

# **No Excuses University at Anna Borba**

## **Universal Achievement**

A visible staff, student, and parent commitment to a culture of Universal Achievement can be found in our school office, our classrooms and on campus. The signed staff commitment to a culture of universal achievement is posted in the office next to our "Where Did You Go to College?" bulletin board. Our student commitment to a culture of universal achievement is posted in the classrooms. Our parent commitment to a culture of universal achievement is discussed and signed at our fall parent conference. Students set individual goals each trimester.

To foster character education, we implement Character Counts at Anna Borba. We practice and reinforce expected behaviors during the first twenty days of school and reinforce the top ten when we return from Winter Break. We have a character trait of the month, which is reinforced during our morning announcements and at our monthly assemblies. Certificates are awarded to students demonstrating this character. On a daily basis, students can earn "Gotcha" tickets for 1) Taking care of themselves, 2) Taking care of others, and/or 3) Taking care of Anna Borba. Weekly drawings for books are held on Fridays. Monthly drawings are held during the awards assemblies for pizza with the principal. Specific behavioral expectations charts are posted in the restrooms and cafeteria.

Honor Roll students are honored at evening ceremonies. High achieving students are honored at our College Rally with a run through a banner and a victory lap around campus. This year we also awarded an Anna Borba College Bound! t-shirt.

Parent meetings are held in English and Spanish in the morning and in the evening. Topics include Common Core math, reading, how to help your child with homework, bullying, the importance of college and career readiness, CELDT, and SBAC. Parents are encouraged to visit as well as volunteer.

Murals and posters are a powerful visual reinforcement of Academic Proficiency, Character Development and College Readiness throughout our school. In October 2014, we were recipients of the United Way's Make a Difference Day. At our request, murals focused on academic proficiency, character development and college readiness were painted throughout our campus.



# No Excuses University at Anna Borba

## Collaboration

Collaboration takes place daily, weekly, and/or monthly at Anna Borba. It happens in the staff lounge, in classrooms, in the hallways, the office and sometimes even the parking lot. We collaborate in and across grade levels and throughout the district.

Wednesday is our minimum day and it is our official day to collaborate as a professional learning community. Once a month we hold K-6 collaboration, often in a classroom. The other Wednesdays are for grade level collaboration. Grade levels can meet, plan and discuss data with the intervention teachers, our instructional coach, resource specialists and/or administrators.

This year much of our teacher collaboration time has been to learn, plan, implement, and evaluate our new Common Core State Standards language arts units of study and math materials. We are committed to providing instruction that develops critical thinking, communication, collaboration, and creativity in all of our students.

Once a month we hold staff meetings to provide additional trainings. Staff trainings this year have focused on Multi-Tiered Systems of Support (Academic and Behavioral), 21<sup>st</sup> Century Skills and three key instructional shifts: knowledge through content-rich non-fiction and informational text, reading and writing grounded on evidence from the text, and regular practice with complex text and its academic vocabulary.



# **No Excuses University at Anna Borba**

## **Standards Alignment**

Teaching is aligned to Common Core State Standards (CCSS) at Anna Borba. Last year we began preparing our staff for CCSS with district overview trainings. We supported those trainings with an introduction to CCSS, Close Reading, Depth of Knowledge, Writing, and online resources trainings.

This year our district has provided district-wide Common Core State Standards training for language arts and math by grade level. We support this training at our school site with follow-up sessions. Teachers meet and plan so that all grade levels are teaching according to the CCSS.

District teachers have written Common Core State Standards Language Arts units of study, which we are implementing throughout the grades this year. Two of our teachers are ELA units of study curriculum writers.

Our site instructional coach works with individual teachers as well as grade levels to help them implement Common Core State Standards and powerful teaching and learning strategies. She provides training, modeled lessons, feedback and related resources for the entire teaching staff. Our ELD coach also supports the implantation of CCSS with modeled ELD lessons, lesson planning and feedback.



# No Excuses University at Anna Borba

## Assessment

Curriculum based assessments are part of our new CCSS math curriculum adoption. Language arts unit post-tests, which are aligned to CCSS, have been developed by our curriculum developers and are an integral part of our English Language Arts units of study. These assessments are given regularly and according to the district pacing guide. These, along with math, science and social studies chapter and unit assessments, are part of the report card grade.

Teachers use Running Records (K – 2) and the Scholastic Reading Inventory (SRI) to determine baseline reading levels at the beginning of the year and to monitor progress. Additional inventories are given as needed for phonics, comprehension and fluency. Intervention teachers and Resource Specialists give additional assessments before a student is moved into Tier 2 and Tier 3 intervention.

