

**U.S. Department of Education**  
**2016 National Blue Ribbon Schools Program**

---

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [ ] Charter    [ ] Magnet    [ ] Choice

Name of Principal Ms. Beth Hadley

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Point Vicente Elementary School

(As it should appear in the official records)

School Mailing Address 30540 Rue De La Pierre

(If address is P.O. Box, also include street address.)

City Rancho Palos Verdes    State CA    Zip Code+4 (9 digits total) 90275-5364

County Los Angeles County

Telephone (310) 377-6972    Fax (310) 377-7692

Web site/URL http://www.pvpusd.net    E-mail hadleyb@pvpusd.net

Twitter Handle

https://twitter.com/PointVLight    Facebook Page \_\_\_\_\_    Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_    Blog \_\_\_\_\_    Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr. Don Austin    E-mail austind@pvpusd.net

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Palos Verdes Peninsula Unified School District    Tel. \_\_\_\_\_ (310) 378-9966

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Malcolm Sharp

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

---

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
  - 3 Middle/Junior high schools
  - 3 High schools
  - 0 K-12 schools
- 16 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	10	5	15
K	23	26	49
1	24	29	53
2	23	31	54
3	40	31	71
4	31	30	61
5	35	37	72
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	186	189	375

4. Racial/ethnic composition of the school:
- 5 % American Indian or Alaska Native
  - 33 % Asian
  - 6 % Black or African American
  - 5 % Hispanic or Latino
  - 2 % Native Hawaiian or Other Pacific Islander
  - 49 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 14%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	44
(3) Total of all transferred students [sum of rows (1) and (2)]	54
(4) Total number of students in the school as of October 1, 2014	374
(5) Total transferred students in row (3) divided by total students in row (4)	0.144
(6) Amount in row (5) multiplied by 100	14

6. English Language Learners (ELL) in the school: 14 %  
54 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Spanish, Cantonese, Korean, Tagalog, Portuguese, Mandarin, Japanese, Dutch, Farsi, French, German, Italian, Russian, Marshallese, Tamil

7. Students eligible for free/reduced-priced meals: 10 %  
Total number students who qualify: 38

8. Students receiving special education services: 14 %  
54 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

<u>18</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	18

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

A strong academic program for all students provided by teachers, supported by parents. A positive learning environment that nurtures emotional well being and celebrates diversity.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## PART III – SUMMARY

---

Palos Verdes Peninsula Unified School District serves a community that values education. The community is considered affluent. However, we are a “low wealth” school district, and have historically been allocated funding significantly less than our neighboring districts in ADA, and the LCFF formula has prioritized funding for student groups that are under-represented in our schools. Our student funding of \$7,276 is well below the national average. As a result, we have limited resources.

Point Vicente has a significant population of English Language Learners. Our families speak a variety of languages including Japanese, Korean, Mandarin, German, Spanish, Farsi, and Portuguese.

Our residence area includes Crestmont College, an educational facility of The Salvation Army. Families from across the western United States leave their homes and complete a two-year training program. This commitment can be very challenging for the children and their parents – and historically, the families require significant supports from our school. Through school counseling groups, administrative support, intervention programs and coordination with Salvation Army resources, we have developed a safety net of programs that address the needs of these students educationally and emotionally.

Point Vicente is one of two district elementary schools that serve the broadest, most impacted range and number of students with disabilities. The strength of our student support is based on two pillars: a strong classroom model and the whole school socialization program. Our commitment to integrating and including every child into the school community has evolved and expanded. We are committed to consciously and deliberately creating opportunities for meaningful interaction, and we are monitoring our implementation to assure that all children, both typical and with special needs, benefit from those activities. A Leadership Team evolved headed by a special education teacher and our BASIS (Behavior Team) Program Lead, including Speech Therapists, Occupational Therapists, paraeducators and behavior technicians. The Leadership Team participated in a pilot program utilizing the Autism Program Environmental Rating Scale (APERS) to evaluate the classroom program and identify areas needing improvement. Training and support helped paraprofessionals transition to more effective classroom practices at Point Vicente. The classroom teacher and our BASIS Program Lead were recognized by the National Professional Development Center on Autism Spectrum Disorders for their excellent collaboration and hard work, and our classroom was identified as a Demonstration Classroom for the APERS program.

