

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN

ASSURANCE PAGE

Local Educational Agency (LEA) Plan Information:

Name of LEA: Sierra Sands Unified School District

County District Code: 15- 73742

Date of Local Governing Board Approval: December 20, 2012

District Superintendent: Joanna Rummer

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Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement LEA Plan Addendum:

	Joanna Rummer	December 20, 2012
Signature of Superintendent	Printed Name of Superintendent	Date
		December 20, 2012
Signature of Board President	Printed Name of Board President	Date
	Laura Hickie	December 20, 2012
Signature of Title III English Learner Coordinator/Director	Printed Name of Title III English Learner Coordinator/Director	Date
<i>Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.</i>		

By submission of the local board approved LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted 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 Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.

Local Educational Agency (LEP) Program Improvement (PI) Year 2 Plan Addendum

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Sierra Sands Unified's procedure is to update the LEA Plan yearly.

1. Fundamental teaching and learning needs in the LEA schools and the specific academic problem of low- achieving students, including a determination of why the prior LEA Plan failed to bring about increased students achievement (Elementary and Secondary Education Act (ESEA) Section 1116 (c)(7)(A)

Discussion of school and district self assessments

In 2010-2011 each district school completed the Academic Program Survey (APS) and work began on the District Assistance Survey (DAS) in our efforts to meet ever-increasing accountability targets. Revisions to the APS (2011-12) were made by schools entering Program Improvement and the DAS was completed in fall 2011. The English Learner Subgroup Self Assessment (ELSSA) was completed and is revised yearly as a function of Title III best practices and improvement requirements. The Inventory of Services and Support (ISS) for Students with Disabilities was also completed in fall 2011. Data analysis is used to identify areas of strength and areas needing improvement. Analysis of school practices occurs each fall when assessment results are received and Single Plans for Student Achievement are reviewed. Each school also reviews progress towards goals in February utilizing a midyear-reporting instrument. Parent input is received through School Site Council representatives and through an annual parent survey. The Local Education Agency Plan is updated yearly

Specific academic problems of subgroups and low- achieving students as determined by the self-assessments.

Participation Rates for ELA and math on the AYP are not an issue- met all targets

Graduation rate for high school is being met district wide at this time. (LEA level = 90.9% class of 2010-2011- target 89.2%) This was the first year of accountability for subgroup graduation rates and the district missed the Hispanic subgroup graduation rate.

District AYP met 18 out of 30 AYP criteria in 2011 and 19 out of 30 AYP criteria in 2012. The district showed the greatest improvement in English Language Arts to achieve safe harbor in 4 subgroups. Overall the district is scoring higher in mathematics but is failing to meet the overall proficiency target of 78.2%.

ELA- The district failed to make the 78.0% target in three groups, as compared to six groups in 2011. (Hispanic- 46.7% up from 42.4% in 2011, English Language Learner 37.4% up from 34.8%, and Students with Disabilities (SWD)-34.3% up from 31.6%. Safe harbor was earned for districtwide, Black, White, and Socio-economically disadvantaged groups with 5-to7% growth each. The unified district target in 2013 will be 89%.

Math- The district failed to make the 78.2% target in all seven groups with most groups advancing 2% points. The Black or African American subgroup, which had increased from 33.9% to 44.8% in 2011, maintained a 44.2% proficiency rate. The unified district target in 2013 will be 89.1%.

District API- showed an 18-point growth advancing to 807. Significant growth was seen for all subgroups; Black up 30, Hispanic up 21, white up 15, Socio-economically disadvantaged up 25, English Learners up 21 and Students with Disabilities up 11 points.

All elementary schools have growth APIs above 800, ranging from 814 at Richmond up to 873 at Las Flores. Both middle schools showed an increase in API in 2012 (Monroe up 22 points to 752 and Murray up 29 points to 808. Burroughs increased 13 points to 797. Mesquite HS (ASAM) and Rand Elementary (necessary small school) use alternative methods.

