



Department of Education

**2016 California Gold Ribbon Schools Program
Elementary School Application: Part B**



California Casualty



Pleasant Grove School

Model Program/Practice Summary

1. Name of Model Program/Practice:

Professional Growth Model

2. How long has this Model Program/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

Pleasant Grove School

- ☐ 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 Other (*specify*) GATE

5. What strategies are used to implement the Model Program/Practice? (*Check all that apply.*)

Strategies:

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

6. How is your Model Program/Practice referenced in your district's LCAP? [Refer to the State Priorities listed in Education Code (ED) sections 52060 and 52066. Charter schools must address priorities in EC Section 5206(d)]

Our first LCAP goal is to *ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction*. We accomplish this by offering on-going professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CA standards in ELA/ELD and mathematics, developing an infrastructure for ongoing analysis of student performance and progress by scheduling collaborative learning time into Monday early release calendar, utilizing CA standards-aligned instructional materials with embedded assessments to ensure a quality CA ELA/ELD and mathematics standards implementation, providing instructional assistants to help engage and support students while teachers facilitate small-group instruction, and increasing the number of computers available for intervention. We are a single school district and our LCAP reflects both district and school goals.

Model Program/Practice Narrative

Model Program/Practice Name: Professional Growth Model

(Model Program/Practice narrative—limit your responses to four (4) pages total)

1. Description of the Model

The Professional Growth Model that we continually evaluate and refine at Pleasant Grove School has its roots in our early PLC days. Just as the rigor of the California Standards has increased for our students, the rigor has increased for our teachers and administrators as well. Therefore, our PLC has evolved into a Professional Growth Model that takes into account the 21st century skills we want for our students and develops the instructional practices required of staff as we strive to teach the whole child and meet the needs of all students including English learners.

We build professional capacity by offering on-going professional learning including on-site collaboration and instructional coaching as a means to support the implementation of the CA standards in ELA/ELD and mathematics. We develop an infrastructure for ongoing analysis of student performance and progress by scheduling collaborative learning time into Monday early release calendar, and utilizing CA standards-aligned instructional materials with embedded assessments to ensure a quality CA ELA/ELD and mathematics standards implementation.

Our Professional Growth Model has one major focus: building professional capacity through

- professional learning;
- instructional coaching; and
- collaboration.

In 2008 we celebrated our API of 827. The following two years produced similar API results of 828 both years. Although we were pleased with our 800+ API, schoolwide, deeper review of our CST data showed 61.6% of all students were proficient in ELA versus 40.8% in our low income sub group. See Tables 1 and 2.

Table 1

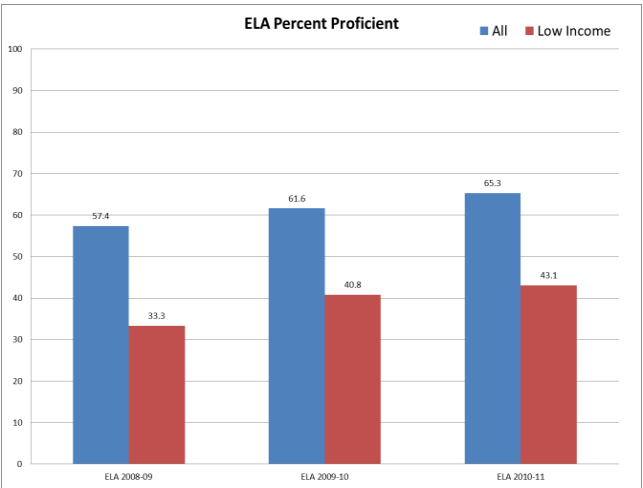
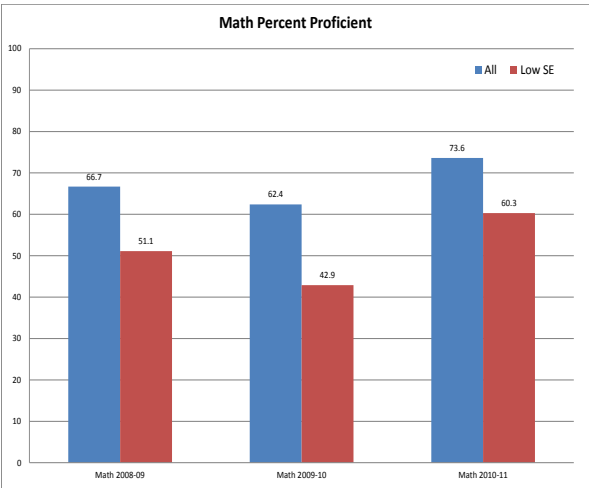


Table 2



This gap between our low income sub group and all students was unacceptable. We realized if we wanted *all* students to develop 21st century skills, we needed to expand our instructional practices to support that outcome. This insight led us to adjust our original PLC model into the *Professional Growth Model* we have today.