## PART IV – CURRICULUM AND INSTRUCTION

---

### 1. Core Curriculum:

At Point Vicente, we care deeply about establishing a supportive, nurturing environment to sustain the academic and emotional growth of our children. We model and promote constructive problem solving, tolerance, and acceptance. We incorporate collaboration, rigor, and intervention support throughout the school experience. We want students, families, and staff to know that they are important, they are capable, and their voice is valued.

Point Vicente’s English Language Arts curriculum addresses needs of both the students who matriculate in TK/K and maintain enrollment through fifth grade, and those who join us midstream through their elementary program. As our foundation anthology, Palos Verdes Peninsula (PVPUSD) continues to use Houghton Mifflin though a new adoption pilot is scheduled for 2016-2017. Thematic units at each grade-level orchestrate content across disciplines. Core Literature novels complete the reading comprehension development spectrum. Sitton Spelling is used grades 2-5, with the goal of changing Friday spellers to everyday spellers. Ready Writing (Curriculum Associates) is our platform to teach writing.

In Spring 2014, faculty identified literacy development as a priority and identified strategies to improve student performance. Point Vicente teachers set these goals: 1) identify a supplemental instruction program that could be delivered in GE classroom – a program that was specifically designed to target reading comprehension skills, 2) design schedule to provide every student in grades K-1 extended small group instruction, 3) use student work and data to guide student placement and program review. In 2015 Ready Reading (Curriculum Associates) was piloted, and this year, incorporated into every classroom. All Kindergarten and 1st grade students receive supplemental “Reading Club” instruction through the intervention teacher in addition to classroom instruction. Our Multi-tier Intervention Program provides small group instruction for students below proficient at every grade.

Math instruction has been a focus districtwide and at Point Vicente. The previous adoption Every Day Math (EDM) was set aside and 2014-2015 teachers employed an aggregate approach incorporating Common Core State Standards’ elements of EDM, Engage New York, and Georgia Math while piloting Envision and Math In Focus. At the same time, teachers became trained in Cognitively Guided Instruction (CGI). This mélange of programs created a clear focus on instructional strategies, cemented our emphasis on the role of manipulatives/ tools at every level of math, and highlighted professional development needs. Math In Focus was adopted and its strong sequential Concrete/Pictorial/Abstract approach, its design of gradual release, as well as its emphasis on formative assessment has been a vehicle not only for mathematics instruction, but also a parallel to the best practices employed in all subjects.

As we prepare to transition to Next Generation Science Standards, we continue to use adopted texts (Grades K-2) California Science Pearson-Scott Foresman and (Grades 3 – 5) California Science MacMillan/McGraw-Hill. Lab experiences are provided by trained parent docents led by a brilliant parent and aligned to state standards. We call this program Hands On Science and it is underwritten by our PTA. Our 5th grade students attend Outdoor Science School for a week and benefit from lessons led by Los Angeles County Office of Education Naturalists. PVPUSD is a STEM District of Distinction and we provide Project Lead The Way STEM modules in 4th and 5th grade. In 3rd grade, STEM Challenges are incorporated into science instruction.

Social Studies’ adopted curriculum is California Vistas MacMillan/McGraw-Hill which is supplemented at every level with activities designed to build strong personal connections with evolving understanding of community and history. For example, 2nd grade uses a Think About It template which taps student interest aligned to social studies standards and they create a Family Museum to cement their chronological and spatial thinking. Fourth grade students have an Archeological Dig in their own school yard to match the physical reality with the text explanation. They complete an in-depth study of one California Mission and visit Mission San Juan Capistrano. Fifth graders apply research strategies to generate a State Report incorporating technology skills. At every level, teachers continue to support connections between today’s

students and the ordinary and extraordinary people of history, to explore the human experience and introduce the concepts of ethical behavior.

