

WILLOWS UNIFIED SCHOOL DISTRICT
Office of the Superintendent

Date: 2/2/2012

Request for Placement on Board Agenda:

AGENDA TOPIC: LEA Title III Year 4 Plan

PRESENTER: Janet Perez, Director of Categorical Programs

Background Information:

Title III of the ESEA (Elementary Secondary Education Act) provides supplemental funding to LEAs (Local Educational Agencies) to implement programs designed to help English Learners attain English proficiency and meet the state's academic and content standards.

A LEA must meet Annual Measurable Achievement Objectives (AMAOs) to receive Title III monies (see attached document). AMAOs 1 and 2 are calculated based on CELDT data. AMAO 3 is based on meeting AYP requirements for the EL subgroup. AYP is based on data from the California Standards Test (CST), the California Modified Assessment (CMA), the California Alternate Performance Assessment (CAPA), and/or the California High School Exit Examination (CAHSEE).

Willows Unified did not meet their AMAOs and we are required to update the LEA Plan section for English Learners.

Recommendations:

Based on the requirements/guidelines of Title III, please approve the attached Title III Year 4 Plan.



2010-11 Title III Accountability Reports Local Educational Agency (LEA) Data

Release Date: September 23, 2011
LEA: Willows Unified
County: Glenn
CDS Code: 11-62661-0000000

[School-level Data](#)

[DataQuest Help](#)

The Title III Accountability Report indicates the status of each Title III-funded local educational agency (LEA) or consortium in meeting the three annual measurable achievement objectives (AMAOs).

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English

Number of 2010-11 Annual CELDT Takers	262
Number with Required Prior CELDT Scores	259
Percentage with Required Prior CELDT Scores	98.9%
Number in Cohort Meeting Annual Growth Target	121
Percentage Meeting AMAO 1 in LEA	46.7%
2010-11 Target	54.6%
Met Target for AMAO 1	No

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort	
Number of 2010-11 English Learners in Cohort	217
Number in Cohort Attaining the English Proficient Level	20
Percentage in Cohort Attaining the English Proficient Level	9.2%
2010-11 Target	18.7%
Cohort Met Target	No
5 Years or More Cohort	
Number of 2010-11 English Learners in Cohort	111
Number in Cohort Attaining the English Proficient Level	35
Percentage in Cohort Attaining the English Proficient Level	31.5%
2010-11 Target	43.2%
Cohort Met Target	No
Met Targets for AMAO 2	No

AMAO 3 - Adequate Yearly Progress for EL Subgroup at the LEA Level

English-Language Arts	
Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	No
Mathematics	

Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	No
Met Targets for AMAO 3	No

Met All AMAO Criteria

Met all AMAOs	No
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Number of Consecutive Years Not Meeting AMAOs

Number of Years	4
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Note: If less than 65 percent of the 2010 Annual CELDT takers have prior year scores, no values will be printed for AMAO 1 and the LEA or consortium will not meet the AMAO 1 target.

Yes* – Met the AMAO target through the application of confidence intervals (the LEA/consortium had fewer than 30 valid scores in the AMAO cohort).

For more information on Title III accountability, refer to the CDE [Title III Accountability](#) Web page.

Questions: AMAO Team | AMAO@cde.ca.gov | 916-323-3071

Web Policy

Title III Year 2 and Year 4 Plan Local Educational Agency Needs Assessment Template

Local education agencies (LEAs) receiving Title III subgrant funding are required to meet the Annual Measurable Achievement Objectives (AMAOs) for their English learner (EL) subgroup. When the agency fails to make progress toward meeting such objectives for 2 and/or 4 consecutive years, the LEA shall develop a Title III plan that ensures it meets the objectives, addressing the factors that prevented the objectives being met. For LEAs that have not met AMAOs for four years, the plan must meet the objectives by modifying **curriculum, program, and method of instruction**, addressing the factors that prevented the objectives being met.

Directions: Provide information requested for each cell in the outline. The cells expand to allow space needed for narrative responses under each item. All Title III LEAs must submit a copy of the completed Needs Assessment to the Title III Regional Lead and submit to California Department of Education via the California Accountability and Improvement System (CAIS) at <http://64.147.175.16/tracker/Security/Login.aspx> (Outside source), as part of the **Title III Plan**.

