

Title III Local Educational Agency Improvement Plan Addendum

Directions: Address the topic requested for each cell in the outline. The cells expand to allow as much space as required for narrative responses under each item.

1. Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Annual Measurable Achievement Objectives (AMAOs)

A. Analysis of data and problems found.

Willows Unified School District met their AMAO 1 for three consecutive years from 2005-06 through 2007-08. The percentage of students not meeting the target for 2008-09 was .2%. As ELs progress through the grades, their proficiency level in English may increase, but not at the state targeted levels, and not at the percentage that are needed to score above the proficient level on the CST.

English Learners met their AMAO 2 in years 2005-06 and 2006-07, but in 2007-08 and 2008-09 the targets were not met. As the target increased each year, the percent meeting target decreased from 2006-07 and the trend continued downward to the current year.

The English Learner subgroup met AMAO 3 student participation rate targets every year in both ELA and Math. From 2004-05 to 2008-09, Math Percent Proficient continued a steady growth, but the ELA Percent Proficient dropped below the target after 2006-07.

Students at the Beginning level on the CELDT progressed at a higher percentage rate than at any other level. The number of students at the Intermediate level on the CELDT made the least amount of progress in growth. Students progress from Beginning to Early Intermediate to Intermediate, but far too many stay at the Intermediate level. The majority of the Intermediate ELs score at the Basic level on the CST/ELA. The concern is that students are advancing in their development of English, but are not scoring Proficient beyond the fourth grade. Students beyond grade 5 are scoring at Basic level or below.

There is a discrepancy between students scoring below Proficient levels in Math and ELA on the CST and the same student's scoring at a passing rate on the CAHSEE. Most of the EL Intermediate scores are students scoring at Basic on the CST/Math. The students are not progressing to higher performance levels beyond the eighth grade on the CST.

RFEP students make great strides from grade 3 through grade 5 scoring mostly between Proficient to Advanced, but drop at grade 6 and then advance in grades 7 and 8 moving students to Proficient and Advanced. Students in grades 9, 10 and 11 reflect too few students, if any, scoring at the Proficient and Advanced levels.

In summary, the percentage of EL students passing the CAHSEE overall is high in both Math (81.82%) and ELA (90.0%) and reflects scores closely aligned with state percentages passed. CST performance levels and CAHSEE passing scores are not aligned. Students remain at intermediate levels on the CELDT and below proficient levels on the CST, but a high percentage pass the CAHSEE by the eleventh grade.

B. Strengths and Weaknesses of the current plan

Strengths:

- Curriculum mapping has been standardized and aligned to the CSTs and the state adopted textbooks. Grade Level review teams have been established to focus on at-risk students.
- The majority of the teachers in K-6 utilize the programs: Soar to Success, SIPPS, and Read Naturally. 3. Most of the administrators have completed the AB430 training and teachers have participated in the AB466 training.
- Teachers who are “trainers of trainers” will continue to provide the training to new teachers and administrators will continue to be encouraged by the district to attend AB466 training.
- Professional Development opportunities have been provided by the district and surrounding county offices to include: classroom data training from Fox, Essential Elements of Improvement from Schmoker, district data analysis, and other strategies.

Weaknesses:

- The current instructional minutes for ELA, Mathematics, and ELD is not sufficient to meet the needs of English Learners.
- The district has not followed through with requiring and ensuring all teachers in the district are certified to teach English Learners. The few teachers who are still “in-training” must obtain their authorization.
- The district and school sites need to work on developing an effective English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) for parent involvement. Get parents more involved in School Site Council and other district and site committees.
- Although the district has provided an opportunity for administrators to participate in the AB430 training, not all administrators have taken advantage of it.
- 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.

- There is an urgency to develop with teacher's common assessments and pacing guides to lead instruction. The curriculum mapping is in place, but the common assessments and pacing guides are not.
- The plan does not address the need for a Professional Learning Community (PLC) to establish coherent and collaborative relations to achieve overall goals.
- The conclusion from the above information is the plan failed to bring about sustainable increased student achievement.

