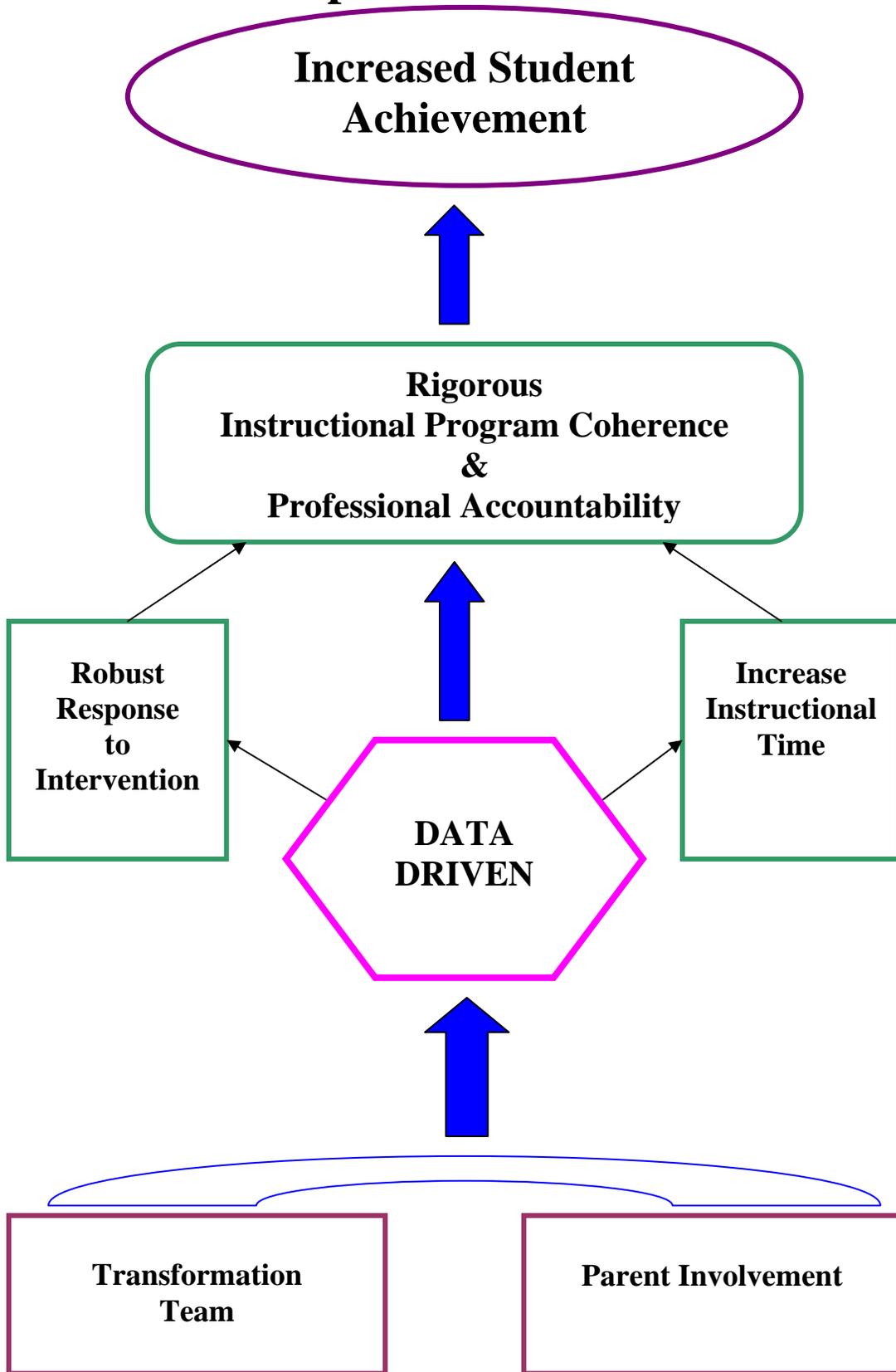


Riverview Middle School Turnaround Plan

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Conceptual Framework



Riverview Middle School

Executive Summary

Riverview Middle School (RMS) is located in the unincorporated section of Bay Point, and serves approximately 760 students in grades 6-8. Targeted significant subgroups of students include 82.9% socioeconomically disadvantaged (SD), 29.0% English Learners (EL), and 13.6% Special Education (SE).

Since 2003, administrators and staff have established and maintained a school-wide focus on school reform and high academic achievement, developing a positive behavioral climate, and increasing the understanding, appreciation and engagement of the diverse cultures of our students and their families. As a result of this effort, RMS received a Cal Stat Promising Practice Grant in February 2006 and 2007. As a grant recipient, RMS shares their strategies and successes within the district and throughout the state at numerous professional developments and networking opportunities. In 2006, Riverview received the GEAR UP which allowed for a parent education component; nine week PIQE program was held for three consecutive years. We believe we are a school on the move.

In March 2007, Riverview was awarded the High Priority Grant, a competitive state grant which provided additional support through coaches, system development, and structural strategies. In April 2008, Riverview received a CTAG grant which provided professional development to facilitate active board implementation. The Coordinated Care Team for the school continues its work at the site which began in 2003. This Team includes site staff and professionals from participating community agencies, who meet weekly to discuss specific students who are referred due to academic, social or behavioral risk factors, and develop individual plans to meet the needs of those students.

Since 2003 Riverview has turned over 80% of its staff including school administration. During the years Riverview has increased staff development and focused on strategic student interventions.