Site AYP results:

Faller Elementary- Increased student performance in all ELA AMOs as well as all Math AMOs and received safe harbor for all groups. ***Maintained Title 1 Year 1 Program Improvement (math only) in 2012-2013 with potential to exit PI in 2013.***

Gateway Elementary- Met all ELA AMOs in 2012 but missed targets in math due to the increasing target. ***Gateway is not in program improvement but failure to make any math target in 2013 will place Gateway in program improvement in 2013-2014 for math.***

Inyokern Elementary- - Increased student performance in all ELA AMOs as well as all Math AMOs and received safe harbor for all groups. ***Maintained Title 1 Year 1 Program Improvement (math only) in 2012-2013 with potential to exit PI in 2013.***

Las Flores Elementary- Met all ELA targets through safe harbor and missed three math targets (schoolwide, white, socio-economically disadvantaged) in 2012. ***Las Flores is not in program improvement but missing any math target in 2013 will place Las Flores in program improvement in 2013-2014.***

Pierce Elementary- Missed 7 targets in 2011 and only 1 (math for English learners) in 2012. All ELA AMOs were met through safe harbor. ***Pierce entered year 1 of Program Improvement (math only) in 2012.***

Richmond Elementary- Missed 4 targets in English Language Arts and five targets in math. ***Richmond advanced to Title 1 Year 2 Program Improvement in 2012-2013 due to ELA and math.***

Monroe Middle School- moved from meeting 9 out of 17 AYP criteria in 2011 up to meeting 14 out of 17 criteria in 2012. Focus areas are Hispanic and socio-economically disadvantaged- not receiving Title 1 funds

Murray Middle School- after meeting only 9 out of 17 AYP criteria in 2011, Murray met all 17 out of 17 criteria through safe harbor- not receiving Title 1 funds

Burroughs High School- met 10 out of 18 AYP criteria in 2012. Due to changes in the accountability system Burroughs is now held accountable for most students who have transferred to an alternative high school setting.

ISS-SSUSD is a single district SELPA. Completion of the ISS tool indicates the following needs:

Professional development in the following areas: Developing IEP goals and objectives in order to close the achievement gap, Behavioral supports, Autism, and Strategies in building collaborative partnerships with parents of SWD. Action plans have been developed to meet these identified needs.

ELSSA- SSUSD has entered the Year 4 Improvement process for Title III. The ELSSA has been completed yearly for four years. Focus will be on helping students in acquiring English, English language Proficiency and meeting AYP targets. The Title III plan is posted in CAIS as required by CDE.

FOCUS AREAS-

Elementary School- Fully implement the new ELA adoption with the intent of making targets through at least safe harbor in 2012 (successful) and 2013. Renew focus on mathematics and professional development and show growth in AMOs for all subgroups.

Middle School- Target both ELA and math- with emphasis on all subgroups. Although not a significant subgroup size at the site level the EL and SWD scores at middle school are significantly below the performance of all other subgroups and must be a target group. Adopt and implement new ELA program (with EL component) and provide high quality professional development in both ELA and math.

High School- focus on all subgroups in both ELA and math. Although not a significant subgroup size at the site level the EL and SWD scores at high school are significantly below the performance of all other subgroups and must be a target group.

Districtwide- Scores of white students are 65.3% (ELA) and 64.8% (math) proficient. Significant growth of 4 points or higher was seen in all subgroups in ELA and stability and/or small growth was seen in math. In order to close the achievement gap there must be a continuing student by student individualized focus on improving performance at all levels.

Why prior LEA Plan failed (activities, personnel, timelines, estimated costs and funding sources)

Governance- Governance was one of the stronger areas as indicated by the DAS and associated documents. The board and administration were seen as fostering a positive organization culture committed to effective instructional programs, positive working relationships and participatory decision making. *There were some indications that not all stakeholders have equal knowledge about how decisions are made and how time and resources are used to support initiatives or the LEA Plan (need for increased stakeholder communication and input). Superintendent's Council will now take on the responsibility for the Title 1 District Advisory Council as needed.* The board supported the new ELA adoption for K-5 in 2011-2012 and 6-8 ELA adoption in 2011-2012 with implementation in 2012-2013. The district focus is on the Essential Program Components but some pieces are currently not totally in place, primarily a *formative assessment process and expectations, and consistent PLC implementation district wide.* Monitoring of the LEA Plan and Single Plans for Student Achievement (SPSA) is occurring but would benefit from a *more formalized monitoring/ evaluation structure that occurs at least three times per year.* Although administration as a whole feels accountable for meeting specific teaching and student achievement goals, there is some *lack of urgency for specific subgroup performance in non-Title 1 schools.*