To develop this model we studied research on best practices, including Marzano and Heidi Hayes Jacobs. We reviewed instructional practices that were working in our own classrooms; we studied the *California ELA/ELD and Mathematics Frameworks*; and evaluated our student data. We determined that staff needed a deep understanding of the *ELA/ELD and Mathematics Frameworks* and standards; a forum to share and evaluate instructional strategies for effectiveness; time to align instruction and assessment to measure students' mastery of the standards; and instructional feedback.

The action steps outlined in our LCAP support our *Professional Growth Model* by allocating resources for a Curriculum Specialist to provide on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the California standards. Additional resources provide instructional assistants to engage and support students while teachers facilitate small-group instruction for intervention.

In 2014, we focused on the essential resources for the *Professional Growth Model*. In addition to the Superintendent/Principal, the Curriculum Specialist assists teachers with planning and improving instruction through co-teaching and peer observations, aligning assessments with the California Standards, and managing student data. The goal of implementing our *Professional Growth Model* was to provide on-going learning among our educators to continually improve their practice in order to increase academic achievement for *all* students while supporting the social-emotional and behavior needs of our unique populations.

This is evident in the 96% attendance rate that has been maintained over the past four years. In addition, there has been a reduction in suspensions or principal referrals during these same years. There has been a significant increase in parent satisfaction with engagement. Spring 2014 LCAP stakeholder survey indicates 56% of parents are Very Satisfied with engagement and spring 2015 LCAP stakeholder survey indicates 90% of parents are Very Satisfied with engagement.

2. Implementation & Monitoring of the Model

The first step in the implementation of our model occurred years ago when our school community initiated a Professional Learning Community (PLC) and extended the school day Tuesday through Friday in order to have an early release day on Mondays, providing two hours of time dedicated for professional learning. This was a new concept and great care was taken to include stakeholders in collaborative conversations as the concept of an early release day was introduced and subsequently implemented. We continue to report on *Professional Growth Model* activities and work products at monthly Board meetings, Site Council, and Parents' Club meetings. We deliberately link professional learning activities to an increase in student learning. This time is still critical to our ongoing success and is very much a part of our professional culture of learning.

Our next task was to evaluate the professional capacity of staff and determine the level of support needed to implement the California Standards. We began by having teachers complete a survey to ascertain their level of proficiency with ELA/ELD and math standards, math practices, instructional strategies, intervention and use of assessment data, SBAC, and performance tasks. Teachers were asked to rate their proficiency on a scale from "No

Knowledge (0)” to “I can lead the PD (5)”. This data guided our work and influenced our LCAP goals. Results of these informal surveys continue to show growth and drive our model.

One of our greatest and most immediate needs was to develop a deep understanding of the standards and later the frameworks. This work took many forms such as, working with the Educational Services Department at our county office to “unpack” the standards, attending county sponsored grade level collaboration to define “essential” grade level standards, studying vertical standards alignment, concept maps, and discussing chapters and vignettes in frameworks. It is through this conceptual understanding of the standards and their frameworks, teachers are prepared to deliver rigorous, high quality lessons using instructional strategies appropriate for our population.

Supporting our newest teachers in the successful implementation of the California Standards is a priority. One of our challenges is that we must continually revisit this work with the frameworks and standards while new staff acclimates to the *Professional Growth Model*. Only four of our nine teachers have taught at Pleasant Grove more than three years. Five have taught less than two years total. The coach goes beyond the induction program by working alongside the new teacher by planning and delivering lessons, attending trainings, evaluating data, and managing intervention. This relationship builds a strong instructional foundation. Having the coach as part of our staff allows us to provide the best possible professional growth opportunities for teachers to observe highly skilled peers.

We routinely arrange substitute coverage for classes so teachers can meet with the curriculum specialist to study curriculum, evaluate data, and plan for instruction. Administration meets with teachers each trimester to review student data. Teachers meet monthly during early release Monday for grade level collaboration. Work among peers remains one of the strongest aspects of our *Professional Growth Model*. Teachers are now beginning their lesson planning with the end in mind. They first look at curriculum, lessons, and potential assessments to make sure there is a high correlation to the standards. If there is not correlation, teachers make adjustments to curriculum including the addition of supplemental resources.

Monitoring and continual assessment of our *Professional Growth Model* is accomplished through reflective conversations, observations, and the sharing of best practices and data that support student achievement. During recent individual teacher data meetings the superintendent gathered information from teachers seeking their input on planned professional learning and individual teacher needs. Part of our monitoring process is in the form of review of the match between standards, lessons, assessments, and intervention. In addition, the curriculum specialist and administrator provide feedback to teachers on instructional strategies. The data indicates a refinement of instruction, the increasingly academically focused and reflective conversations during grade level meetings, and the critical evaluation of assessments and lessons as they relate to standards. Based on our qualitative and quantitative data evaluation, teachers are becoming increasingly skilled at the implementation of the California standards.