- ☆ Implementing a Support Call program since April 2005 that has administrators go directly to classes to support students and staff with behavioral issues. Student support has increased and suspension numbers have decreased since the inception of Support Calls and continue to decline this school year.
- ☆ Redesigning and implementing a master schedule that places students and teachers into interdisciplinary teams with common prep periods, allowing teachers to get to know a smaller group of students and meet on a regular basis to discuss those students and develop specific strategies across the curriculum to meet their specific needs.
- ☆ Providing intensive, strategic, and enrichment literacy classes for all 6th grade students to meet their needs as determined by assessments administered in the spring of the preceding year. Strategic classes include the SRA Reading program and Read 180 in addition to regular classes to support students who are 1-2 years below grade level in literacy.
- ☆ Providing intervention classes during the After School Program in grades 6-8 for students who are below grade level in literacy and math.
- ☆ Providing AIMs classes in grades 7-8 for students who benefit from pre-teaching and re-teaching of lessons in addition to the general education math classes.

- ☆ Placing all 8th grade students in Algebra I – gatekeeper to college. The philosophy is to prepare and provide access for all students to the algebraic concepts to better prepare them for high school and the exit exam.
- ☆ Providing parallel courses for two levels of Structured English Immersion (SEI), enabling the immediate transfer of EL students between the two levels based on progress during the school year.
- ☆ Scheduling academic literacy and reading classes to support students in conjunction with regular academic classes that meet the specific needs of EL students as they transition from SEI to mainstream classes.
- ☆ Increasing the number of students who enroll in Spanish IA/IB and French IA/IB which enables these students to enroll in year 2 of Spanish and French at the High School level.
- ☆ Expanding our music program to include two orchestra classes, one guitar class, a cadet band, concert band and chorus class.
- ☆ Continuing for the sixth year, our full inclusion model for students receiving special education services, including both resource and special day class students in general education classrooms throughout the school.
- ☆ Step Up to Writing Training for all English Language Arts and Special Education staff.
- ☆ Participating in Phil Gonsalves training by all math teachers – 6x a year. Contracting with Phil Gonsalves to visit math classes monthly.
- ☆ Intensive school wide training with Dr. Kate Kinsella for strategies related to English Learners and Dr. Sharroky Hollie for strategies related to Culturally Responsive Pedagogy.
- ☆ Using the Edusoft system and AERIES, conducting four common school wide assessments in every core subject and grade, analyzing the results and using the data to inform instruction in all classrooms.

RMS is in its third year of working with Alameda County as a leadership coach school/technical support provider. We believe their guidance and support has well positioned us to become a Turnaround School. We have had the time to build a positive school climate and have a collaborative staff that consistently is willing to look at methods of improvement.

Riverview's Turnaround Plan builds on the school's strengths and capacity and will move student achievement to the next level by strategically focusing on six areas:

- ☆ Rigorous Instructional Program & Professional Accountability
- ☆ Robust Response to Intervention
- ☆ Increased Instructional Time
- ☆ Data Driven Culture
- ☆ Create a Transformational Leadership Team
- ☆ Develop a Culture of Parent Involvement.

Needs Analysis

During the past year, Riverview has completed a thorough Needs Analysis. Riverview looked at strengths and weaknesses and missed opportunities of personnel, reviewed various data points including CST, Benchmark, Safe Harbor and CELDT movement analysis and teacher/district generated benchmark and course specific assessments have been conducted four times this year with staff, external entity and the Director of Curriculum and Instruction and full AGT. Stakeholder groups (Site Council, Parent Faculty Club, ELAC) were consulted and their input was considered in writing this plan: a focus group with key leaders on staff examined the structures we currently have in place to improve student achievement and discussed results with Site Council and our Parent Faculty Club. Riverview also did research on six schools with similar demographics and who exited from Program Improvement within three years – Rancho Cucamonga Middle School, Mathson (Lee) Middle School, Granger Junior High School, Hawthorne Middle School and William Moreno Junior High. We also studied the timely ED Source research report on Gaining ground in the Middle Years. Our discussion/plan has also been informed by the IES report on Turnaround Schools 2008.

Riverview has experienced consistent, steady incremental improvement. From 2003 – 2009 we have moved from an API of 556 to one of 649. In this 2010 plan, Riverview intends to move from the School Improvement model of incremental growth over time to the more dramatic growth increase described in the “Turnaround” type model. The Turnaround model provides constructs that will allow for quick, dramatic improvement in student achievement within three years.

Riverview has proposed a model that initiates a new and improved structure and accountability system that provides for increased capacity building and sustainability. Our model strategically focuses on six areas:

- ☆ Rigorous Instructional Program & Professional Accountability
- ☆ Robust Response to Intervention, Increased Instructional Time
- ☆ Data Driven Culture
- ☆ Create a Transformational Leadership Team
- ☆ Develop a Culture of Parent Involvement.

Each of these six areas also aligns to/ address all nine Essential Program Components

Riverview has many of the components in place that allow for a Turnaround School. Riverview needs its laser like focus to be on using the collaborative time available for data analysis; the school also needs 100% of staff on board to create scripted rigorous lessons that imbed high level questions. The Riverview Master Schedule will continue to have students grouped in grade level clusters with teachers having common prep periods. Flexible scheduling will continue for students in Literacy and Aims Support classes. Students will be tested and moved each quarter.

The following charts show our school wide incremental growth during the past three years on AYP (see chart A, B & C). Our API growth chart shows a **100 point** increase during the past seven years. Significant subgroups, represented in chart D, shows our incremental growth within our subgroups for the past nine years.