Alignment of Curriculum, Instruction and Assessment- 2011-2012 was the first year of the new ELA adoption for K-5 so additional components are being implemented or revised (revisions of common assessment and initial implementation of formative assessments.) Seventy-nine K-5 teachers attended extensive Instructional Materials Based training (IMBT) for the new ELA adoption during summers of 2011 and 2012. All remaining K-5 teachers (26) will receive training in spring 2013. Middle school ELA teachers chose a new middle school ELA adoption in 2011-2012 in response to identified needs and are implementing in 2012-2013. Ten middle school teachers have attended summer Instructional Materials Based training. *Continued ELA professional development focused on teacher competency in the new adoption (including the Intervention and English Learner components) and revision/ and or creation of formative and summative assessments is needed. An additional focus for ALL teachers includes California Common Core Standards (CCCS) implementation.* The prior LEA Plan listed pacing guides as a time permitting activity. *Pacing guides, tied to the CCCS have become a priority and need to be developed to ensure equal access to the curriculum for all students and all sites.* ELD instruction is not provided equally to all EL students and in mainstream classes. *The Title III Year 4 plan outlines the district's plan to address this issue, including daily ELD instruction, academic language development and a focus on Long Term EL students.*

A common assessment system has been implemented K-5 (common assessments each trimester in both ELA and math and use of formative assessments in new ELA adoption) and in Gr. 6-8 (common assessments in ELA and Curriculum Associates math administered each quarter schoolwide). The high school has developed ELA assessments used in some English classes. Math at the high school is not currently using common assessments. Efforts to develop common assessments tied to Common Core Standards will be a focus area in 2012-2013.

Student access to core curriculum and to ELD, interventions, and SBE adopted intensive interventions received high scores from staff despite test scores and records that indicate that students are not consistently receiving ELD and intensive intervention in the classroom. *Federal, state and district expectations need to be clear and communicated to all staff in order to promote ownership and effect change. ELD/ Title III accountability will be a continuing discussion item at district provided trainings. The district has identified Instructional Norms that are being implemented districtwide in 2012-2013.*

Fiscal Operations- Due to strong fiscal leadership and careful decision making by the board of education the district remains solvent as measured by FCMAT, audits and other fiscal standards. Furlough days have not been instituted at this time. This is in spite of the uncertain state budgets. Difficult decisions in terms of staffing, class size, administrator assignments, and classified support level have occurred because of a strong collaborative and working relationship within the district. DAS results indicate that there are still many staff members and parents who do not feel they have a clear understanding of the fiscal situation in the district and state. SPSA and LEA Plans have always referenced general and categorical expenditures but *more careful alignment of fiscal resources to identified goals and actions will be required both as budgets become tighter and as a best practice.*

Parent and Community Involvement- Involvement was rated highly by both staff and parent/ community members completing the DAS. New programs such as the Latino Literacy Project and Title 1 parenting classes have been expanded to meet parent needs. Each school now conducts an annual parent survey and also utilizes other less formal meetings, such as principal coffees. Many of the district's programs as well as students grades are available electronically through parent portals. *The district will review the parent involvement policy this year in order to identify strategies for involving more parents of low-achieving students and adding additional parent/ community members to committees.*

Human Resources- The district has had some turnover in administration over the last five years and in fact has undergone a reduction of staffing. Administration openings are anticipated to accelerate in the next five years as management members reach retirement age. The district continues to explore online and local administration training programs, and is mentoring staff that are interested in taking the administrative testing routes (3 successes in 2011-2012) to address this anticipated need. Administrators are placed at sites based upon strengths and skill sets in leadership. Administrators are encouraged to attend professional development with their staff, utilize data to monitor the effectiveness of site programs, collaborate through PLCs, and leverage all possible resources. Leadership, through ACSA and in regional and state committees, is encouraged and supported by the superintendent. Staff members have participated in four ACSA academies this year. Formal and informal mentoring is available for administrators. All elementary principals have attended IMBT for the ELA adoption. *The district would benefit from training all administrators in classroom instructional protocols to ensure that instructional programs, instructional strategies and assessments are being implemented with fidelity.*

SPSAs have improved in quality but will go through continual improvement and revised timelines to ensure that plan and program monitoring is occurring on a regular basis so redirection of priorities and funding can occur in a timely manner.