Our efforts to include parents in the design and implementation of our model include Site Council, LCAP committee, Parents’ Club, school newsletters, Back to School Night, and Open House. Our staff makes extraordinary efforts to partner with and inform parents on an individual basis. New staff, students, and families are quickly embraced by the Pleasant Grove School community. We pride ourselves on meeting with every parent for fall parent teacher conferences and throughout the year.

3. Results of the Model/Pupil Outcomes

The result of our *Professional Growth Model* is qualitative during debriefing with teachers following walk-throughs, and individual teacher data meetings. Local data includes universal assessments given to all students in grades 2-8 in reading comprehension, fluency, and math at the start of the school year and at the end of each trimester. Data meetings are held each trimester to review data, evaluate and drive instruction, and set learning goals for students and instructional practice goals for teachers. Our local assessment results mirror that of our standardized test results with a steady increase in students scoring proficient on benchmark assessments. There is an observable increase in high quality first instruction as evidenced by the decrease of the achievement gap between all students and targeted low income students. In ELA our largest gap was 24.1 2008/09 but as a result of our work, has decreased to 9.1 in 2012/13. In math our largest gap was 19.5 in 2009/10 and decreased to 4.7 in the 2012/13 school year. See Tables 3 and 4.

Table 3

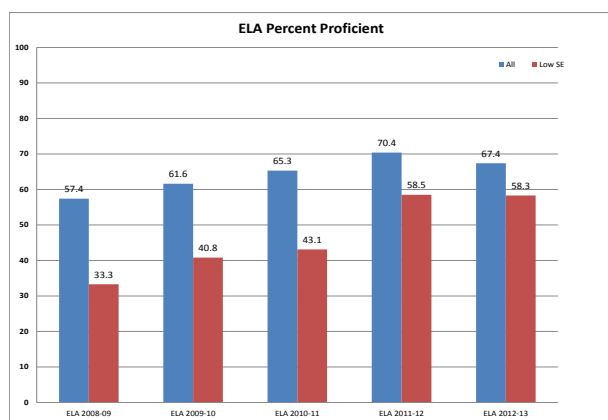
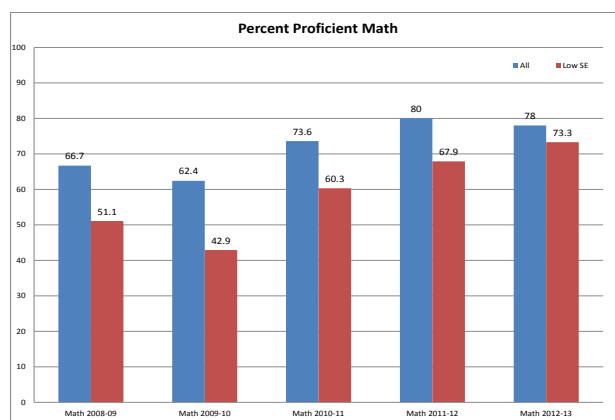


Table 4



Since the implementation of our *Professional Growth Model*, our school wide API grew to a final 889 when we received a CA Distinguished School Award in 2014. In addition, because of a 44 point increase in API for our low income subgroup, we also received a Title I Award in 2014.

Additional validation came with recent SBAC baseline results indicating 60% of students meeting or exceeding standards in ELA and 54% of students meeting or exceeding standards in math. The majority of the grades exceeded both county and state percentages in both ELA and mathematics. See Tables 5 and 6.

Table 5

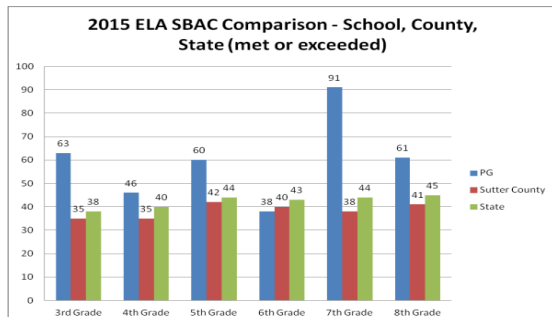
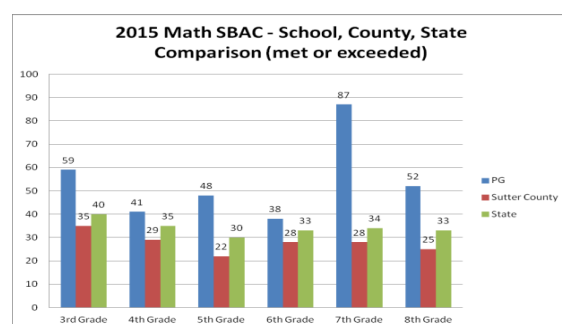


Table 6



The *Professional Growth Model* has built capacity among the staff and supported the instructional rigor necessary to meet state standards and continues to be the foundation for our commitment that *all* students will develop 21st century skills and be college or career ready.