## 2. Other Curriculum Areas:

With the support of our PTA, parent docents are trained to lead students in four art experiences through the program Art At Your Fingertips. Local artists develop projects specifically for elementary aged students, our PTA provides materials. The projects are designed so that children have the freedom to touch, handle and experiment with art materials and various techniques. They are encouraged to look, to ask questions and to find their own truths. The philosophy of Art At Your Fingertips emphasizes problem solving in a unique way in that the desired end result is determined by the child. Their focus is on the process and not on the finished product. All our children are fortunate to participate in this program.

Typically, every year, one grade-level is fortunate to participate in a program funded by Arts For All. In 2014-2015, an artist visited the 2nd grade classrooms, taught the method of mosaic, and provided both individual student projects and two full-scale ocean themed tile mosaic projects. The final murals were stunning and grace our school entry.

PTA funds several cultural assemblies annually which expose students to drama, music, and incorporate cultural diversity and themes of character. PVPUSD organizes a Mozart performance appreciation for 1st and 2nd graders. Fifth grade attends an annual field trip to the Norris Theater for an intimate performance introducing students to symphonic music. PVPUSD weekly Music Instruction (funded through the Peninsula Education Foundation, PEF) begins in TK/K and extends through every year of school. TK – 2nd grade learn basic rhythms and songs. 3rd grade students learn to play basic tunes on the recorder and the Music Mobile provides an interactive exploration of musical instruments. In 4th and 5th grade, students may pursue instrumental music instruction taught by accomplished specialist teachers, or they may continue to pursue choral music. Advanced instrumental students join with their peers from other elementary schools and tackle more complex pieces in Advanced Assemble. All students have the experience of performing for their peers and their parents several times during the school year.

Point Vicente has taken the lead in preparing our students' proficiency in technology. One of our teachers developed and shared grade-level tasks that align to state standards designed to promote progressive development in word processing and computer proficiency. PVPUSD formed a committee of educators to identify a district technology matrix, and several of our faculty members participated. Our school computer skills program has been aligned with the district matrix. Each month, teachers identify which skills they will address in the computer lab and on devices in the classroom. Most students use technology daily and all have dedicated time in the computer lab weekly.

PVPUSD and PEF provided credentialed physical education teachers in 2014-2015 and the next year, added PE Aides. Currently, all students in each grade participate in PE at the same time which provides teachers with common planning time. Our PE program uses the SPARKS Curriculum and is scheduled 100 minutes weekly for every grade.

## 3. Instructional Methods and Interventions:

Based on site goals set in Spring 2014, our reading intervention program evolves to meet student needs while maintaining fidelity with Response to Intervention design. Tier 1 and 2 students use Ready Reading as their instructional base, with Tier 2 students provided differentiated classroom instruction which focuses in fluency, vocabulary development, and reinforcement of comprehension strategies. Tier 3 students and students with special education needs have individually developed programs including direct instruction, small group instruction, 1:1 instruction, and computer assisted instruction. A Title 1 funded teacher is used to support tiered instruction as well to provide specific students with supplemental targeted assistance.

Our English Language Learners are also infused into these tiers with beginning students provided direct instruction designed for English Language Development and vocabulary development. Our intermediate ELL students typically benefit from Tier 2 intervention for the group discussion and verbal exchange

opportunities. Our ELL students also are supported by a part time paraeducator and a part-time teacher who provide small group support. The ELL teacher and paraeducator work with each teacher to align their intervention to support the thematic units with instructional materials, and also work directly with students providing review and reteaching.

Starting in 2014, the faculty focused on building more articulation between GE and the intervention program, incorporating a greater utilization of data, and scheduling planning/sharing meetings to review and discuss data and generate plans to support students at risk. Both GE teachers and intervention teachers report that the use of data and the exchange of observations have provided a greater understanding of student needs as well as more coordinated efforts to support student growth. Review of data has documented growth in student achievement as demonstrated by increase in fluency and comprehension as well as improved grades.