The district has managed to hire Highly Qualified teachers for most positions. Most of our non- highly qualified staff members are in special education due to our isolated location and special education

credentialing requirements (4 core areas and special certifications for specific disabilities). The district is striving to hire highly qualified teachers and provide appropriate salaries and benefits during this challenging fiscal climate. Verification Process for Special Settings (VPSS) is offered to special education teachers to assist them in reaching highly qualified status in all core areas (ELA, math, science and social studies). BTSA support is provided for all new teachers and PAR is available for teachers needing additional support. Teachers are enrolled in Intern programs as required. Coaching and support is provided by 2 full-time and 1 half time district project teachers. Typically the district has sufficient substitutes to provide release time to attend professional development. A new standards based teacher evaluation process was fully implemented in 2010-11.

2. Include measurable goals and targets for students groups consistent with Adequate Yearly Progress (AYP) (ESEA Section 1116(c)(7)(A))

Goals and targets for 2012-2013:

Student achievement: All schoolwide and significantly sized subgroups will make AYP targets or meet the criteria through safe harbor (decrease % of students performing below proficient).

District level Group	ELA Target	ELA Safe Harbor Target	Math Target	Math Safe Harbor Target
Schoolwide	89%	65.6%	89.1%	65.9%
Black/ African American	89%	53.2%	89.1%	49.2%
Hispanic	89%	51.7%	89.1%	55.6%
White	89%	70.3%	89.1%	69.8%
Socio-economically disadvantaged	89%	54.1%	89.1%	55.5%
English Learners	89%	42.4%	89.1%	51.9%
Students with Disabilities	89%	39.3%	89.1%	43.7%

Participation rate: Participation rates shall remain at 95% or higher for all groups as reported by AYP reports

Growth on API: All schools will make a minimum of 5-point growth in 2013 or remain above 800.

Graduation rates: High School graduation rates for all subgroups will be at or above 90% (class of 2011-2012)

The following planned actions address the following required elements of the LEA Program Improvement Plan and are organized in this action plan to match the CAIS system.

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

The district utilizes only programs and strategies that are supported by a base of research demonstrating effectiveness. Programs/ strategies used include:

Accelerated Reader

Accelerated Math

Acellus online curriculum

Advanced placement curriculum

ALEKS

APEX- independent study online curriculum

Autism Certification
 AVID
 CELL: Comprehensive Early Literacy Learning
 Common Core Standards
 Core Curriculum Adoptions
 English 3D
 EXLL: Extended Literacy Learning
 Explicit Direct Instruction
 Instructional Material Based Training
 Lindamood Bell- Visualizing & Verbalizing® for Language Comprehension and Thinking (V/V)
 National IWITTS Stem program
 Professional Learning Communities
 Project Lead the Way curriculum
 Step up to Writing
 Time to Teach
 Verification Process for Special Settings (VPSS)

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please see attached action plan for major strategies and actions to be undertaken by the district that are designed to improve student achievement.

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

A variety of professional development opportunities, focused on our district goals, are offered to instructional staff. Professional development is offered throughout the year, before and after school, during release days and in the summer months. Item 5 in the action plan outlines the district plan in more detail.

6. English Learners

a. For LEAs in Title III Status and Title I Program Improvement (PI) Status, please check below:

- | | | |
|-------------------------------------|----------------------------|-------------------------------|
| <input type="checkbox"/> | If Title I only: | Complete 6b |
| <input type="checkbox"/> | If Title III Year 1: | Complete 6b |
| <input type="checkbox"/> | If Title III Year 2 or 3: | Title III Year 2 Plan in CAIS |
| <input checked="" type="checkbox"/> | If Title III Year 4 or 4+: | Title III Year 4 Plan in CAIS |

A district comprehensive plan entered into CAIS and updated and monitored quarterly.

7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

The district operates three after school (Faller, Inyokern and Pierce) and one before school (Pierce) state funded ASES programs that are a critical component of those school's Single Plans and efforts to meet student academic needs. In addition, a wide variety of interventions are held outside of the school day in order to expand the opportunity for learning for our most at risk students. At this time summer programs are only offered at the secondary level due to fiscal constraints. The regular school year continues to be 180 days of instruction for district students. Burroughs High School offers "The Learning Center" each day at lunch to provide additional support for all students, but in particular at risk students in need of additional tutoring or homework support. The district offers three State Preschools, open to all 3 and 4 year old eligible students. State requirements for mandating Family Fees starting in 2012-2013 have negatively impacted student enrollment in these programs.

