



SCHOOLS TO WATCH – TAKING CENTER STAGE

MODEL SCHOOL – VISITOR’S GUIDE



Reyburn Intermediate School



2009 School Statistics

(Sources: 2009 API Growth Report; 2009 AYP Report)

Community: Urban fringe of a large city
Enrollment: 1,136
Grade Levels: 7-8
School Schedule: Block schedule; 87 minutes per subject

Student Demographics

- 36% White
- 30% Hispanic/Latino
- 26% Asian
- 4% African American
- 2% Filipino
- 1% American Indian/Alaska Native
- 0% Pacific Islander

- 52% Free/Reduced Lunch
- 13% English Learners

2008 Base: 783

2009 Growth: 801 (up 94 points since 2000)

2009 AYP: Met 22 of 25 criteria

(Visit <http://www.cde.ca.gov/ta/ac/ar/index.asp> to view this school’s data for prior years.)

Designated in 2010

Reyburn Intermediate School • Clovis Unified School District • Fresno • Barry Jager, Principal • 2901 DeWolf Avenue, Clovis, CA 93619 • Tel 559-327-4500, Fax 559-327-4791 • <http://www.clovisusd.k12.ca.us/reburn/>

School Characteristics and Replicable Practices

Academic Excellence

- Multiple opportunities for students to revise their work—progressive templates, peer editing, conferencing, and Writing for Excellence
- California State Standards are displayed in “kid-friendly” language and are checked off in planners when standards have been mastered.
- Identified at-risk students are placed in an after-school intervention program.
- Teacher teams create multi-level lessons incorporating English language-arts and social studies content.
- Many tools are used to assess student understanding and that data is used to drive instruction.
- Common vocabulary is used school-wide; all teachers use note-taking strategies, including Cornell notes.
- Instruction incorporates three learning modalities per lesson and a variety of strategies including use of technology, simulations, and hands-on experiences via virtual labs in science and virtual tours in history.
- Small group English language-arts and math intervention classes during the day are for students below the State proficiency level.
- Laptop classes and loaner laptops are open and available for all students.
- Block scheduling, 87 minutes per subject, allows for deep understanding of the curriculum.
- Teacher prep periods are grouped by department for collaboration and peer observation.

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Developmental Responsiveness

- All staff members build relationships of accountability and trust with students.
- Many health services are available for students having trouble to receive help.
- Extensive elective options include Exploration of Agriculture, leadership, and a band, percussion group, color guard that compete throughout the district, county and state.
- A peer-counseling program trains students in conflict resolution to assist with mediation.
- Extensive community service and outreach activities connect students to real-world service learning.
- Student Drug Prevention Council members act as liaison to the community for alcohol, tobacco and drug-free information; Human Relations Council discuss current issues regarding race, gender, and age and promote tolerance of differences.

Social Equity

- Co-teaching allows special education students to be in mainstream classes.
- English learners are provided a year-long support program.
- Students have opportunities for support before school, at lunch, and after school until 6:00 p.m. every day with help from teachers and mentors from the nearby university.
- Teachers use Plan-Do-Study-Act framework to monitor and evaluate student progress.
- Teachers design structured lessons for every standard with pre-assessment, guided practice, independent practice, post-test, and re-teaching components.
- Technology is used to engage students in every classroom—LCD, doc cameras, Qomo tablets, SmartBoards, and individual remote assessment tools.
- Every student receives career counseling.
- *REAL Time* provides students with academic and social enrichment giving parents no-cost childcare until 6:00 p.m.
- The principal focuses on one character pillar each month with activities from Character Counts!

Organizational Support

- The shared vision is posted throughout the school: Perseverance, Academic excellence, Community, and Kids first (PACK).
- The faculty practices California Beginning Teacher Support and Assessment (BTSA) program's model of *Plan Do Study Act*.
- Professional Learning Communities meet bi-monthly and discuss goals, teaching strategies, improve weak areas, and improve student achievement.
- Teachers meet bi-weekly to analyze standards-based data for learning needs of students.
- District assessments take place every nine weeks for better understanding of what students know and still need to learn.
- There is an evaluation and educational plan for each student.
- Teachers use data as self-reflecting tool to determine re-teaching needs with the goal of student learning.
- Plan-Do-Study method is used in implementing small group re-teaching and enrichment for students who have already mastered concepts.
- All beginning teachers are paired with a mentoring teacher for a two-year district mentoring program focusing on teaching the State Standards.
- ROP students interested in a teaching career are partnered with mentoring teachers on campus.
- Reyburn Intermediate established a collaborative partnership with California State University, Fresno's teaching fellows to implement after-school programs.