
 - b. Grades 1-3: 75 minutes
 - c. Grades 4-6: 75 minutes
8. Mathematics Extra Dose: 30 minutes twice a week utilizing mathematical hands-on activities focusing on areas of need
9. Strategic intervention for at-risk students-UCR Tutors and HEARTS Tutor
10. Work to increase teacher capacity for cognitive planning
11. Resource Teacher support mathematics instruction in combination classrooms

B. English Language Arts (ELA): Refined implementation of the State adopted core program: Houghton Mifflin

1. English Language Arts Coach
 - a. Tailor specific support based on priority learning needs of the grade level and/or site
 - b. Co-teach model with follow-up observation and feedback
 - c. Analyze and disaggregate CST and Reading Lions Data. Implementation of standards-based common assessments to ensure academic progress

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2. Standards based planning and instruction with grade level appropriate rigor
 - a. Partner with District Instructional Services Specialist for cognitive planning
 - b. Results based bi-monthly staff development with a Staff Development Specialists to address needs of at-risk students. Co-teach model with follow-up observation and feedback
 3. School wide focus on no excuses and high expectations for all students
 4. Refine strategic lesson planning and two part objectives based on mastery standards.
 5. Plan and utilize appropriate and effective student engagement strategies
 6. Universal Access
 - a. Monitor implementation
 - b. Flexible Target support
 7. Establish schedules that guarantee the instructional time requirements in the NCLB Essential Program Components for ELA
 - a. Kindergarten: 60 minutes
 - b. Grades 1-3: 2.5 hours
 - c. Grades 4-6: 2 hours
 8. ELA Extra Dose: 30 minutes twice a week targeting fluency and reading comprehension
 9. Implementation of RUSD adopted intervention program for identified intensive students in grades four, five and six
 10. Work to increase teacher capacity for cognitive planning and full implementation as evidenced in first best instruction and significantly increasing levels of student achievement
 11. Resource Teacher supports language arts instruction in combination classrooms in order to significantly raise student achievement
- C. English Language Learners: Refine implementation of the District adopted core program: RUSD English Language Development Program
1. ELD Coach
 - a. Co-teach model with follow-up observation and feedback for the purpose of increasing effective EL instruction utilizing appropriate strategies to raise student achievement
 - b. Analyze and disaggregate data for EL's in order to provide timely information to teams of teachers in order to adjust instruction and target intervention to raise student achievement. Implementation of common assessments to ensure sufficient academic progress in the areas of Language Arts and Mathematics
 - c. Monitor academic performance of LTEL's and RFEP's in order to provide timely information to teams of teachers in order to adjust instruction and target intervention to raise student achievement.
 2. Standards based planning and instruction with grade level appropriate rigor that translates into first best instruction
 3. Staff development in effective strategies for English Learners-KKLOV, SDAIE
*Partner with Staff Development Specialists for effective strategies
 4. Strategic implementation of aligned ELD curriculum
 5. Plan and utilize appropriate and effective student engagement strategies to raise student achievement
 6. Essential Program Components for English Language Development
 - a. Kindergarten: 30 minutes
 - b. Grades 1-3: 30 minutes
 - c. Grades 4-6: 30 minutes

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7. Training to support implementation
8. Strategic intervention for at-risk EL students
 - *ELA/Title I Resource Teacher coordinates and monitors students' achievement and collaborates with Administration to provide explicit instruction
9. Common ELD time-monitored by coach and administration
10. Work to increase teacher capacity for cognitive planning in order to raise student achievement

II. Monitoring

- A. Continued CWTs aligned with the district focus for instruction so that teachers continue to provide and improve effective instruction which will instruction and accelerate student learning
 - Learning Objectives
 - Student engagement
 - Differentiation
 - Vocabulary
- B. Use of data and data protocols to improve instruction, differentiation, and flexible grouping for intervention as a means to increase student achievement
- C. Continue to use data to target specific student needs in an ongoing and fluid manner utilizing multiple measures
- D. Teachers will utilize grade level Standards-based Common Assessments in ELA and Math to better inform their instruction, increase instructional rigor and inform grade level collaborative planning (PLC)
- E. Alternative Governance
 - (i) Principal's Summits: Three times a year. Principal leads a discussion regarding the most recent demographic and achievement data reflected by their school. Program strengths, areas of need, monitoring plan, and improvement plan (including categorical budgets) for the site are also presented. Each summit includes the district Superintendent and Assistant Superintendent, administrators from other departments as well as board members who may attend.
 - (ii) A district 'Support and Accountability Team' works with the site to serve as a partner to support and monitor student achievement as well as implementation of the site's improvement plan. Visits are bi-monthly.
 - (iii) Principal meets with the Superintendent monthly

III. Collaboration to increase student achievement at accelerated rates

- A. Continue PLC model on early release days
- B. Work to increase teacher capacity for cognitive planning to increase student achievement
- C. Data Protocol, Analysis, and Interventions (Math & ELA) to increase targeted students' skill mastery

IV. Extend the School Day

- A. Refine implementation of the HEARTS after school program
- B. Ensure that the program provides a quality academic hour to support the core program
- C. HEARTS' student achievement on multiple measures assessments will be closely monitored and additional academic support will be provided
- D. Three Certificated Staff will provide supplemental instruction to the Core program in ELA and Math.

V. Parent Involvement

- A. Increase parent involvement by providing parent workshops before and/or after school in the area of ELA and Mathematics.
- B. Instruct parents on the use of on-line resources that support ELA and Math core curriculum in order to extend learning opportunities beyond school hours.