8. Include strategies to promote effective parental involvement in the school.

Schools offer a variety of ways for parents to become involved in their child's education ranging from supporting and encouraging their student up through involvement in governance activities. Each school has a school site council and parent organization that work collaboratively to involve and support parents. At the district level the Superintendent's Council meets monthly and serves as the District Advisory Council. Schools offer English Language Advisory Committee meetings and trainings, Family Nights, and annual Title I Parent Nights to encourage participation by parents. Each school now conducts an annual parent survey and also utilizes other less formal meetings, such as principal coffees. Many of the district's programs as well as students grades are available electronically through parent portals. Parenting and family literacy courses are provided yearly.

Research based programs used include:

Boys Town Training and curriculum

English as a Second Language Courses with homework support

Latino Family Project

Parent Project

The timelines in this action plan include:

Quarter 1- July 1-October 15, 2011

Quarter 2- October 16, 2011 to January 30, 2012

Quarter 3- February 1-April 30, 2012

Quarter 4- May 1-June 30, 2012

Quarter 5- July 1-October 15, 2012

Quarter 6- October 16- to December 31, 2012

Quarter 7-January 1, 2013-March 31, 2013

Quarter 8- April 1, 2013-June 30, 2013

SMART GOAL: Increase student performance in ELA and Math, as reported on the 2012 AYP, to 78% proficient or above in ELA and 78.2% proficient or above in math.

Scientifically based Research STRATEGIES	ACTIONS	TASK- timeline	RESPONSIBILITY	BUDGET ITEM
1. Provide timely interventions in order to improve student subgroup performance				
Focus on each individual student and provide strategic, intensive interventions (during the school day, before or after school)				
		1. Establish lists of at risk students in ELA and math at each site Q2 and Q6		No cost
		2. Identify site intervention instructors, timing and materials to be used- Q2 and Q6	Site principal	\$15,500 for teacher stipends- Title 1 and state Intervention AVID Training- T2A,EIA BHS Learning Center-EIA
		3. Implement intervention groups and finalize tracking system- Q2, Q3, Q6, Q7	Site Principal and Curriculum office	No additional cost to track
		4. Track all interventions in Aeries data mgmt. system- Q3, Q4, Q7, Q8	Site principals and projects teachers	No cost beyond Aeries (general fund)
		5. Continue with interventions for all students at-risk of retention- Q4, Q8	Site principals	\$4,000 for teacher stipends- Title 1 and state intervention
		6. Ensure that at least 75% of students scoring at FBB or BB in 2012 and 2013 have been offered and/or are enrolled in at least one intervention program each year Q4, Q8	Site Principal and Curriculum office	No cost to track
		7. Evaluate short term (measured by common assessments) and long term (measured by CST performance) effectiveness of implemented interventions Q4, Q5, Q8, Q9	Curriculum office	Clerical OT (Feb through April- short term and August 2012 long term- \$20 X 20 hours= \$400 Title 1
		8. Plan out Burroughs program for at risk students and implement pilot (summer bridge) - Q4. Implement program in 2012-13 (Q5)		\$11,000 EIA- SCE MS CTE grant
		9. Modify intervention process for 2012-2013 based on evaluation- Q5 and Q6	Site Principal and Curriculum office	No cost
		See Title III Year 4 plan for tasks related to EL, including long term ELs		
	Implement Acellus program for SWD students			
		Purchase program- Q1 Initial training 12/1- Q2 Refresher training and monitor program usage- Q3 Evaluate student results and make determination on continued implementation for 2012-13-Q4 Additional Training and continued implementation- Q5	Special Ed teachers and principals	\$700 program and sub pay \$125/ day for PD- Title I

