



California Department of Education  
2014 California Distinguished Schools Program



Elementary School Application: Part A



**Exemplary Education Programs** ~ [Optional—additional application(s) enclosed]

Arts Education Application  Yes / Physical Activity & Nutrition Education Application  Yes

37-67991-6037733  
County-District-School (CDS) Code—14 Digits

San Diego County  
County Name

Cajon Valley Union School  
District Name

Rios Elementary School  
School Name (If your school is selected for honors, this school name will be engraved on the award plaque.)

14314 Rios Canyon Rd.  
Mailing Address

El Cajon, 92021  
City and Zip Code

(619) 588-3090  
Area Code and Phone Number Ext.

(619) 579-4876  
Area Code and Fax Number

kehoe@cajonvalley.net  
Principal's E-mail Address



*I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:*

- *The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;*
- *There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and*
- *The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.*

Maria Kehoe  
Principal's Name

Principal's Signature Date

David Miyashiro  
District Superintendent's Name

District Superintendent's Signature Date  
(or authorized designee)

### School Information

1. Current school enrollment: 260
  
2. Which category best describes where your school is located?  
 Urban       Suburban       Rural
  
3. Does your school receive Title I funding?       Yes       No  
 If yes, indicate type of services:       School-wide       Targeted Assistance
  
4. What is your school calendar?       Traditional       Year-round       Modified
  
5. Is your school a charter school?       Yes       No
  
6. Number of full-time and part-time staff members in each of the categories below:

	<u>Full-time Staff</u>	<u>Part-time Staff</u>
Administrators	_____	<u>1</u>
Classroom teachers	12	<u>2</u>
Counselors	0	_____
Credentialed librarians	0	_____
Nurses	0	_____
Psychologists	_____	<u>1</u>
Technology/media specialists or technicians	_____	<u>1</u>
Paraprofessionals	8	_____
Campus resource officers	0	_____
Other staff ( <i>specify</i> ) <u>Office, custodial, playground supervision</u>	3	<u>5</u>
<b>Total staff</b>	<b>23</b>	<b>10</b>

## Directions to Your School

If your school is selected as a statewide nominee, the site visit team members will need directions to your school.

San Diego County  
County

Cajon Valley Union School District  
District

Rios Elementary School  
School

14314 Rios Canyon Rd.  
Street Address

El Cajon, 92021  
City and Zip Code

Maria Kehoe  
Principal

(619) 588-3090  
Area Code and Phone Number                      Ext.

San Diego International Airport- Lindbergh Field  
Name and Location of the Nearest Airport

Interstate 8 East  
Major Freeway Access

Provide detailed travel directions indicating the surface streets that lead to your school. Please do not submit directions or a map generated by an Internet Web site.

From Lindbergh International Airport, take Harbor Drive east to Interstate 5 North. Take North 5 to Interstate 8 East.

You will remain on I-8 for 20 – 25 miles to the city of El Cajon. Take the Lake Jennings Park Rd. (Exit 23) off the I-8 and you will come to a four way Stop at the end of the exit ramp. (Landmarks include a 7-11 store and gas station to your left)

Almost immediately after you stop at the stop sign and start driving start there is a slight right. Veer to the right, onto Pecan Park Ln. Continue straight on Pecan Park Ln. Turn right onto Rios Canyon Rd. Rios Elementary School will be on the right hand side at 14314 Rios Canyon Rd. (Landmark on Rios Canyon Rd. will be the School Marquee and Driveway)

## School Overview

As the morning sun peaks over the mountain, Rios, nestled against edges of the Crest Ridge Ecological Reserve, awakens to a new morning awaiting the arrival of its students. Rios Elementary School is a small school that opened its doors in 1959. Rios is a kindergarten through fifth grade Non–Title 1 School, located in the middle class community of Rios Canyon in the eastern portion of El Cajon, and serves 260 students. In 1969 Rios was renovated removing the physical walls separating classrooms, creating an open space concept. Teaching in an open space environment requires flexibility, focus, and collaboration among the teachers. Although our buildings were modified in the early part of the 21<sup>st</sup> century creating partial walls and separation, our classrooms still maintains the open space concept allowing for continuous collaboration across the grades.