CHART A CST English Language Arts

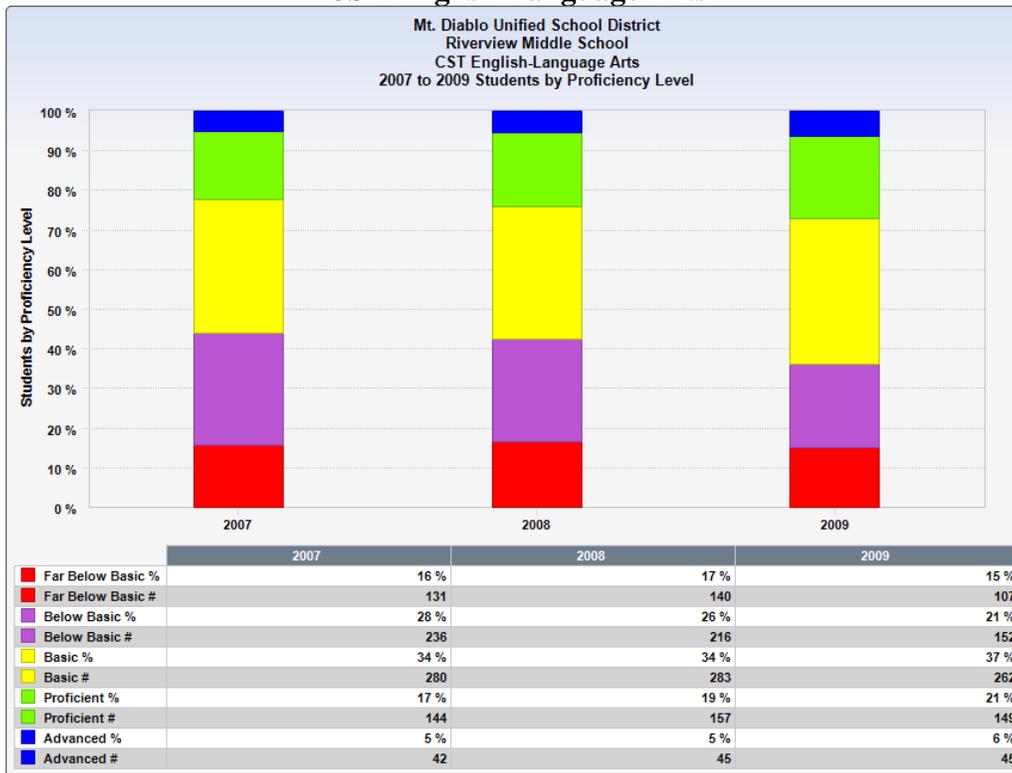


CHART B CST Mathematics 6-7

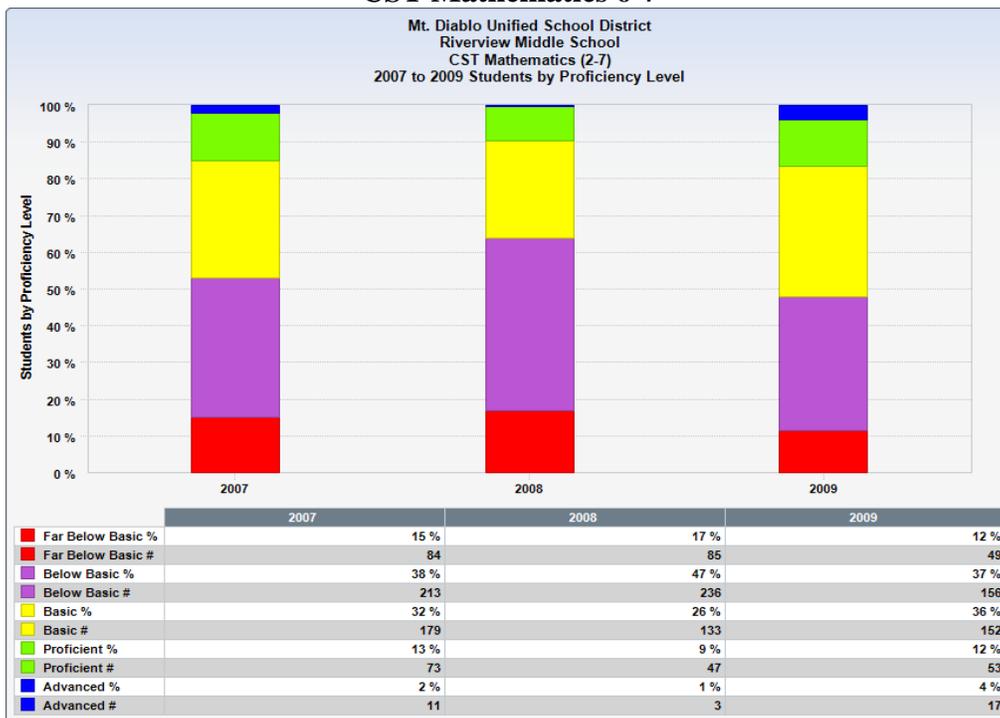


CHART C CST Algebra 8th grade

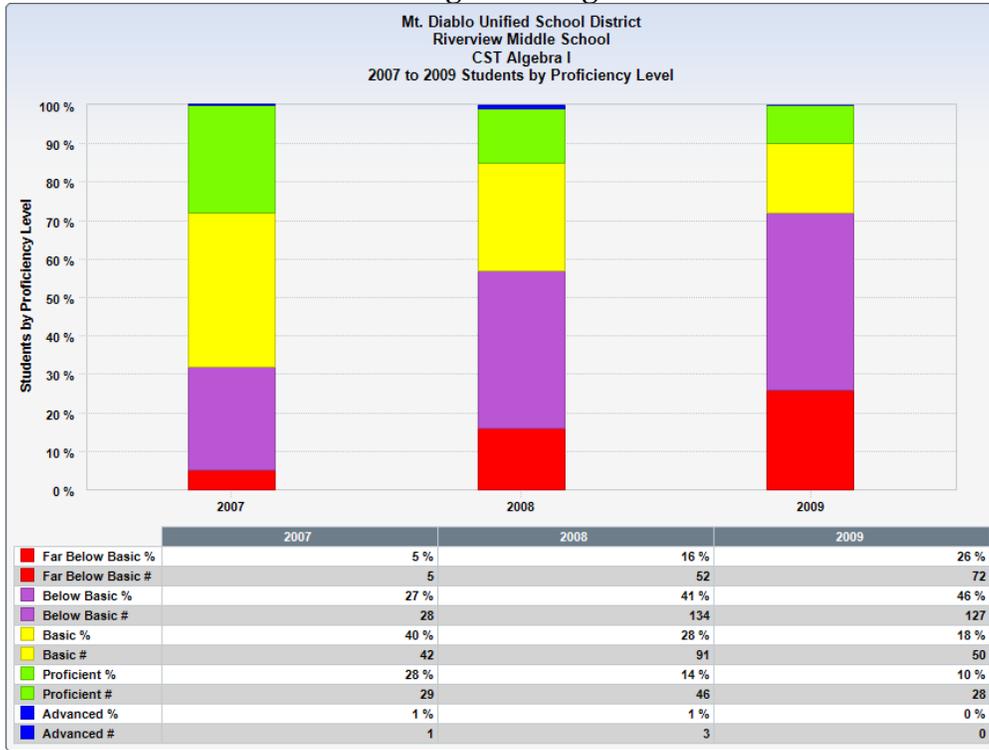