Willows Unified School District – 11-62661

1. Briefly summarize EL linguistic and academic performance challenges, and identify and describe those key factors of the instructional program that prevented the local educational agency (LEA) from meeting Title III AMAOs

- a. Describe findings from analyses of the CELDT, CST, CAHSEE, CAPA, CMA and other assessments used by the LEA to measure EL student English proficiency and academic achievement, and findings derived from other data analyses and state tools (e.g., ELSSA, APS), as these relate to the three AMAOs (Goals 2A, 2B, and 2C).

The LEA analysis of all the assessment results and the state tools (e.g., ELSSA, APS, DAS) revealed some challenges for teachers in developing an effective instructional program. These challenges directly affect the opportunity for an effective language development program to emerge. Listed below are the major findings:

Willows Unified School District has not met their AMAO 1 since 2007-08. The 54.9% percent meeting the target in 2007-08 is greater than the current state target of 54.6% and yet the 2010-11 percent meeting the target is only 46.7%. This is a considerable decline in students making annual progress in learning English.

English Learners have not met their AMAO 2 since 2007-08. There has been a slight growth in the percent of students attaining English proficiency on the CELDT, but the gap between the state target and the LEA target widens each year.

The English Learner subgroup met AMAO 3 for student participation rate in both ELA and Mathematics. The EL subgroup did not meet their targets for percent proficient in ELA or Mathematics. The gap between the state target and the LEA target continues to widen each year (since 2007-08).

Students at the Beginning level on the CELDT continue to progress at a higher percentage rate than at any other level. The EL students progress to the Intermediate level and that is where many of them level off and remain. With only 11 students out of 121 meeting the Early Advanced/Advanced: English Proficient levels and 110 meeting Intermediate/Early

Title III Year 2 and Year 4 Plan Local Educational Agency Needs Assessment Template

Intermediate/Beginning levels, students are not progressing at a rate necessary for English proficiency or to meet State targets.

Over half the students scoring at the intermediate level on the CELDT scored Basic and Below Basic (59 of the 88) on the ELA CST and over 75% of the students scoring at the intermediate level on the CELDT scored Basic and Below Basic (67 of the 88) on the Mathematics CST.

RFEP students appear to peak at the 6th grade level with continuous growth from grade 2 through grade 6 advancing from basic to proficient levels. From grade 7 and beyond, the level of proficient and advanced declines with fewer students participating.

CAHSEE results show 83% of the RFEP students in ELA passed and 80% of the RFEP students in Mathematics passed. Appropriate interventions and support to pass the CAHSEE are in place. The CST performance levels and the passing scores for CAHSEE continue to not be aligned. Students remain at intermediate levels on the CELDT and below proficient levels on the CST.

b. Describe strengths and weaknesses in the design and implementation of the **district's current** LEA Plan, the District's EL Master Plan or the prior Year 2 Improvement Plan Addendum. The program dimensions listed below are areas to consider in reviewing current plans.

- Instructional program design
- Implementation of state and district adopted curriculum
- Implementation of instructional services and methods
- Professional development (Goal 2D)
- Parent & community participation (Goal 2E)
- Parental Notification (Goal 2F)
- Services for Immigrant Students if the LEA receives Title III Immigrant funds (Goal 2G)

Strengths of the current Year 2 Improvement Plan Addendum:

- *Administrators completed the AB430 training and teachers participated in the AB466 training.*
- *Professional Development opportunities have been provided by the district and surrounding county offices to include: Classroom Data Training, Essential Elements of Improvement, District Data Analysis, Differentiated Instruction, Formative Assessments, Standards Based Grading, and Explicit Direct Instruction.*
- *All teachers in the district are certified to teach English Learners.*

Title III Year 2 and Year 4 Plan Local Educational Agency Needs Assessment Template