Rios staff and teachers are well-trained professionals. All teachers hold masters degrees in education. Common among the personalities of the staff is the development of collaborative collegial relationships, a high level of child-centered decision-making and a willingness to work hard, keeping the student as the focus while fostering innovation, leadership, and teamwork. Rios teacher's have a philosophy of life long learning, and believe that professional learning and honing of the craft is never ending. Through formal and informal trainings, teachers make it a goal to keep aligned with the educational changes throughout our country.

A strong sense of community exists at Rios. All staff members are dedicated and work hard to partner with parents creating a team that support and foster the growth of all students. The Parent Teacher Association (PTA) is very active in service and fundraising events. The PTA funds our classroom field trips, our Meet the Masters Art program, and the performing arts. Rios believes art education gives students an important creative outlet and can serve as a critical role in boosting intelligence and academic performance.

Leadership opportunities are available for our students that support and develop our monthly character traits: friendship, respect, responsibility, compassion, tolerance, honesty, self-discipline, perseverance, and cooperation. Students serve in leadership and service roles throughout the day and opportunities include: Student Council, Peace Patrol, Cross-age tutors, News Broadcast anchors, and Safety Patrol. In addition, our students support community service projects throughout the year.

Rios students have a history of high academic achievement and have made gains in the API scores for the past four years. It is the aim of Rios teachers, staff, and principal to continue with the development and encouragement of our students to think and act like young scholars, to be inquisitive, and discover answers through creative and innovative ways. Each day we expect our students to be ready to learn and actively participate in their education.

Rios is a place where parents and students can be assured a solid educational foundation, imparting the knowledge and skills that they will need to succeed in college and careers. It is our goal at Rios to prepare our students for the future so they can compete successfully in the global economy.

## **School API Growth Report**

We were unable to upload the API Report from the California Department of Education website. We did include a copy of the Report in the copies we sent to Sacramento.

<http://api.cde.ca.gov/Acnt2013/2013GrowthSch.aspx?allcde=37679916037733>

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### Elementary School Application: Part B



### Signature Practices

Rios Elementary School

### Signature Practice 1 Summary

1. Name of Practice:

Teach for Success (T4S)

2. How long has this practice been in place?

- Less than 2 years
- 2–4 years
- 5–8 years
- 8+ years

3. What is the Target Area? (*Choose at least one area.*)

Target Areas:

- Career Technical Education
- Chronic Absenteeism and Dropout Prevention
- Civic Education Awareness
- Closing the Achievement Gap
- Education Supports
- Nutrition and Physical Activity/Education
- Parent and Community Involvement
- Science, Technology, Engineering, and Mathematics
- Use of Technology
- Visual and Performing Arts

4. What are the target populations? (*Check all that apply.*)

Race/Ethnicity Subgroups:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Filipino
- Hispanic or Latino

*(Continued on next page)*

Rios Elementary School

- X Native Hawaiian or Pacific Islander
- X White
- X Two or More Races

## Other Student Groups:

- X Socioeconomically Disadvantaged
- X English Learners
- X Students with Disabilities
- X At-Risk Students (Academic, Social, Emotional, Behavioral, or Health)
- X English-Language Arts—Students Not Yet Proficient
- X English-Language Arts—Advanced Learners
- X Mathematics—Students Not Yet Proficient
- X Mathematics—Advanced Learners
- Other Core Subject Areas—Students Not Yet Proficient
- Other Core Subject Areas—Advanced Learners
- Other (*specify*)

5. What strategies are used to implement the practice? (*Check all that apply.*)

## Strategies:

- School Climate
- X Small Learning Communities
- Parent Involvement
- X Data-Driven Decision Making
- Health Support
- Social/Emotional/Behavioral Support
- X Professional Development
- Other (*specify*)