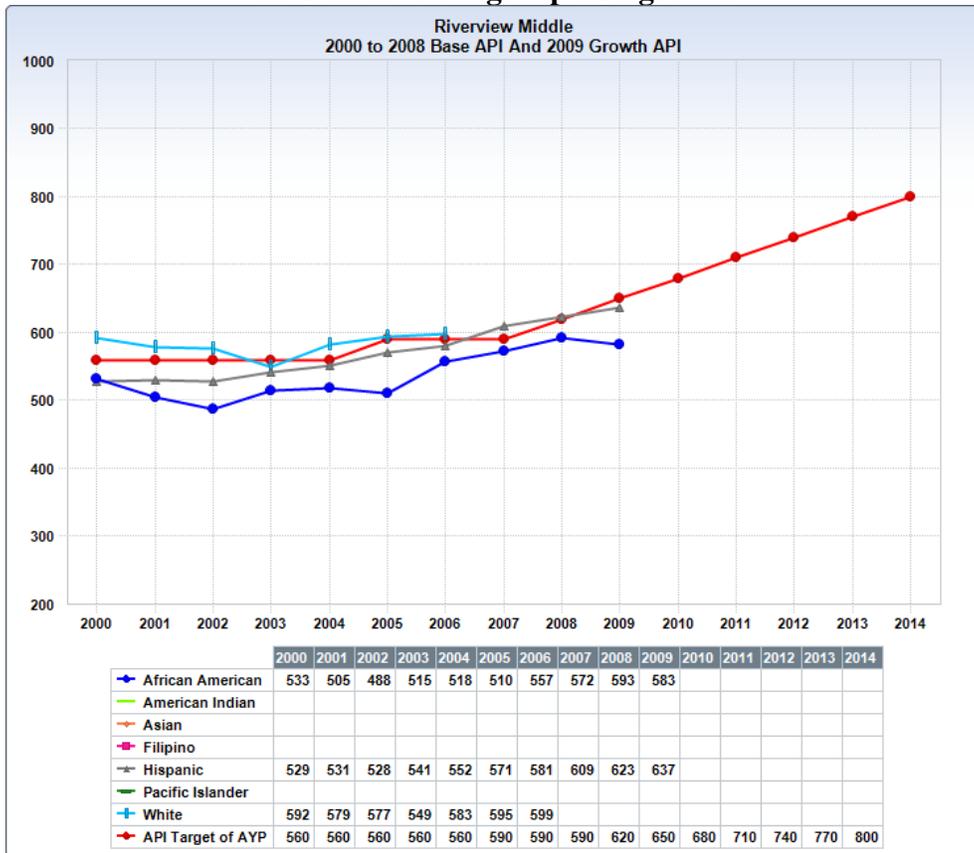


CHART D Incremental Subgroup API growth



Our three year goal to move the following percentage of students to proficient as well as meet the API goal of more than 700 is as follows:

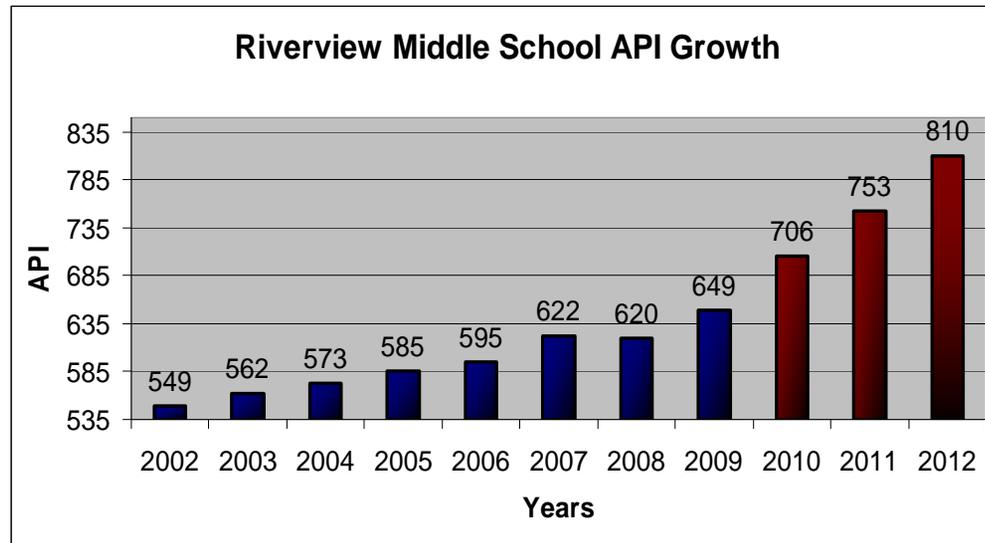
School wide API /CST Performance Band Targets Need to reach 700+

Riverview Middle School English Language Arts CST Growth by Number of Students/Percentage

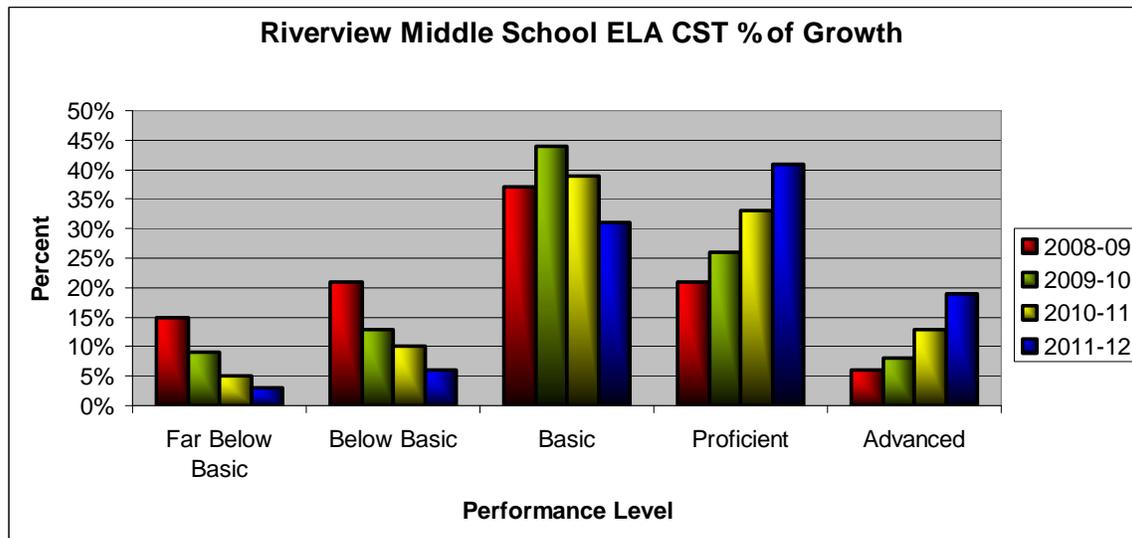
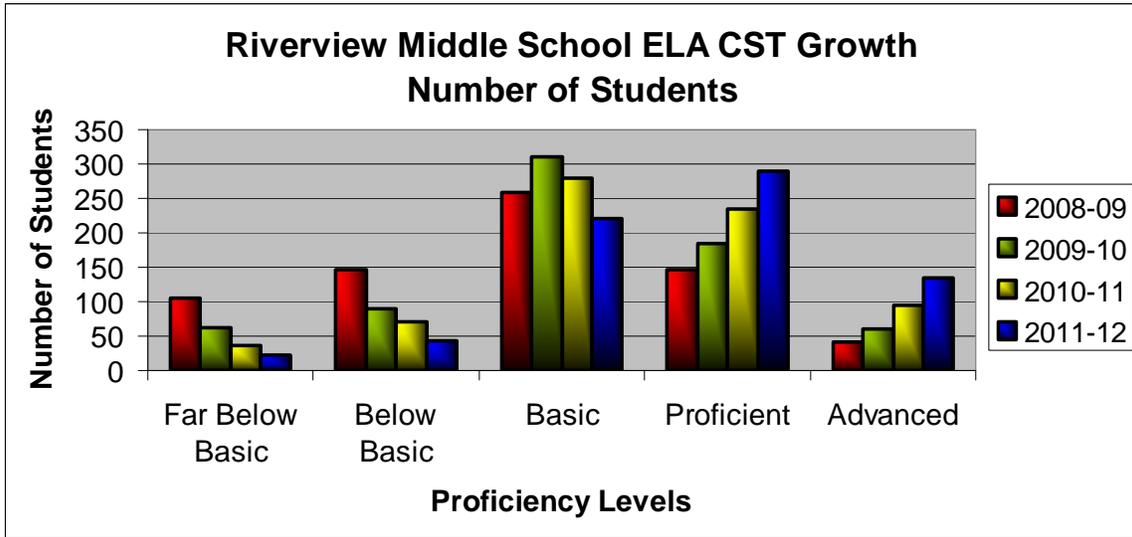
Riverview Middle School Math CST Growth by Number of Students/Percentage