- *The curriculum was evaluated by administrators and teachers and the decision was made to purchase new curriculum for grades K – 8 in ELA. CA Treasures was purchased along with all the ELD and EL materials.*
- *District Site Leadership Team (DSLTT) was established – currently in the second year.*
- *A district-wide Professional Learning Community (PLC) has been established. Every other Wednesday all schools provide collaboration opportunities to achieve their goals.*

Weaknesses of the current Year 2 Improvement Plan Addendum:

- *The evaluation of the current instructional minutes for ELA, Mathematics, and ELD is not sufficient to meet the needs of English Learners.*
- *The district and school sites continue to struggle with developing an effective English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) for parent involvement.*
- *AB 466 training is available to teachers, but more teachers need to take advantage of this training and the district needs to find ways to make it convenient.*
- *Implementation of the Year 2 Plan has taken time and we are “in the process” of satisfying all the recommendations – new curriculum (CA Treasures) was purchased in October, 2012 and is now being implemented; PLC time for collaboration established at Willows Intermediate in August, 2011 and for Murdock Elementary and Willows High School, August, 2012.*
- *SLOP was never used as an educational strategy instead Explicit Direct Instruction is being implemented.*

2. Describe the factors contributing to failure to meet AMAO(s).

Identify and describe factors that which prevented the LEA from achieving the AMAO(s) and explain how the identified factors above were verified from evidence gathered.

1. The LEA does not have an effective curriculum at all grade levels that aligns to the assessment that is measuring a student’s academic ability.

After reviewing the APS, DAS, all Assessments, and conducting self-assessment surveys for - “Building a Collaborative Culture”, “Results Orientation”, and “Focus on Learning” through our District Site Leadership Team, and classroom observations by consultants from RSDSS and Title III, it is evident that the current curriculum did not allow for a clear link between teaching, learning, and assessment for EL and EO students.

2. The instructional program and lesson delivery is not consistent from one grade level to the next.

After reviewing the APS, DAS, all Assessments, and conducting self-assessment surveys for - “Building a Collaborative Culture”, “Results Orientation”, and “Focus on Learning” through our District Site Leadership Team, and classroom observations by consultants from RSDSS and Title III, it is evident that the current system for lesson

Title III Year 2 and Year 4 Plan Local Educational Agency Needs Assessment Template

delivery throughout the district did not focus on: time on task, alignment to standards, coverage of standards, and instructional effectiveness.

3. Teachers are not given enough time to collaborate and develop common assessments, pacing guides, and differentiated lessons for targeted students.

After reviewing the APS, DAS, all Assessments, and conducting self-assessment surveys for - "Building a Collaborative Culture", "Results Orientation", and "Focus on Learning" through our District Site Leadership Team, and classroom observations by consultants from RSDSS and Title III, it is evident that the current practice of one hour teacher meetings and once a month grade level meetings does not allow teachers enough time to prepare, organize, collaborate, and instruct. More time is needed to allow administration and teachers to work together on a shared vision, to analyze student work and observe classrooms, and to participate in decision making regarding student learning.

3. Determine goals and focus areas derived from analysis above.

All LEAs must address annual progress learning English, English Proficiency, and AYP for EL Subgroup, high-quality professional development, and parent and community participation. If identified as in need of improvement through the Needs Assessment, LEA must also address parental notification, services for immigrant students (if such funding received), highly qualified teachers, increased graduation rates, decreased dropout rates, and increased enrollment in AP courses. Identify the LEA's goals in each of the corresponding LEA plan goals. In the Title III Plan, the LEA must describe the research-based strategies it will implement to address the areas of weakness identified through data analysis. The strategies, activities and tasks are further developed in the Plan template, specifying timelines, person responsible, estimated costs, and funding resources 9.