C. Identify and describe factors contributing to failure to meet AMAO(s).

1. Through classroom observations and reviewing the APS and DAS, English Learners may have remained at the Intermediate CELDT level because they do not have sufficient classroom time to develop sustainable skills to advance to higher levels on the CELDT and the CST. ELD instruction is not consistently presented and in some classrooms not at all. Students are not grouped according to CELDT levels and in most cases; teachers are unaware of EL CELDT level. The lack of structure in the ELD program may account for the student's inconsistent progress through CELDT proficiency levels and CST performance levels.
2. Teachers need additional ELD materials to be successful in the classroom and during interventions.
3. Through classroom observations, staff discussion, and reviewing the APS and DAS, lack of academic progress on the CELDT in Reading and Math and on the CST ELA and Math may be a result of inconsistencies in the implementation of the ELD program and teachers not using SDAIE strategies.
4. Lack of monitoring may contribute to the inconsistencies in the implementation of the SDAIE and intervention strategies.
5. Survey results revealed that student data collected from the CELDT and CST is not used effectively when placing students in the appropriate classroom or intervention. Data is disseminated, but not utilized.
6. We need to get more Parent involvement in DELAC/ELAC and other school related committees. We need to get the parents involved in their child's education.

<p>2. Teachers will provide daily ELD instruction fully implementing the core curriculum for a minimum of 30 minutes.</p> <p>3. The current curriculum and assessments will be evaluated by the Principals and Teachers to ensure its effectiveness.</p> <p>4. District EL Coordinator will collaborate with Principals and Site EL Coordinators to ensure appropriate placement and effective monitoring of program at the site.</p> <p>5. Principals will conduct classroom visits twice a month to monitor the implementation of ELD.</p>	<p>02/2010</p> <p>01/2010 – 11/2010</p> <p>Every two weeks beginning – 01/2010</p>		<p>N/A</p> <p>N/A</p>	
<p>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts (R/LA). (AMAO 3;ELSSA)</p> <p>K-12 Strategies for Improving Reading/Language Arts:</p> <p>1. Principals will conduct classroom visits twice a month to monitor the implementation of ELD.</p> <p>2. Site EL Coordinator will work with teachers to ensure materials meet the needs of the students.</p> <p>3. Principals will work with teachers to</p>	<p>Every two weeks beginning – 01/2010</p> <p>01/2010 –</p>	<p>District EL and Site EL Coordinator</p> <p>Site Principal</p> <p>Site Teachers</p>	<p>N/A</p>	

<p>develop pacing guides and common assessments on all curriculum to include ELD.</p> <ol style="list-style-type: none"> 4. Principals will conduct informal walk-through in each classroom to check that teachers are adhering to pacing guide. 5. Monthly management team meetings will include discussing the results of the Principal observations. 6. Evaluation of state-adopted materials and supplementary materials (Accelerated Reading and Accelerated Math) to determine its effectiveness and if purchasing additional materials is necessary. 7. Evaluate all computers to determine the need for updating or replacing. 	<p>08/2010</p> <p>02/2010</p> <p>02/2010</p> <p>01/2010</p>	<p>Superintendent</p>	<p>IMFRP - \$25,000</p> <p>Title I and EIA - \$10,000</p>	
<p>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA)</p> <p>K-12 Strategies for Improving Mathematics:</p> <ol style="list-style-type: none"> 1. Site EL Coordinator will work with teachers to ensure materials meet the needs of the students. 2. Principals will work with teachers to 	<p>01/2010 – 11/2010</p>	<p>District EL and Site EL Coordinator</p>	<p>N/A</p>	