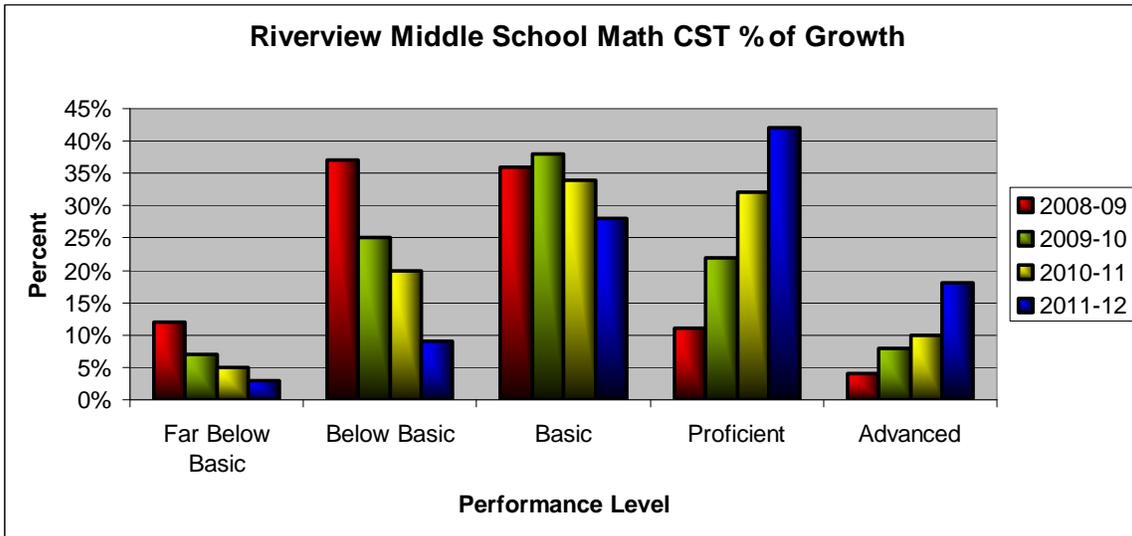
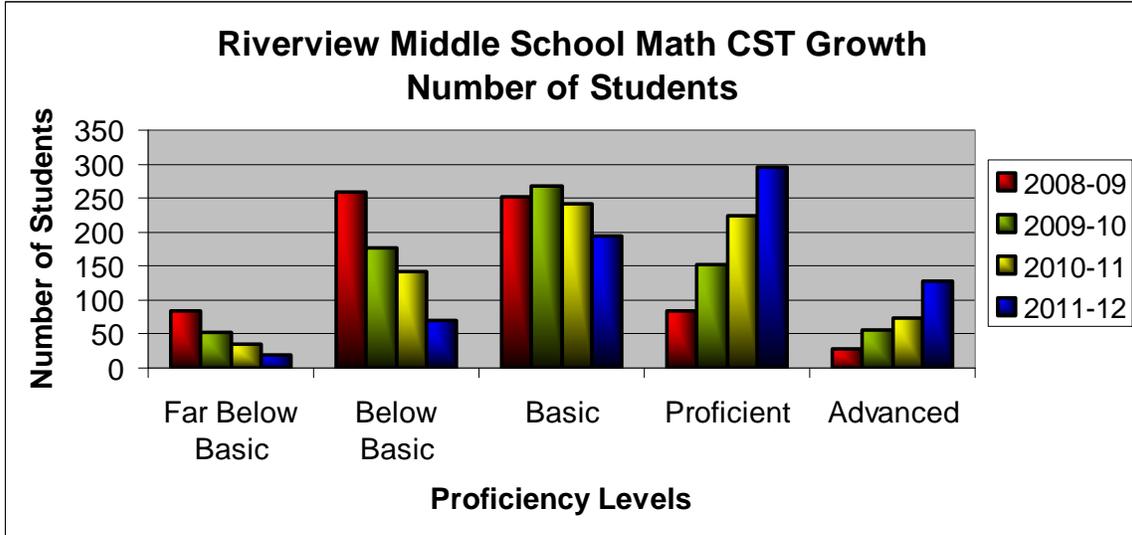
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2008-09	105/15%	147/21%	259/37%	147/21%	42/6%
2009-10	62/9%	89/13%	311/44%	184/26%	60/8%
2010-11	37/5%	70/10%	280/39%	235/33%	95/13%
2011-12	22/3%	43/6%	220/31%	290/41%	135/19%

	Far Below Basic	Below Basic	Basic	Proficient	Advanced	API Total
2008-09	84/12%	259/37%	252/36%	84/11%	28/4%	649
2009-10	52/7%	177/25%	267/38%	152/22%	56/8%	706
2010-11	35/5%	142/20%	242/34%	224/32%	73/10%	753
2011-12	20/3%	70/9%	194/28%	295/42%	128/18%	810



**The projected improvement trajectory of student proficiency from
2008 - 2012**





Rigorous Instructional Program Coherence **& Professional Accountability:**

(Essential Program Components: #1 – Instructional Program; #2- Instructional Time; #3 – Principal Leadership Training; #4 – Professional Development; #5 – Student Monitoring; #6 – Ongoing Instructional support for teachers; #8 – Lesson Pacing)

Current barrier based on Needs Assessment:

There is a great variability of instructional rigor, standards based instruction and instructional delivery across classrooms at the school site.

Outcome Desired:

All students attending Riverview will be provided with a standards based instructional program, delivered in a consistently rigorous manner as a result of teachers planning together, holding one another accountable for consistent student results and administrative monitoring and support.