	<i>Timeline</i>	<i>Person Responsible</i>	<i>Funding Sources and Estimated Costs</i>
<i>Strategies, Activities and Tasks</i>			

Title III Year 2 and Year 4 Plan Local Educational Agency Needs Assessment Template

<p>Goal 2A: (AMAO 1 Annual Progress Learning English) and Goal 2B: (AMAO 2 English Proficiency)</p> <p>Objective: Standardize ELD instruction to all students classified as EL at all grade levels.</p> <p>ELs will be given ELD instruction according to their CELDT level:</p> <ol style="list-style-type: none"> 1. District EL coordinator will provide CELDT results to Site EL coordinator and Site Principal. 2. CELDT results will be disseminated to teachers. 3. ELs will be grouped in classes according to their CELDT level and grade, as possible. <p>ELD instruction will be provided for all ELs daily:</p> <ol style="list-style-type: none"> 1. CELDT results will be analyzed by the District and Site EL Coordinators along with the Site Principals to ensure proper placement of EL students in classrooms. 2. Teachers will provide daily ELD instruction fully implementing the core curriculum for a minimum of 30 minutes. 3. The new CA Treasures ELD and EL curriculum and assessments will be evaluated by the Principals and Teachers to ensure its effectiveness. 4. District EL Coordinator will collaborate with Principals and Site EL Coordinators to ensure appropriate placement and effective monitoring of program at the site. 5. Principals will conduct classroom visits weekly to monitor the implementation of ELD and EDI strategies. 	<p>09/2011</p> <p>09/2011</p> <p>09/2011</p> <p>09/2011-06/2013</p> <p>08/2011-06/2013</p> <p>10/2011-06/2012</p> <p>10/2011-06/2012</p> <p>01/2012 – 06/2013</p>	<p>District EL Site EL Coordinator Site Principal</p> <p>District EL Coordinator Site EL Coordinator Site Principal Site Teachers</p> <p style="text-align: center;">↓</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>

Title III Year 2 and Year 4 Plan Local Educational Agency Needs Assessment Template

<p>Goal 2C: (AMAO 3-AYP for ELs in English Language Arts)</p>			
<p>K-12 Strategies for Improving Reading/Language Arts:</p>			
<p>1. Principals will conduct classroom visits weekly to monitor the implementation of ELD.</p>	<p>08/2011 – 06/2013</p>	<p>District EL and Site EL Coordinator</p>	<p>N/A</p>
<p>2. Site EL Coordinator will work with teachers to ensure materials meet the needs of the students.</p>		<p>Site Principal Site Teachers</p>	
<p>3. Principals will work with teachers to develop pacing guides and common assessments.</p>	<p>08/2011 – 06/2013</p>		
<p>4. Principals will conduct informal walk-throughs in each classroom to check that teachers are adhering to EDI strategies and curriculum is being implemented.</p>	<p>02/2012 – 06/2013</p>		
<p>5. Monthly management team meetings will include discussing the results of the Principal observations and walk-throughs.</p>	<p>01/2012-06/2013</p>	<p>Superintendent Site Principals</p>	<p>N/A</p>
<p>6. Evaluation of state-adopted materials and supplementary materials (Accelerated Reading) to determine their effectiveness and if purchasing additional materials is necessary.</p>	<p>09/2011</p>	<p>Site Principals Teachers Categorical Director</p>	<p>Title I and EIA - \$10,000</p>
<p>7. Evaluate all computers to determine the need for updating or replacing.</p>	<p>10/2011-06/2012</p>	<p>Technology Director Categorical Director</p>	
<p>Goal 2C: (AMAO 3-AYP for ELs in Mathematics)</p>			
<p>K-12 Strategies for Improving Mathematics:</p>			
<p>1. Site EL Coordinator will work with teachers to ensure materials meet the needs of the students.</p>	<p>08/2011 – 06/2013</p>	<p>District EL and Site EL Coordinator</p>	<p>N/A</p>
<p>2. Principals will work with teachers to develop pacing guides and common assessments.</p>	<p>08/2011 – 06/2013</p>	<p>Site Principal Site Teachers</p>	
<p>3. Principals will conduct informal walk-throughs in each classroom to check that teachers are implementing the curriculum and EDI strategies.</p>	<p>08/2011 – 06/2013</p>		


Title III Year 2 and Year 4 Plan Local Educational Agency Needs Assessment Template