<p>develop pacing guides and common assessments on all curriculum to include ELD.</p> <ol style="list-style-type: none"> 3. Principals will conduct informal walk-through in each classroom to check that teachers are adhering to pacing guides and curriculum. 4. Monthly management team meetings will include discussion on the results of the Principal observations. 5. Evaluation of state-adopted materials and supplementary materials (Accelerated Reading and Accelerated Math) to determine its effectiveness and if purchasing additional materials is necessary. 6. Evaluate all computers to determine the need for updating or replacing. 	<p>02/2010</p> <p>02/2010</p> <p>01/2010</p>	<p>Site Principal</p> <p>Site Teachers</p> <p>Superintendent</p>	<p>IMFRP - \$25,000</p> <p>Title I and EIA - \$10,000</p>	
<p>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. (ELSSA)</p> <p>Objective: Coordinate districtwide professional development opportunities focusing on ELs.</p> <ol style="list-style-type: none"> 1. Principals, Teachers, and Paraprofessionals will attend a 	<p>08/2010</p>	<p>Superintendent</p> <p>Principals,</p>	<p>Title II - \$20,000</p>	

<p>districtwide buyback day to review student data from the most current CELDT, CST, and CAHSEE.</p> <ol style="list-style-type: none"> 2. Principals, Teachers, and Paraprofessionals will follow-up with most current student CELDT scores during districtwide in-service days. 3. Follow-up with districtwide in-service days that focus on understanding data from classroom assessments. 4. All K-6 and ELD teachers will utilize the Accelerated Reading and Accelerated Math Programs in place and attend workshops to enhance their understanding of the program. Teachers will target EL students at the CELDT Intermediate levels and develop strategies to advanced levels. 5. Provide professional development opportunities for staff to attend workshops/trainings centered on how to improve student achievement using classroom data and achievement data. 6. Principals and teachers will research additional models for instruction to meet the demands of at-risk and ELs. (SIOP – Sheltered Instruction Observation Protocol Model). 7. SB 472 training will be offered to teachers by the district during intercession and summer. 	<p>10/2010</p> <p>Approx. six days throughout the school year.</p> <p>01/2010</p> <p>Workshop Series: Beginning 10/2009 and continuing through 02/2010</p> <p>Ongoing</p> <p>2010 - 2011</p>	<p>District EL Coordinator, and EL Site Coordinators</p> <p>Region 2 – RSDSS – Tehama County Office of Education - \$2,000</p> <p>District Teachers who are “Trainers</p>	<p>Title I - \$5,000</p> <p>Title I & EIA - \$5,000</p> <p>Title II \$10,000</p>	
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<p>8. Principals will take advantage of the AB 430 training offered by the Shasta County Office of Education.</p> <p>9. All teachers "in-training" will have their CLAD authorization.</p>	<p>2010 - 2011</p> <p>06/2011</p>	<p>of Trainers"</p> <p>Superintendent</p>	<p>Title II</p> <p>\$1,000 (2 participants)</p>	
<p>6. Describe parental participation and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.</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, local newspapers, School Site Councils, and School Board Meetings. 2. Provide information to parents, in a timely manner, about student placement in any special program. 3. Continue to post schools' Parent Involvement Policy, Single Plan for Student Achievement, LEA Plan, and School Accountability Report Card on the district's website. 4. Provide parents access to school computers if none are available. 5. District and Site EL Coordinators will work together to develop 	<p>Monthly</p> <p>When student placement changes – immediately!</p> <p>Monthly</p> <p>Ongoing</p> <p>01/2010</p>	<p>Superintendent</p> <p>Principals,</p> <p>District</p> <p>Categorical</p> <p>Director,</p> <p>Site EL</p> <p>Coordinators</p>	<p>Title I -</p> <p>\$2,000</p>	

<p>strategies to increase parent involvement for DELAC and ELAC.</p> <p>6. Prepare all documents to be sent home in Spanish.</p> <p>7. Train administrators and staff on effective parent involvement strategies.</p>	<p>Ongoing</p> <p>01/2010</p>		<p>District - \$5,000</p>	
<p>7. If applicable, identify any changes to the Title III Immigrant Education Program.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	