In 2015, Daily 5 strategies were identified as critical additions to our program because the approach maintains instructional benefit from independent work as well as provides teachers with time to meet with students individually and in small groups. Small group instruction targets specific student needs as identified by formative assessment. This year is dedicated to training and piloting the strategies. A group of teachers were trained in Daily 5 through summer conference attendance, and another group of teachers will complete their training through webinar. Our goal is to incorporate Daily 5 as a site-wide practice next year.

#### 4. Assessment for Instruction and Learning and Sharing Assessment Results:

Instructional teams at Point Vicente continue to expand their understanding of and reliance on assessment data to guide and improve student learning. We use this information to help students and parents better understand instructional choices and to help them measure progress.

Performance on 2015 SBAC was analyzed. The subgroups did not have sufficient numbers to be documented as statistically relevant. However, as grade-level teams and intervention teams, we reviewed student performance and targeted specific students for intervention in part due to their SBAC performance. Our experience with California Standards Test was that reading proficiency was highly predictive of performance on ELA. As 2015 was our first year using SBAC, we are still in the beginning stages of analyzing individual performance and utilizing student performance to guide interventions and supports. Teacher teams analyzed student performance to identify those where test performance did not mirror classroom performance, and those students will require more monitoring during test administration 2016. Teachers will counsel students on effective test taking strategies and utilize testing simulation opportunities to better prepare those students.

Formative assessment is built into the structure of Math In Focus. The summative unit assessments are more than a probe of skill mastery, they include items that identify students who have reached a sophisticated level of mastery, as well as challenge items that identify students who can independently extend their skill and apply it to novel tasks. As student performance is shared with parents, teachers use the different levels of items to better explain skill mastery.

Parents track student progress on independent reading level through the Parent Portal of Accelerated Reader. In regularly scheduled parent conferences as well as Student Study Team meetings, student performance is reviewed. Students who meet their Accelerated Reading goals are recognized in a variety of ways including rewards from the principal.

In our intervention program, students track their growth in fluency visually by graphing. Students and their teachers reflect on skill development, and students know their targeted skills. Teachers and intervention teams meet formally to review student performance at a minimum of four times a year, but informally they meet and confer more often. For students identified for intervention, we have access to a menu of formal and informal assessment tools to help us meet student needs. Title 1 and ELL students are also reviewed at intervention meetings, and monitored for growth.

## **PART V – SCHOOL SUPPORTS**

---

### 1. School Climate/Culture:

Point Vicente radiates flexibility, acceptance and support. By design, we establish approaches that maintain and develop safety, security, and connection. At monthly Spirit Assemblies, students are recognized by their teachers for displaying solid character. We focus discussions and lessons on character using the Character Counts program. As our student population encompasses a significant number and a highly impacted group of students with disabilities, we use reverse mainstreaming, inclusion, and social skills groups to facilitate and nurture student interaction. Our SDC students are included in GE activities purposefully planned to promote social engagement. Typical peers are prepared to engage with special needs peers and supported to maximize those opportunities. In grades K-2, every student benefits from social skills training using Social Express curriculum (and targeted students receive small group extended practice).

Our teachers are trusted, valued and supported as educational leaders. Teacher needs are the priority for funding from PTA and district resources. Teacher voices are part of every decision, and multiple opportunities are provided for deliberation and conversation as decisions are approached. In addition to the “open door” principal policy, a monthly Principal’s Advisory Hour is scheduled either before or after school where all staff members are invited to share, vent, question or discuss any topic of interest. Staff development topics include communication skills, the value of dissent, and goal-setting. As a staff, we have read Total Participation Techniques and used the strategies in meetings to practice the skills and increase engagement.

