

WILLOWS UNIFIED SCHOOL DISTRICT
Office of the Superintendent

DATE: **October 10, 2013**

**AGENDA TOPIC: PI Year 3 LEA (Local Educational Agency) Plan
Evidence of Progress (2012-13)**

PRESENTER: Janet Perez, Director of Categorical Programs

Background Information:

Willows Unified School District is in Program Improvement (PI) Year 3 Corrective Action and, as a result, the State Board of Education is required by Section 1116 of the Elementary and Secondary Education Act (ESEA) to obtain an **“Evidence of Progress”** report from our District that supports the following topics:

1. LEA Plan strategies and actions implemented during the 2012-13;
2. LEA performance on summative assessment data; and
3. Evidence of annual communication with the local governing board.

Recommendations:

Approve the PI Year 3 LEA Plan Evidence of Progress (2012-13) End-of-Year submission.

PI Year 3 LEA Plan Evidence of Progress (2012–13)
End-of-Year Submission: September 2013
Local Educational Agency: Willows Unified School District
Submitted by: Mort Geivett, Superintendent

1. Summarize the LEA Plan strategies and actions implemented during 2012–13, including a description of local evidence used to determine effective implementation.

The LEA Plan was analyzed by Administrators and the District School Leadership Team (consisting of Board Members, Administrators, Teachers, Parents, and Community Members) to determine the most effective direction to implement the strategies and actions during the 2012-13 school year. They identified six areas of importance as indicated on the Willows Unified School District Accountability Plan/Chart (please see the attached chart) as follows:

Collaboration: Time for collaboration was scheduled bi-monthly at each school from the beginning of the school year until the end and is continuing into the current school year.

Materials and Tools: ELA and ELD instructional materials were needed to better align standards to instruction. The decision was made to purchase *CA Treasures*, (McGraw Hill), during the 2011-12 school year with training and full implementation during the 2012-13 school year. Teachers developed pacing guides, identified essential standards, and developed course level standards-based benchmark assessments and common assessments. Technology was needed to support both the curriculum and the Explicit Direct Instructional (EDI) strategies. Digital projectors were installed in every classroom in the district and, where necessary, printers were purchased and computers were upgraded. Current year reflects a need for supplemental materials for Mathematics

Instruction: Teachers and Administration were trained by DataWorks Consultants on EDI strategies to be incorporated into instructional practices for all core content area courses. The training has taken place over the last two years and will continue into this year with Teachers acting as coaches and Administrators overseeing the progress.

The strategies are systematically being implemented in the classroom beginning with Checking for Understanding (CFU) strategies: Whiteboards, complete sentences, pair sharing, non-volunteers, and learning objectives. Deprivatizing the classroom through shared observation, shared data, and communicating problems with fellow teachers has resulted in successful results. The results of the 2013 STAR, indicated that teachers at grades K-5 fully embraced the EDI strategies, saw an increase in all sub-groups and schoolwide API scores.

Professional Development: Staff development trainings and workshops are centered on the implementation of *CA Treasures*, Explicit Direct Instruction

strategies, ELA and Mathematics training, Differentiated Instruction training, Technology training, and bridging Common Core State Standards.

Monitoring & Assessments: Administrators, Teacher Coaches, and EDI Consultants oversee the progress of strategies being implemented with fidelity in the classroom and the development of essential standards, pacing guides, and formative assessments.

Parent Involvement/Communication: The involvement of Parents in the District School Leadership Team and School Site Councils has proved to be an empowering experience for those involved. Participation of four lead parents in the Family Engagement Workshop held last year in Sacramento allowed them to have a voice at the subsequent meetings. What they learned and shared with Teachers and Administrators resulted in a reminder to educators that home-to-school communication is important! Teachers and Administrators were challenged to reach out to parents with positive phone calls home, positive post cards, additional parent-teacher conferences, and home visits when appropriate.

School administrators began making weekly phone calls to the parents of children in the district in both English and Spanish informing them of upcoming activities, programs, assessments, and interventions available. A Parent Portal was made available to all parents to view student grades and assignments in all subject areas and Supplemental Educational Services were offered to students who qualified.

2. ***Analyze the 2012–13 LEA performance on summative assessment data, including a description of progress towards student performance goals in ELA and mathematics.***

The District, with assistance from the RSDSS through consulting, facilitation, and materials, over the last several years, organized a District School Leadership Team (DSLTL) to evaluate assessment data from the STAR, CELDT, and CAHSEE results. The DSLTL determined the best direction for student improvement was to identify two areas: Professional Learning Communities (PLC) and Explicit Direct Instruction (EDI). In turn, the information from the monthly meetings is shared with school site teachers and administration and discussed during their bi-monthly collaboration meetings. This evaluation process will continue during the current school year and updates to the LEA Plan will be addressed.

At a presentation and discussion with the local Governing Board, the results from the current STAR results revealed the following:

Areas of progress included -

- All significant subgroups met their API growth targets in grades K – 5 and the schoolwide growth target increased by 4 points.
- The Socioeconomically Disadvantaged subgroup growth targets increased by 25 points in grades K - 5 and in grades 6 -8 there was an increase of 6 points.

- The White subgroup at grades 9 – 11 increased their growth target by 27 points.
- The Socioeconomically Disadvantaged and English Learner subgroups met their AMOs in ELA in grades K – 5. (Safe Harbor)
- The White subgroup met their AMOs in Math in grades K – 5. (Safe Harbor).

Please see attached documents to support the identification of the specific DSLT Action Plan.

3. ***Provide evidence of annual communication with the local governing board regarding the implementation of LEA Plan strategies and actions, and the progress towards student performance goals in the Plan. Note: additional documents may be uploaded and attached in the “Associated Documents” section of the item.***

The cycle for communicating information on the LEA Plan strategies and actions begins with the annual release of the Spring assessment results at the September local Governing Board Meeting, at the September District School Leadership Meeting, and first School Site Council Meeting in October. The information is shared at each of these meetings then analyzed over the course of the year and the new strategies and actions are implemented during the year. The results from the evaluations are updated, incorporated in the LEA Plan, and factors in on the development of the district’s annual goal setting with the Willows Unified School Board in October.

Please see the attached documents to support the evidence of communication.