Key Activities/strategies:

- ☆ Cognitive Lesson Planning focused on increased rigor
 - Template – staff will turn in two lesson plans a week: one lesson will be planned jointed with Learning partner teachers or other staff – staff will meet during prep periods to collaboratively script lessons.
 - Staff will be divided by administration to review lesson plans and provide specific feedback.
 - Lesson plans will include – California content standard addressed, engagement strategies; academic vocabulary; three high level questions (check for understanding) that differentiate for subgroups, scaffolding techniques and assessment model.
 - Staff will continue to follow and update pacing guides – using standards-aligned materials.
 - Administrators and coaches will use lesson planning templates to observe for implementation.

- ☆ Targeted Professional Development
 - Ten to twelve staff members to work directly with Dr. Sharroky Hollie – Culturally Responsive Teaching and Learning.
 - Staff will be trained in Explicit Direct Instruction
 - Language Arts/Social Studies and Special Education staff have been trained in Step Up to Writing (spring 2010) – adopt this as our school wide writing program.
 - Coaching feedback and modeling: peer observation protocols, learning walks.

☆ Accountability

- Administrators will continue to consistently monitor teacher and student performance through observations, data chats and 360 performance goal setting conferences.
- Fidelity of curriculum implementation with all support classes – literacy and Math
- Teachers will be asked to choose a “learning partner” and develop a differentiated professional growth plan (template to be designed) which outlines professional growth targets, who they plan to work with and what support they anticipate needing.
- Coaching support model to be scheduled with systematic support and observable outcomes.

Robust Response to Intervention – Quality of Time

(Essential Program Components: #1 – Instructional Program; #6 – Instructional support for teachers)

Current Barrier based on needs assessment: Our RTI Model is in place but highly defined tiered interventions are not sufficiently elaborated.

Outcome desired: A comprehensive school wide support system that provides timely, flexible and responsive support to students based on “right on time” diagnosis and immediate interventions will be implemented.

Key Activities – Socio/Emotional:

- ☆ Continue Coordinated Care Meetings
- ☆ Formalize and implement systematic pyramid interventions for socio-emotional needs
 - Increase number of social workers – MFC interns
 - Include teachers on Coordinated Care team
 - Bi-lingual Psychologist intern
 - Support call program for behaviors

- ☆ Formal Recognitions
 - Continue VIP store two days a week from outside office
 - Include recognitions for students who improve in Literacy/EL/RFEP
 - Continue STAR Ceremony

Key Activities – Academic:

- ☆ Continue Inclusion classes for all Special Needs students
- ☆ Formalize and implement an enhanced pyramid of academic intervention to include:
 - Assistant or teacher support in general education classrooms.
 - Formalize collaboration between general and special education staff.
 - Increased Time is created within Master Schedule for interventions

- ☆ Literacy Classes
 - 6th and 7th grade – use SRA (data shows two year growth)
 - 8th graders will be in Read 180
 - Consistent assessments – staff will look at progress and share with administrators.
 - Strongest staff teaching literacy/math support classes. All will be trained.

☆ ELD Classes

- Strategic pullout classes that specifically address whole language.
- General Education staff – scaffolding techniques such as but not limited to “reciprocal teaching” for EL learners

☆ Flexible grouping

- This will continue to take place for ELD/Literacy and Math support classes.
- In addition, we will work to have flexible grouping take place in general education classes. After teachers discuss weekly mini-assessments the following week they can pull students from each cluster for re-teaching in a specific subject. For example: 6th grade science teachers – teach the same periods will flip students for one or two days for re-teaching and/or enrichment.

Increased Instructional Time

(Essential Program Components: #1 – instructional program; #2 – Instructional time)

Current Barrier based on needs assessment: The current amount of time that is allocated within the school day is not sufficient for students to catch up, if they are behind or to accelerate learning to be on par with Proficiency standards.

Outcome desired: Increase and extend instructional opportunities for students.

Key Activities – Academic:

☆ Re-vamp After School Program

- We will have one teacher with a prep dedicated to organizing this new After School Program.
- Students will have access to intervention and enrichment classes.
- Safe Harbor students will be required to attend extended after school tutoring.
- “Learning Circles” will be created, supervised and facilitated providing additional academic time for students to reinforce learning in small collaborative settings that require dense use of academic language with peers on class work, homework outside the school day.
- Teachers will send assignments or work to teachers of ASP so that there is a contiguous loop throughout the day.

☆ Saturday Academy

- Two hours each Saturday; students who fail weekly quick assessments will attend for standards-based reteaching.

Data Driven Culture

(Essential Program Components: #7 – Monthly Collaboration; #5 – Student Monitoring)

Current Barrier based on needs assessment: Many Riverview staff are beginning to use data to make instructional decisions. The school wide set of practices is inconsistent.

Outcome desired: All staff members will consistently use student formative and summative data to re-tool instruction in the short term, to group students, to provide students with appropriate interventions and to monitor academic progress. Data also will be used to monitor the implementation of curriculum.

Key Activities:

- ☆ The coaches and administrators will develop and monitor specific protocols for data decisions that result in next steps.
- ☆ Staff will consistently use data to set instructional goals
 - Staff will use Curriculum & Associates as Benchmark Assessments.
 - Mini assessments will be given weekly; staff will meet in common prep periods to discuss data and inform their instruction.
- ☆ Continue to develop and revise SMART Goals
 - Two staff members will be released for one period each to help with data collection.
 - Each weekly meeting will continue to be rich in data – staff will have help with someone pulling the data for them. Everyone will be expected to have assessments completed and to report back in writing in regards to the student findings from their meetings.
- ☆ Data driven artifacts such as data walks, students' recognitions and celebrations for progress will be developed and happen monthly.