## 6. Is this practice initiated by your district and implemented districtwide?

Brief answer: Yes

## Signature Practice 1 Narrative

### *Teach for Success (T4S)*

#### 1. Rationale/Basis of the Practice

Cajon Valley Union School District was identified as a Program Improvement District in 2009. As a result, the need for district-wide professional development and program monitoring by an external evaluator was established. District level API data showed that the focus should be in the area of improving instructional teaching strategies and ultimately increasing student achievement. District leaders and committees received input from staff through the Academic Program Survey that rated the effectiveness of implementing the essential components that support improvement in language arts and math. The Cajon Valley School District would need a district-wide instructional model that would give all educators a common language to discuss teaching and learning. A support system was needed to train teachers and administrators alike as they implemented more effective strategies of engaging students in their learning. A professional development model was initiated through the partnership with an external educational consulting firm, WestEd. The decision was made to implement the WestEd Teach for Success professional development model based on the positive impact the program has had in other districts across the country. Expert trainers were employed to provide the leadership, professional development, coaching model and ongoing instructional assistance and monitoring through the Observational Protocol to make a difference for Cajon Valley Schools. The target population for the Teach for Success Observation Protocol and program implementation was every child, every classroom, everyday.

The professional development involved all certificated personnel including the Superintendent, administrators, district level staff, and most importantly, classroom teachers. Certificated staff was required to attend training scheduled over a two year time period. Additional training and coaching was provided to site administrators to gain experience, knowledge, and calibration necessary for accurate data collection during classroom observations.

#### 2. Description of the Practice

WestEd's Teach for Success Program is a focused, collaborative research-based framework and process that improves student achievement by improving classroom instruction. Teach for Success provided training on six domains shown to improve the quality of first time classroom instruction and the use of the Classroom Observation Protocol to measure progress and implementation. Early in the process district administrators were asked to determine the primary focus areas for the first two years. As a leadership team, site administrators selected: *Communicating Selected Standards or Objectives to All Students, Ensuring Student Engagement Throughout the Learning, Emphasis on Students Engagement Techniques and Key Vocabulary Emphasized.*

*Communicates Selected Standards or Objective to all Students*

Objectives are written in student friendly language and must be aligned to grade level standards. Students need to know what they are learning and how they will be assessed. Posting and referring to the objectives throughout instruction keeps both the teacher and



students on track and focused on the learning. Additional work was done in the area of increasing the Rigor and Depth of Knowledge levels for the objectives.

#### Ensuring Student Engagement throughout the Learning

Students need to have the opportunity to answer every question every time and receive feedback from their teacher. Based on the recommendations of the Protocol, teachers strived for an 85% or greater engagement rate during instruction. This level can be accomplished by utilizing specific strategies. Effective engagement strategies all teachers incorporated were whole group choral response, partner pair-share, signaling strategies, individual response card, and white boards to check for understanding. Immediate feedback during instruction allowed teachers to identify students who required additional support.

#### Selected Engagement Techniques

Researched based- strategies adopted by our district include, comparing and classifying information, summarizing ideas, note taking strategies, and non-linguistic representations to reinforce the learning of key concepts. These highly engaging strategies are based on the work of Robert Marzano.

#### Key Vocabulary Emphasized

A strong foundation of academic and content specific vocabulary is essential for all students to gain proficiency and accelerate achievement. New vocabulary needs to be explicitly taught, posted and reinforced throughout the learning. Students' vocabulary knowledge is strengthened when the new vocabulary is used in the context of the learning. In addition, opportunities for students to incorporate the vocabulary into their written and spoken responses and conversations were provided.

Additional components also written into the Observation Protocol were Relevancy of Learning, Instruction Scaffolding, Formative Assessment and Classroom Environment. Teachers and administrators would use the Protocol to document the extent to which Teach for Success strategies were incorporated into daily classroom instruction. Before the start of school year, site administrators attended training to learn the purpose of objectives and the importance of students engaged in relevant tasks that can be measured. Additional training in coaching and using the protocol followed the initial training.