<p>4. <i>Monthly management team meetings will include discussion on the results of the Principal observations and walk-throughs.</i></p> <p>5. <i>Evaluation of state-adopted materials and supplementary materials (Accelerated Math) to determine their effectiveness and if purchasing additional materials is necessary.</i></p> <p>6. <i>Evaluate all computers to determine the need for updating or replacing.</i></p>	<p>01/2012-06/2013</p> <p>09/2011</p> <p>10/2011-06/2012</p>	<p><i>Superintendent Site Principals</i></p> <p><i>Site Principals Teachers Categorical Director</i></p> <p><i>Technology Director Categorical Director</i></p>	<p>N/A</p> <p><i>Title I and EIA - \$10,000</i></p>
<p>Goal 2D: (High Quality Professional Development)</p> <p><i>Objective: Provide districtwide professional development opportunities focusing on instructional strategies, disaggregating assessment data, and curriculum enhancement.</i></p>			
<p>1. <i>Superintendent, Principals and Teachers will review student data from the most current CELDT, CST, and CAHSEE results during designated PLC days.</i></p> <p>2. <i>Principals and Teachers will follow-up with most current student CELDT results during designated PLC days.</i></p> <p>3. <i>Principals and Teachers will develop common assessments and pacing guides during designated PLC days.</i></p> <p>4. <i>All K-6 and ELD teachers will utilize the Accelerated Reading and Accelerated Math Programs as supplementary materials and attend workshops to enhance their understanding of the materials as needed.</i></p> <p>5. <i>Teachers will identify EL students at the CELDT Intermediate levels and CST Basic levels and develop strategies to move the EL students to</i></p>	<p><i>Beginning 08/2011 and continuing</i></p> <p><i>PLC days – 2011-2013</i></p> <p><i>PLC days – 2011-2013</i></p> <p><i>08/2011-06/2013</i></p> <p><i>PLC days – 2011-2013</i></p>	<p><i>Superintendent Principals, Categorical Director Teachers</i></p> <p><i>Principals</i></p> <p><i>Principals</i></p> <p><i>Principals</i></p>	<p>N/A</p>

Title III Year 2 and Year 4 Plan Local Educational Agency Needs Assessment Template

<p><i>proficient and advanced levels.</i></p> <p>6. <i>Provide professional development opportunities for staff to attend workshops/trainings centered on how to improve student achievement using classroom data and state assessment data. Attendance at the Leadership Matters Workshops provided by RSDSS and Tehama County Office of Education will be encouraged.</i></p> <p>7. <i>Superintendent, Categorical Director, Principals, and Teachers will attend EDI trainings provided by DataWorks. Training will focus on Learning Objectives, TAPPLE, Differentiated Strategies, Checking for Understanding, EL Strategies, Guided and Independent Strategies.</i></p> <p>8. <i>Provide Teachers the training necessary for full implementation of CA Treasures including the ELD and EL materials.</i></p>	<p><i>Workshop Series: 10/2011-03/2012</i></p> <p><i>2011-2013</i></p> <p><i>11/2011 -06/2012</i></p>	<p><i>Region 2 – RSDSS – Tehama County Office of Education</i></p> <p><i>Superintendent Categorical Director</i></p> <p><i>Superintendent Categorical Director Principals</i></p>	<p><i>Title II - \$2,000</i></p> <p><i>Title III - \$23,000</i></p>
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Title III Year 2 and Year 4 Plan Local Educational Agency Needs Assessment Template

<p>Goal 2E: (Parent and Community Participation) and Goal 2F: (Parental Notification)</p> <p>Objective: Provide meaningful opportunities for parents to participate in the educational community.</p> <ol style="list-style-type: none"> 1. In a timely manner, communicate district and school information with parents utilizing monthly newsletters, ParentSchool Connects (automated phone system), local newspapers, School Site Councils, District and School Websites, and School Board Meetings. 2. Provide information to parents, in a timely manner, about student placement in any special program(s). 3. Continue to post schools' Parent Involvement Policy, Single Plan for Student Achievement, LEA Plan, and School Accountability Report Card on the District and School's website. 4. Provide parents access to school computers if none are available. 5. District and Site EL Coordinators will work together to develop strategies to increase parent involvement for DELAC and ELAC. 6. Prepare documents to be sent home in Spanish. 7. Train administrators and staff on effective parent involvement strategies. 8. Continue to offer EL Parent Education Class for Parents wanting to learn English (taught by District Bilingual Teacher). 	<p>Weekly, Monthly</p> <p>When student placement changes – immediately!</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>01/2012-04/2012 – once a week</p>	<p>Superintendent Principals Categorical Director Site EL Coordinators Teachers</p> 	<p>Title I - \$2,000</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Title I & EIA- \$5,000</p>
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Willows Unified - 1162661000000

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

An increasing percentage of English learners will make annual progress in learning English.