Last year we prepared for and participated in the Smarter Balanced Assessment Consortium (SBAC) field test. We provided hands on training for our 3<sup>rd</sup> – 6<sup>th</sup> grade teachers and their students in our computer labs. All 3<sup>rd</sup> – 6<sup>th</sup> grade parents were invited to attend a morning or evening hands-on CAASPP information meeting in our computer lab.

The California English Language Development Test is given each fall to our limited English speaking students to provide baseline data (initial) and monitor growth (annual). This, along with teacher data, helps us place students in Language (ELD) groups and inform daily instruction.



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## Data Analysis

Administrators and teachers regularly analyze data to plan for interventions and lessons. Data comes from state tests, district tests, and school tests.

California English Language Development Test (CELDT) data drives the Language (ELD) curriculum and lessons for the majority of our students. District curriculum has been developed and is being aligned to CCSS. Results from this test are one of the determining factors for reclassification and indicate which students may need our summer Jumpstart program. Our most recent data shows that we continue to meet AMAO 1 and 2 at the school site level.

As we await individual student results from the SBAC test which will be given this spring, district and site test data tell us how our students are doing and help us determine which students need Tier 1 (classroom) interventions during master scheduled language arts and math Universal Access time.

Students who may need Tier 2 (strategic) intervention are further assessed and monitored by our Intervention and classroom teachers. That data is used to determine which students need intensive (Tier 3) reading intervention with our district adopted intensive reading intervention program. Intervention teachers monitor Tier 2 and Tier 3 student progress and are part of the team that determines whether further intervention or psycho-educational assessment is needed. That data in turn determines if a student needs an Individual Education plan.

We have set aside days for grade level data analysis. Providing subs and a specific agenda gives us extended, uninterrupted time to analyze data, develop goals and plan for interventions.

SBAC summative assessment results will give us additional data as we plan academic interventions for next year.



# **No Excuses University at Anna Borba**

## **Academic and Social Interventions**

We believe in success for all students and we are a Multi-Tier Support Strategy Academic and Behavioral (MTSS A & B) school.

Anna Borba operates on a master schedule. The master schedule allows teachers to group students for Language (ELD), Universal Access (UA), and math and language arts (upper grades) and helps us provide as much support as possible for academic and social/behavioral interventions. Student and Teacher Excellence Program (STEP) team meetings are held at least once a month to review specific students academic and or behavioral concerns, set goals, and monitor student progress.

Academic intervention starts with data and a Response to Intervention (RtI) model at Anna Borba. Our RtI model is based on screening, diagnostics and progress monitoring. Our Learning Center teachers (intervention and resource specialists) regularly collaborate with classroom teachers and are members of our STEP team. Our Learning Center teachers provide high-quality intervention matched to student need. We have strategic small group intervention, intensive reading intervention and special education. Our Learning Center approach supports Special Education students through their IEP and general education students who need intensive short term support.

The social/behavioral side of our RTI triangle has evolved to a flow chart that includes four tiers. Our MTSS-B team received training this summer and our staff has received training throughout the fall. For our Tier 1 support, we are one of six district schools piloting the Second Step curriculum with all of our K - 6 students and using the Mini-DESSA for universal screening. We have implemented Tier 2 small group behavior intervention and plan to expand. Tier 3 individual counseling is available and supported by Chino Human Services. Tier 4 referrals for Section 504, Special Education and Community and School Programs are also in place. Tier 2, 3, and 4 interventions are based on goals established by the STEP team.

We are a Safe School Ambassadors school. The participating students are trained to recognize problematic situations and implement a variety of positive, safe interventions.

We will continue to refine our MTSS A & B supports as we plan for next year.



# **No Excuses University at Anna Borba**

## **Powerful College Readiness Symbolism** **Throughout Campus**

College symbolism can be found throughout our campus. School murals throughout our campus focus on college, character, and curriculum. College banners are posted around our patio where students and parents gather each morning. All of our classrooms have adopted a University. University flags can be found on the outside of each classroom door and bulletin boards with more about the university can be found inside the classroom. College Friday is every Friday and students are encouraged to wear a college shirt. Once a month we hold an outdoor College Rally with college fight songs, cheers and chants. Virtual college visits take place once a week with a different power-point presentation of each of the colleges we've adopted as a staff. These have been shared with other college crazy campuses in our district. Students are excited about attending college and parents are now asking questions about college for their children. We have shared information about No Excuses University and our virtual college visits with our parents and scheduled additional college information meetings for February. Next year, we plan to offer college t-shirts for each of the colleges we've adopted as part of our uniform package. We also want to take pictures of our parents with their children in front our college mural to reinforce "After high school comes college."