The second step in this process was to train all classroom teachers on the strategies and attributes of the Teach for Success Observation Protocol. There were three content specific training days for teachers to attend in the first two years of implementation. The training was grade level specific. Grade level teams were encouraged to attend together to further enhance collaboration. The importance of this undertaking was to ensure consistency of the program implementation. Site administrators provided on-going staff development specific to the needs of their school staff to increase implementation of the strategies.

The third step in this process involved continued coaching support for the site administrator. A WestEd instructional coach met with the principal several times during the year to visit classroom, discuss instruction and calibrate the observation using the Teach for Success Protocol. The coach helped design additional staff development based on classroom observations. Administrators teamed up to visit each other's school sites to further calibrate their understanding of the Protocol. During the principal collaboration, they would walk-through all classrooms and script the 5 to 10 minute observation and record the observable behaviors on the Teach for Success Protocol. Administrators documenting classroom observations was the primary component to collecting the data for the Teach for Success Protocol. Staff meeting time was designated to review and modify classroom practices.

Additionally, teachers were provided with visual guides to post in the classroom as reminders of our area of focus.

### 3. Results of the Practice

At the end of the first year of implementation and after the completion of the first level of professional development, Rios teachers and principal participated in a district wide data sweep to determine the strengths and needs for the next year's professional development. The site administrator and a WestEd evaluator conducted the data sweep in March 2010. Using the Teach for Success Observation Protocol, they walked through each classroom for a ten-minute observation and recorded their observations on the Protocol. The results were collected, analyzed and shared on site and district level. Focus areas were identified and discussed in staff meetings, grade level collaboration meetings and weekly bulletins. Reviewing the 2010 data sweep revealed areas of strength and weakness in implementing the effective strategies. We continued to refine learning objectives to include measurable verbs. The principal and WestEd coach provided collaboration time and professional development for teachers to revise and strengthen objectives. Another area for improvement was Key Vocabulary, we found that a high percentage of classrooms were displaying, reviewing, and explicitly teaching vocabulary but were not directing students to use the new vocabulary in their conversation or writing. Teachers developed the skills to make a conscious effort to improve in this area by creating sentence frames to prompt students to use the new vocabulary in their conversations or writing.

Reviewing the 2011 and 2012 data sweep results and increasing the number of classroom observations showed that the collaboration, commitment to implementing effective teaching practices, and focus on first time instruction had made a difference for all students at Rios Elementary School. The correlation of Teach for Success at Rios and our API growth from 819 to 833 was a significant accomplishment for our school. Teach for Success attributes from our Observational Protocol are now embedded in our daily instructional program. As a school, we embraced two distinctive programs within the last four years. Our dedicated staff has worked hard to implement program and believe the increased academic performance of our students was a success.

**Rios Elementary School**  
**Teach For Success Aggregate Classroom Observation Results**

<b>Instructional Practices to Support All Learners</b>	<b>Observation Spring 2010</b>	<b>Observation Spring 2011</b>	<b>Observation Spring 2012</b>	<b>Observation Spring 2013</b>
<b>Communicate Selected Standards or Objectives to All Students (demonstrates all attributes)</b>	36%	58%	63%	84%
Displays objective(s) of the learning required by the standard of what they need to know and/or be able to do	91%	83%	86%	89%
Aligns the learning to district curriculum or curriculum maps	100%	100%	94%	91%
Explicitly states or refers to the standards or objective(s) during the learning	36%	67%	63%	57%
<b>Emphasize Key Vocabulary (demonstrates all attributes)</b>	9%	17%	17%	23%
Displays the key vocabulary from the learning	82%	75%	69%	77%
Reviews, defines, or demonstrates how the key vocabulary is used within the context of the learning	82%	58%	51%	73%
Engages students to look at/read, say, and write or demonstrate the key vocabulary from the learning	64%	33%	54%	68%
Directs or tells students to include the key vocabulary from the learning in their spoken responses or conversations with peers	9%	25%	17%	23%
<b>Student Engagement</b>				
<b>Ensure Student Engagement Throughout the Learning (demonstrates all attributes)</b>	91%	67%	80%	91%
Directs student(s) to be engaged in the academic learning	100%	100%	97%	100%
Directs 85% or more of the students to participate in the academic learning at the same time	100%	83%	94%	96%
Makes student engagement mandatory by ensuring that 85% or more of the students are engaged throughout the academic learning	91%	67%	80%	91%
<b>Use Selected Student Engagement Techniques - Marzano (demonstrates any attributes)</b>	91%	50%	86%	93%
Directs students to compare, classify or create metaphors or analogies related to the learning	9%	8%	3%	4%
Directs students to summarize key points from the learning	0%	8%	23%	5%
Directs students to take notes on the learning	91%	25%	66%	64%
Directs students to create a nonlinguistic representation or use a graphic organizer related to the learning	18%	17%	20%	45%