Parents, students and staff at Point Vicente act in concert and with purpose to support and expand inclusive and meaningful educational interactions that build a school climate of acceptance and understanding. We are committed to facilitating social skill growth alongside a world class educational program designed to meet the needs of every learner. We believe that every child benefits, and we believe that every adult benefits.

### 2. Engaging Families and Community:

At Point Vicente, parents and faculty work alongside in partnership with mutual appreciation and respect. We support each other through challenges and celebrate successes. We endeavor to be honest and communicate directly, and we model problem solving and collaboration. These choices are purposeful, because they create the environment we want for ourselves and our students and children.

Most of the parents at Point Vicente are working parents. We schedule evening meetings when possible and coordinate other meetings (English Language Advisory Council, School Site Council, Title 1) with drop-off or pick-up schedules. Our PTA meetings typically are small– but their numbers belie their significant impact! We are fortunate to have a few parent and community members who dedicate time each week as classroom volunteers – working with individual students and providing small group assistance. Student work evaluation has clearly demonstrated that for many children, small group work makes a big difference.

A number of our school events are designed to build connections between home and school, and to allow the students to share a special moment with their parents. PTA Movie Night, the Halloween Parade, and the Fun(d) Run Picnic are all about school spirit and fun. Point Vicente’s International Day is a grand event where parents provide booths focusing on a country (including pictures, costumes, key vocabulary, and tastes of traditional foods) and students mark their “passports” as they explore. Our International Day is not only important to our English Language Learners, but also cherished by our many families with roots in other countries and cultures. The themes of tolerance and open-minded exploration are woven throughout International Day.

We have a number of families who come from other states for a two year term with the Salvation Army.

This transition can be a major challenge for both parents and children, and we have established supports including enhanced communication with SA family support staff, quick response placement when intervention is indicated, and frequent SST and conference opportunities.

The focus of reading improvement is incorporated into the Read Across America celebration. Students who have met reading goals (fluency improvement, independent reading goals) are recognized. Community members volunteer to read to each class and share the importance of reading in their lives and in their work. Parents are invited to join their children at lunch and read with them.

### 3. Professional Development:

In 2014, we began a focused analysis of our literacy program. Point Vicente teachers set these goals: 1) identify supplemental instruction program that could be delivered in GE classroom – a program that was specifically designed to target reading comprehension skills, 2) design schedule to provide every student in grades K-1 extended small group instruction, 3) use student work and data to guide student placement and program review. These goals required a companion professional development pathway designed to fully implement and evaluate program success.

Ready Reading (Curriculum Associates) Training was provided by the publisher August 2015. They emphasized the importance of implementing the program with fidelity and as part of a direct instruction program. Though this is our initial year with school-wide data, initial observations are promising. At the site level, one of the benefits of the program has been focusing teacher attention to the specific skills embedded in “comprehension.”

Scheduling small group instruction was one challenge. A bigger challenge was supporting teachers as they expanded their confidence and skillset to facilitate small group instruction. Daily 5 has been identified as a key set of strategies to support our goals. To support teachers in adding Daily 5 strategies to their repertoire, a number of professional development opportunities have been helpful. Teachers have visited other teachers who have demonstrated the practice and provided mentoring. A group of teachers attended a Daily 5 summer conference along with the principal. Another group of teachers will complete their training through a webinar this year. Sharing and reviewing Daily 5 strategies has been included in staff meeting activities. The book was provided to all teachers and used as a platform for articulating best practices. As we read the book as a staff, and reviewed our progress in applying the approach, we have seen student achievement improve.

At the district level, the transition to our current math adoption has required significant flexibility and creativity, but the ultimate benefit of all that effort has been an elevation of our understanding of and appreciation for key instructional strategies for mathematics. At the same time, our teachers were trained in Cognitively Guided Instruction (CGI), an instructional approach for math that prepares students to demonstrate multiple strategies to problem solving, to explain their thinking, and to approach concepts with strategies they can demonstrate as opposed to shortcuts they might memorize. The district used CIA (Curriculum Instruction Assessment) teams which included representation from every grade at every school. These CIA teachers became teacher leaders at their site. To support teachers in implementing CGI strategies, monthly after-school workshops were offered. The Math In Focus adoption includes a hefty PD commitment. Publisher trainers met with teachers by grade level last May, in June, in August (2015), in January and will continue through Year Two of the adoption.