By June, 2013, the percentage of English learners in Willows Unified School District learning English will increase from 46.7% to 50%, in order to move toward state defined growth expectations as measured by CELDT.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	3

STRATEGY Teachers will provide meaningful instruction.

Sound ELD instructional practices are being implemented to include:

1. Systematic, explicit, direct instruction followed by guided and independent practice.
2. Clear language objectives for every lesson.
3. Frequent formative and summative assessment.
4. Assessment that accurately measures the acquisition of English in addition to curriculum-embedded assessments that monitor the student's progress through the new curricular materials

Filing Cabinet Count	0
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ACTION STEP Explicit Direct Instruction

Teachers will be trained in EDI and fully implement the strategies. Principals and selected teachers have been trained to be coaches and they will monitor progress.

Status	In Progress 01/26/2012	Filing Cabinet Count	0
Start-End Dates	10/19/2011 - 05/11/2012		
Persons Responsible	Janet Perez		

ACTION STEP Lessons will be meaningful

Teachers will display learning objectives daily for students and demonstrate through instruction what they are going to learn and how they are going to learn the assigned lesson. Administrators and coaches will monitor progress.

Status	In Progress 01/26/2012	Filing Cabinet Count	0
Start-End Dates	10/19/2011 - 06/07/2013		
Persons Responsible	Janet Perez		

ACTION STEP Checking for Understanding

Willows Unified - 11626610000000

GOAL Goal 2B: AMAO 2 - English Proficiency

An increasing percentage of English learners will attain English language proficiency annually.

1. By June, 2013, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 9.2% to 11.2%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.

2. By June, 2013, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 31.5% to 33.5%, in order move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.

Filing Cabinet Count 0
Resources and state requirements for this goal Available 3

STRATEGY Targeting at-risk EL students

Site administrators will verify the ELD program is in place through regular classroom visits and timely feedback.

- 1. Teachers will provide students with additional ELD intervention and support, based on their English language development needs.
- 2. Teachers will develop a plan, implement, and evaluate the effectiveness of lesson delivery in ELD.
- 3. Teachers will schedule sufficient time for academic activities during the ELD block to include using core and supplementary ELD materials.

Filing Cabinet Count 0

ACTION STEP Intervention and Support

Student progress will be monitored by teachers and administration. Interventions will be provided for students who are struggling before academic deficits become lasting.

Status	In Progress 01/26/2012	Filing Cabinet Count	0
Start-End Dates	01/13/2012 - 06/07/2013		
Persons Responsible	Janet Perez		

ACTION STEP Lesson Delivery

To ensure lesson effectiveness toward academic achievement, administrators will monitor the implementation of the curriculum, program, and method of instruction for the purpose of evaluating the overall design of the program

Status	In Progress 01/26/2012	Filing Cabinet Count	0
Start-End Dates	01/13/2012 - 06/07/2013		
Persons Responsible	Janet Perez		

ACTION STEP Effective ELD

Willows Unified - 1162661000000

GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

An increasing percentage of English learners will attain proficiency in Reading/Language Arts and mathematics annually.

- By June, 2012, the percentage of English learners attaining proficiency in reading/language arts will increase from 21.6% to 26.6%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.
- The LEA will continue to meet or exceed the 95% participation rate for English learners assessed in Reading/Language Arts.
- By June, 2012, the percentage of English learners attaining proficiency in Mathematics will increase from 27.0% to 32.0%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics.
- The LEA will meet or exceed the 95% participation rate for English learners assessed in Mathematics.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	3

STRATEGY Implementation of sound instruction practices

Administrators and teacher coaches will provide direction in creating effective instructional practices to include:

1. Explicit direct instruction followed by guided and independent practice.
2. Well prepared lessons with specific learning objectives.
3. Checking for understanding throughout the lesson.
4. Provide time for teachers to collaborate to develop common assessments, pacing guides, and targeted lessons - PLC time.