Rios Elementary School

**Signature Practice 2 Narrative**

7. Name of Practice:

Response to Intervention Model – Literacy and Math Support

8. How long has this practice been in place?

 Less than 2 years       2–4 years       5–8 years       8+ years9. What is the Target Area? (*Choose at least one area.*)

Target Areas:

- Career Technical Education
- Chronic Absenteeism and Dropout Prevention
- Civic Education Awareness
- Closing the Achievement Gap
- Education Supports
- Nutrition and Physical Activity/Education
- Parent and Community Involvement
- Science, Technology, Engineering, and Mathematics
- Use of Technology
- Visual and Performing Arts

10. What are the target populations? (*Check all that apply.*)

Race/Ethnicity Subgroups:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races

*(Continued on next page)*

Rios Elementary School

## Other Student Groups:

- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- At-Risk Students (Academic, Social, Emotional, Behavioral, or Health)
- English-Language Arts—Students Not Yet Proficient
- English-Language Arts—Advanced Learners
- Mathematics—Students Not Yet Proficient
- Mathematics—Advanced Learners
- Other Core Subject Areas—Students Not Yet Proficient
- Other Core Subject Areas—Advanced Learners
- Other (*specify*)

11. What strategies are used to implement the practice? (*Check all that apply.*)

## Strategies:

- School Climate
- Small Learning Communities
- Parent Involvement
- Data-Driven Decision Making
- Health Support
- Social/Emotional/Behavioral Support
- Professional Development
- Other (*specify*)

## 12. Is this practice initiated by your district and implemented districtwide?

Brief answer: No

## Signature Practice 2 Narrative

### Response to Intervention Model – Literacy and Math Support

#### 4. Rationale/Basis of the Practice

We at Rios work hard to create and maintain a positive culture through a shared sense of purpose and values. Our staff's core belief is that our students can learn and will become proficient in the grade level core standards of English language arts, math, science and social studies. To promote success in the 21<sup>st</sup> century, we want our students to gain foundational skills, content knowledge, writing proficiency, creative and innovative thinking skills that will increase their opportunities to become the best they can become. We recognize and embrace the responsibility of educating the children who attend our school and will continue to adjust and differentiate our instructional approach based on student needs and data. As educators we believe assessment is the key to informing our instructional approach. Therefore, each year we review the results of our California Standards Test (CST) and identify grade level strengths and weaknesses. It is important to note that all kindergarten through fifth grade teachers participate in the analysis of the CST data. We are all responsible for the academic performance of our students.

Examining our California Standards Test (CST) scores, the school-wide Academic Performance Index (API) had increased steadily from 2010 to 2012. However, three subgroups did not show the rate of significant growth to close the achievement gap.

- |   |           |     |
|---|-----------|-----|
| • School-wide Includes All Students         | API score | 821 |
| • Socio-economically Disadvantaged Students | API score | 799 |
| • Hispanic or Latino Students               | API score | 782 |
| • English Learners Students                 | API score | 808 |

(Based on 2012 data)

Through analyzing CST results, California English Language Development Test (CELDT), and informal assessment data from our subgroups, we determined that our Socio-economically Disadvantaged, Hispanic or Latino, and English Learner students needed additional support to master grade level standards. While desiring to improve all students' academic levels, our staff began researching and implementing best practices in education for increasing our student's success in standards based learning.