### 4. School Leadership:

Point Vicente’s strength has always been its teachers. They are hard-working, dedicated, and solve challenges together. The current principal joined in Fall of 2013 and some of her personal strengths have been helpful. A former special educator, she understood the importance of direct instruction in reading fluency and comprehension, she was prepared to implement the structure of RtI, she could help translate data into meaningful conversation for educators and parents, and she grasped the importance of a clearly differentiated approach to growth in literacy.

It isn't enough for a principal to have a vision for growth – the entire faculty needs to develop the goals and chart the course for the school. To that end, decision-making has been collaborative, transparency and clear communication have been priorities, and there is a steady effort to amplify the voices of staff members as problems are solved. Since 2013, the school faculty has worked together for scheduling, goal-setting, and reflection. Communication is open, sustained, and designed for individual preferences. Some people benefit and require face-to-face conversations. Others appreciate the flexibility of email. Every decision and program is supported by extended communication and every voice is heard. Monthly Principal Advisory Hours are scheduled to provide a dedicated time for venting, problem-solving, and discussion – though the Principal's office door is always open.

At the close of every school year, grade-level teams meet with the principal to reflect on areas of progress and identify weaknesses, share concerns, and generate goals for the coming year. Some goals are site-wide, other goals are grade-level specific. Schoolwide goals are reviewed and discussed at monthly staff meetings. There are approximately four opportunities for site-based professional development hours during the school year, and those are dedicated to site goals.

PVPUSD has developed a “roadmap” outlining specific goals in multiple areas over the next three years. Funding, time and energy will be focused to support the priorities outlined on the Roadmap. Though our site plan is not currently that defined, our approach is similar. As a group, we are clear on our priorities, we have identified how they will be measured, and we are focused on sustaining growth in those areas.

## Part VI – INDICATORS OF ACADEMIC SUCCESS

---

Point Vicente's implementation of RtI for Reading has been a target for improvement and a model of success. In three years, we have adjusted to staffing changes, clarified model design with general education and special education staff, incorporated supplemental instructional and assessment programs, and most importantly, provided sound practices that resulted in student growth.

Our RtI Reading intervention program now meets the model. Grade-level screenings of fluency and comprehension using Aimsweb are scheduled three times each year. Students who perform below proficient as well as students identified by teachers as significantly below grade level are provided additional individual assessment including IReady. Students in the lowest performance band (Tier 3) are provided individualized research-based intervention programs and are tracked with weekly probes to measure improvement. Students not making progress are reassigned to different approaches or provided increased instruction. Tier 2 students are tracked with at least monthly probes to monitor their progress. Tier 2 students receive the General Education reading instruction program Ready Reading but also have specific skill instruction in areas of weakness including vocabulary development, reading fluency and reading comprehension skill development. Tier 1 students utilize Ready Reading as their core reading program and teachers build and expand on its content for enrichment. Teachers and the intervention team collaborate at least every six to eight weeks to review data, student work, and strategize different intervention strategies.

This year, the first year of full implementation, data has provided indicators of success. Schoolwide, 22% of RtI students have moved tiers (from Tier 3 to 2, or 2 to 1). 28% of students in Tier 2 have already demonstrated grade-level proficiency and have been reassigned to Tier 1. At the end of the year, we will analyze progress by grade-level and identify any changes in scheduling or program for next year.

In addition to student improvement, the biggest success has been the development of the team approach focused on student growth. General Education teachers are full partners in providing instruction, monitoring growth, and making educational decisions for at-risk students. A significant increase in collaboration and a team approach to student improvement has been observed. Clearly, the work has been productive for students and teachers.