Transformational Leadership Team

(Essential Program Components: #1 – Instructional Program; #2- Instructional Time; #3 – Principal Leadership Training; #4 – Professional Development; #5 – Student Monitoring; #6 – Ongoing Instructional support for teachers; #8 – Lesson Pacing)

Current Barrier based on needs assessment: Leadership is somewhat fragmented and is situated as the primary responsibilities of formal administrative staff.

Outcome desired: Leadership/stewardship will be more broadly defined as a set of responsibilities and functions. A team of leaders will strategically set the course and guide the transformation efforts in a comprehensively coordinated way.

Key Activities:

- ☆ Five staff members will have a coaching period within Master Schedule to be used for – Strategic planning and review and monitoring of implementation of Turnaround plan including: data analysis, math, ELA, ELD coaching and overseeing revamped After Extended Day school program.
- ☆ Team will meet weekly before school. This team will interface on a regular basis with both Alternative Governance Team and Leadership Team.
- ☆ Using and enhancing the strengths of current staff will provide for capacity building and sustainability of Turnaround plan.

Culture of Parent Involvement

(Essential Program Components: #1 – Instructional Program; #5 – Student Monitoring)

Current Barrier based on needs assessment: Our Parent community may not always see the importance of consistent daily attendance and its correlation to improved achievement. Many students miss school for a variety of reasons.

Outcome desired: Student attendance increases school-wide. There is an increase in the opportunities for positive school contacts. Create a qualitatively different kind of parent and community engagement.

Key Activities:

- ☆ PIQE Meetings -- Fall of 2010 (we have done meetings school years 2005-08)
- ☆ Two staff per grade level to provide leadership in planning two events a year for parents: one social and one more academically focused.
 - All staff to attend at least two school events excluding Back to School Night and Open House.
- ☆ Research other middle schools and develop a more robust outreach repertoire that will include family visits and support for all families at Riverview.
- ☆ Continue growth and participation of Parent Faculty Club – it has just taken off this year (2009-10)

Monitoring of Plan

This plan will be consistently monitored and supported by School Administrators, Alternative Governance Team, Transformational Leadership team external support provider and by Department Chairman.

- ☆ School Administrators will reorganize their duties this spring to align with Turnaround plan. Each administrator will oversee one of the areas.
- ☆ External support provider, School Administrators and Transformational Leadership team will meet weekly to discuss data and progress beginning June 2010 for planning purposes.
- ☆ Lesson Plan template will be created this spring and given to staff so that they can become familiar during the summer. Each administrator will review weekly lesson plans from 12 to 15 staff members.

- ☆ 2010-2011 School Calendar will be created with formal assessments by June 2010.
- ☆ Phil Gonsalves – math coaching days at Riverview for 2010-2011 school year.
 - Sept. 27, 2010
 - Oct. 18, 2010
 - Nov. 16, 2010
 - Jan. 18, 2011
 - Feb. 22, 2011
 - March 22, 2011
 - April 26, 2011
 - May 17, 2011
- ☆ Weekly staff/collaboration meetings will focus on data and student work.
- ☆ Contract with Dr. Sharroky Hollie for staff development training; direct coaching with 12 to 15 staff members.
- ☆ Minutes of monthly Alternative Governance Meetings will be shared with staff.
- ☆ Contract with Alameda County – Priscilla Hopkins as external entity to assist with coaching; alternative governance committee.
- ☆ Learning walks will happen monthly using a clear observation protocol. Cycle of Inquiry will be used to review observations and support staff in this process.
- ☆ Data from CSTs and students grades will be used in early September to create After School Program – response to intervention. Groups needing intervention, support and enrichment will be identified in mid September. Groups will begin early October.
- ☆ PIQE Meetings will be scheduled for Fall 2010.

Fiscal Impact

- ☆ Use additional sections in Master Schedule to pay for coaches, etc. This will be budgeted through QEIA funds as well as Title I. The hope is to build such capacity that in a few years we will not need the extra sections.
- ☆ Title I/ QEIA funds will supplement ASP funds and will pay for extra teacher support for our re-vamped after school program.
- ☆ Professional Development – paid through Title I/ ARRA/ QEIA funds.
- ☆ Instructional Supplies will continue to be budgeted through Title I.

Fiscal Impact

Object Code	Description	Funding Source	Amount	Narrative
5800	External Math Coach	Title I	\$7,000.00	Phil Gonsalves to visit Math classes monthly
5800	Professional Development	Title I, Title I ARRA, QEIA	\$55,000.00	Intensive training with Dr. Sharroky Hollie for strategies related to Culturally Responsive Pedagogy
5800	External Leadership Coach	Title I	\$50,000.00	Alameda County leadership coach to provide ongoing school/technical support
4300	Curriculum Associates Math, Science and Language Arts materials	Title I	\$13,000.00	Test prep materials to be used for quarterly student benchmark assessments tests
1160	Afterschool Program-Certificated Staff for standards-based intervention classes	Title I QEIA	\$30,000.00	Salaries to staff standards-based intervention classes with certificated teachers
4300	Measure Up materials	Title I	\$9,000.00	Standards-based materials for use in after school intervention classes
1160	Standards-based Saturday Reteaching Classes	Title I QEIA	\$10,000.00	Salaries to staff standards-based Saturday Reteaching Classes with certificated staff
1150	Release time/ additional pay for certificated staff	Title I	\$10,000.00	Substitutes for staff assigned additional work or released to assist with data collection, collaboration or observations
5800	PIQE Parent Meetings	Title I Parent Involvement	\$7500.00	Provide PIQE parent classes

Riverview has applied for the 2009-10 QEIA School Improvement Grant and if awarded, will reallocate some of the above expenditures to that program.