Recognizing the sense of urgency to increase the academic performance for all students and to close the achievement gap influenced our decision to redesign our literacy support program and incorporate a math component.

#### 5. Description of the Practice

In the Fall of 2011, as part of implementing best practices, we conducted our initial collaboration meeting which included sharing CST results and data analysis. We determined that we needed to change our Response to Intervention (RTI). Prior to 2011 there was an intervention model in place that included literacy support teachers working with small groups of students in second through fifth grade on English Language Arts skills. The support teachers

could use supplemental materials of their choice that were not necessarily aligned to grade level standards or the core curriculum. As a staff we determined that our literacy support materials must be aligned with key grade level standards and reinforce the learning for our students. This shift created a collaborative relationship between the classroom and support teachers. We made critical changes to align small group instruction to the key standards being taught in the classroom. Additionally, we decided to provide math support to our intervention students.

As teachers began to identify students who required academic intervention, they needed to consider a range of data information. Teachers considered; CST scores, CELDT, district English Language Arts (ELA) and math benchmark assessments, formative classroom assessments that include reading theme and math topic assessments, teacher generated tests, as well as daily observation and parent concerns. Students consistently scoring below 80% in ELA and math district/classroom assessments were identified as Below Basic (BB). Recognizing that proficiency in English is a fundamental skill; we used CELDT scores as a resource to identify our English learners and their needs. In addition, we reviewed CST scaled scores in both math and ELA to determine those third through fifth grade students who would benefit from additional instruction and practice. Our targeted intervention groups consisted of students whose scaled scores were 10 to 20 points below the CST proficiency target of 350. Wanting to include all our students in our best practices, we chose to differentiate learning for our Gifted and Talented (GATE) and motivated students. Mainstreaming opportunities were expanded to allow our Special Day Class students access to the core standards in a general education environment.

In order to meet our students' needs, our principal facilitated hiring additional support teachers at both the Primary and Intermediate level using State Intervention funds. Our support teachers provided instruction and guided practice in small, focused learning groups, which met before, during, and after school.

We used three-tiered levels of instruction:

- Level 1 included all students- First time instruction in the classroom with aligned grade level standards in language arts and math.
- Level 2 included our targeted RTI students- Additional standard based instruction in small group of 5 to 8 students.
- Level 3 included all resource and special day class students- Support is prescriptive and based on IEP goals.

#### Level 1

Standards based language arts and math was taught schoolwide to all students. This insured that all students had universal access to the core curriculum and grade level standards. It also allowed teachers opportunities to assess student's needs for intervention. Maximized student success was made by using approved curriculum as well as using fluency reading with partners, comprehension discussions, vocabulary development, and differentiated reading groups. In addition, there was a school-wide focus utilizing Question Answer Relationship (QAR) that includes strategies to improve comprehension skills. This is a very powerful strategy in that it requires the students to identify the question and answer relationship. Within the area of mathematics all students receive instruction in the core curriculum, Envision math. Although all students are exposed to the core math curriculum, differentiated materials were used to meet the needs of our subgroups and GATE students. Although many students

achieved proficiency levels of 80% or better on benchmark assessments and a scaled score of 350 or more on the CST, there were students who needed additional support through RTI Level 2.

### Level 2

It is our belief that RTI requires leadership, collaborative planning, immediate corrective feedback to students, and ongoing progress monitoring to ensure that the intervention is working, and that student achievement is improving. Our goal at this level is to provide opportunities for explicit and systematic instruction and practice along with cumulative review to insure mastery. We provide skillful instruction that is motivating, engaging, and supportive in a positive atmosphere. In order for us to maximize student learning, the student may receive additional instruction from other teachers such as our reading/math support, resource specialist, and speech language therapist. We aim to keep what works and replace what doesn't so that our struggling students can learn.