Filing Cabinet Count	0
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ACTION STEP Guided and Independent Practice

Teachers will guide students through the process of solving a problem together - working the same step with the students at the same time. After the teaching is done, students practice what they were just taught by themselves.

Status	In Progress 01/26/2012	Filing Cabinet Count	0
Start-End Dates	01/13/2012 - 06/07/2013		
Persons Responsible	Janet Perez		

ACTION STEP Learning Objectives

California Department of Education
Local Educational Agency Title III Year 4
ACTION PLAN ASSURANCE

Local Educational Agency (LEA) Plan Information:

Name of LEA: - Willows Unified School District

County District Code: 11-62661

Date of Local Governing Board Approval – February 2, 2012

Address: 823 West Laurel Street City: Willows Zip Code: 95988

Contact Person:

Any inquiries concerning this plan should be directed to the attention of:

Janet Perez Director of Categorical Programs
Print Name Title

Phone: 530-934-6600 Fax: 530-934-6609 E-mail: jperez@willowsunified.org

Signatures:

On behalf of LEAs, participants included in the preparation of this Online Action Plan:


Signature of Superintendent

MORT GEIVETT
Printed Name of Superintendent

1/30/12
Date

Signature of Board President

Printed Name of Board President

Date


Signature of English Learner
Coordinator/Director

Janet Perez
Printed Name of English Learner
Coordinator/Director

1/30/2012
Date

Certification:

By submission of the local board approved LEA Title III Year 4 Action Plan (in lieu of the original assurance page in hard copy), the LEA certifies that the plan and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that to the best of my knowledge information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team and English Learner Coordinator/Director.

Action Plan Information			
Check AMAO(s) failed in 2006-07	<input type="checkbox"/> AMAO1	<input type="checkbox"/> AMAO 2 Cohort 1 <input type="checkbox"/> AMAO 2 Cohort 2	<input type="checkbox"/> AMAO 3 ELA <input type="checkbox"/> AMAO 3 Math
Check AMAO(s) failed in 2007-08	<input type="checkbox"/> AMAO1	<input checked="" type="checkbox"/> AMAO 2 Cohort 1 <input checked="" type="checkbox"/> AMAO 2 Cohort 2	<input checked="" type="checkbox"/> AMAO 3 ELA <input checked="" type="checkbox"/> AMAO 3 Math
Check AMAO(s) failed in 2008-09	<input checked="" type="checkbox"/> AMAO1	<input checked="" type="checkbox"/> AMAO 2 Cohort 1 <input checked="" type="checkbox"/> AMAO 2 Cohort 2	<input checked="" type="checkbox"/> AMAO 3 ELA <input checked="" type="checkbox"/> AMAO 3 Math
Check AMAO(s) failed in 2009-10	<input checked="" type="checkbox"/> AMAO1	<input checked="" type="checkbox"/> AMAO 2 Cohort 1 <input checked="" type="checkbox"/> AMAO 2 Cohort 2	<input checked="" type="checkbox"/> AMAO 3 ELA <input checked="" type="checkbox"/> AMAO 3 Math
Identify the programs that are targeted for improvement through this Action Plan. Mark the highest priority program to modify.		Identify the instructional services/approaches or methods within the program that are targeted for improvement through this Action Plan.	
	Structured English Immersion	<input checked="" type="checkbox"/>	English Language Development
	English Language Mainstream		Specially Designed Academic Instruction in English
	Alternative Program		Primary Language Support
Identify the curriculum areas that are targeted for improvement through this Action Plan.			
<input checked="" type="checkbox"/>	English Language Arts	<input checked="" type="checkbox"/>	Mathematics
<input checked="" type="checkbox"/>	English Language Development		