Our Level 2 RTI is tailored more to the individual student. We used multiple measures to identify our Level 2, RTI groups, which included 20% of our students who were not consistently scoring at a proficient level. Different criteria were used at the primary and intermediate levels. Primary teachers used information based on reading fluency, running records, and Basic Phonics Skills Test (BPST) scores. Intermediate teachers used CST scores that fell 10 - 20 points below the 350-proficiency mark, as well as the BB and FBB scores on Benchmark and teacher generated tests. Once identified, additional practice of grade level core standards were provided for those students.

Our teachers, depending on the needs of their students, utilized support teachers in three different models of instruction. Our first model utilized whole group instruction with the support teachers while the classroom teachers provided strategic instruction to the targeted RTI intervention group. This model maximizes the expertise of the teacher to support the student's learning. The second model used collegial measures, which allowed both teachers the ability to level students in small reading and math groups. This model reduced class size and allowed for additional opportunities for differentiated instruction. Our third model provided students with similar needs the opportunity to work in small groups of 5 - 8 students with the support teacher. This model was used for our specific subgroups, i.e. English Learners.

All RTI level 2 students were provided with appropriate practice opportunities, which directly reflected systematic instruction. Both support teachers and classroom teachers used the I Do; We Do; You Do teaching technique when instructing RTI groups. In this model the teacher models and explain the skill or concept. Students practice (with teacher's guidance) what the teacher modeled and the teacher provides prompts and feedback, and then students apply the skill as the teacher scaffolds instruction. Choral reading and echo reading strategies are also utilized when instructing key focused standards for reading comprehension and fluency.

Classroom and support teachers used aligned curriculum to allow fidelity between the classroom and small group instruction. Our Houghton Mifflin (HM) Language Arts Series and Envision Math series provide standards based, explicit, differentiated learning opportunities. This allows teachers to focus on building phonemic awareness, phonics skills, frequency word mastery, reading fluency, vocabulary development, as well as comprehension development in English Language Arts. In math, focus is placed on in-depth treatment of whole numbers in K-5 and rational number in grades 4-5 through developing verbalization of thought processes,



guided practice, corrective feedback and cumulative review. Students are also instructed on solving word problems based on common underlying structures. Students and teachers solve problems together. Students gradually complete more steps of the problem with decreased guidance. They then proceed to more independent practice. Our teachers through monitoring student's progress adjust their instructional efforts to ascertain the level of growth our RTI students are making.

### Level 3

Our Level 3 provides academic interventions for our special education students with IEP goals. Their academic needs are addressed in small group settings with specialized instruction and supplemental programs. Our resource and SDC teachers use Read Naturally, Moby Max, REACH, Great Leaps, Touch Math as well as regular Houghton Mifflin and Envision Math programs. In addition, small group instruction is even more individualized, direct, intensive, and explicit. Teachers strive to meet specific, measurable, short-term and annual goals for their Level 3 students.

## 6. Results of the Practice

As a result of aligning our support teaching with our standards based core curriculum we have seen dramatic improvements in the CST scores of our targeted groups. The data on the following chart highlights the increases. In reviewing the CST results over a three-year span we are extremely proud of our student achievement.

### **Four-Year API Results**

Subgroups	<u>2010</u> Growth	<u>2011</u> Growth	<u>2012</u> Growth	<u>2013</u> Growth	<u>Overall</u> Growth
School-wide	812	820	821	833	+21
Hispanic or Latino	753	783	782	830	+77
White (not of Hispanic origin)	838	832	840	844	+06
Socioeconomically Disadvantaged	745	782	799	806	+61
English Learners	776	805	808	829	+53

Although the California State Test (CST) occurs only once a year, we analyze assessment data for all students throughout the school year. An increased level of student proficiency on Benchmark assessments, curriculum theme tests, and reading fluency was evident throughout the year. As a result of our three-tiered levels of instruction, teacher collaboration increased. Our literacy support materials were aligned with key grade level standards and reinforced the learning for our students. Small group instruction became a critical key to our student success. We are committed, to our core belief that all students can learn and become proficient in grade level standards. We maintain a sense of urgency as we provide our students with the tools to be successful in the 21<sup>st</sup> Century.