	Provide interventions during ASES after school programs			
		1. Continue 12-13 ASES programs (Faller, Inyokern and Pierce) Expand Inyokern program- Q5	Special projects and HDLL-CBO	\$334,869 budget- ASES
		2. Revise Program Plan and obtain board approval- Q2, Q7	Special projects and HDLL-CBO	No cost
		3. Identify and hire regular day teachers to work in ASES program- Q2, Q4	Faller, Inyokern and Pierce principals	5 teachers X 140 days X 2 hours / day X \$25/ hr= \$32,200- ASES and Title1
		4. Provide additional training on aligning the regular day and after school programs- each quarter	HDLL-CBO	\$1,200- possible extra time
		5. Submit 3 year ASES renewal application- Q3 and apply for ASES funding- Monroe Middle School Q5	Special projects	Possible \$81,000 increase to program
		6. Prepare for 2012 registration of ASES program- Q4 and 2014 registration- Q8	Special projects and HDLL-CBO	No cost
		7. Conduct annual ASES evaluation of effectiveness- Q2, Q6	Special projects and HDLL-CBO	No cost
2. Provide district and site focus on Math performance K-12				
	Increase math performance as measured by other student success rates (analysis of grades, failure rates, Algebra readiness, APY % proficient, a-g coursework enrollment) in grades 6-12			
		1. Submit current non CP courses to UC for a-g consideration- Q2	HS Admin	No cost
		2. Do in depth analysis data on student math performance including by subgroups (EL, SWD, SED, Hispanic, Black) for secondary level- Q3, Q7	Assessment and EL personnel	No cost
		3. Contact a variety of COEs and outside vendors to determine availability of math trainers and curriculum audit services- Q3	Curriculum	No cost
		4. Identify available modes of math PD (internet, videoconference, external trainers) and decide on approach	Curriculum	No cost
		5. Hire ½ time Projects teacher for math as funding permits	Curriculum	\$45,000- Gen Fund, EIA
		6. Provide a minimum of 6 hours of release time/ stipend to Algebra and above teachers for the purposes of data analysis, alignment to blueprints and creation of assessments- Q7	Curriculum	10 teachers X \$125= \$1,250- Title I and Title IIA
		7. Begin math professional development K-8 (up to Algebra) and formalize pacing guides in math-Q5 and Q6	Curriculum	Title 1, Title IIA and EIA-SCE
		8. Encourage math teachers at secondary level to attend PLC conference as well as high performing school visitations- Q4	HS Admin	\$1,000 per teacher- Title I and Title IIA
		9. Create action plan to improve math performance 2012-13-Q4	HS Admin Curric.	No cost
		10. Sign contracts as needed and schedule additional training and summer projects- Q4, Q7	Curriculum	\$4,500- trainer and stipends
3. Provide timely, easily accessible data along with training to all teachers and administrators and support the regular use of assessments to inform instruction				
	Purchase new data management system to better meet the needs of staff			
		1. Purchase, convert and implement new Illuminate data	Technology	\$11,300 (software)

		management system- Q1	Department and Special Projects	
		2. Provide sequential trainings (Level A, B, C and advanced, STELLAR support) and support in Illuminate data management system and how to use data to improve instruction Provide a minimum of 12 Level A-C Illuminate trainings for teachers (K-12) and principals, Provide STELLAR trainings K-8- Q1 Continue with trainings as needed and provide individualized support, Provide STELLAR training K-8- Q2 Provide advanced Illuminate trainings (K-12), STELLAR training K-8) and HS collaboration day- Q3 Survey needs and plan training for 2012-13- Q4	Special Projects District Coaches Technology Department staff	\$8,000 teacher stipends Title 1 and TIIA
		3. Purchase Illuminate Gradebook- revise report cards and train staff- Q4, Q5	Special Projects	\$10,000 Title I
		4. Purchase Inspect Databank for revision of common assessments- Q5	Special Projects	\$7,000 Title I
		5. Provide refresher training and training for new staff - Q5- Q8	Special Projects	\$4,000 teacher stipends- Title 1 and Title IIA
	Implement schoolwide testing each quarter at middle schools with follow-up trainings/PD days to analyze data and formulate Intervention/ Enrichment school activities			
		1. Purchase Curriculum Assoc. ELA and math materials- Q1	Special Projects	\$6,500- Title IIA
		2. Schedule schoolwide testing dates Q1	Principals	No cost
		3. Support ELA and math score analysis through STELLAR trainings (3) and up to 4 site level release days	EL Support teacher Special Projects Monroe and Murray MS Principals	15 teachers X 7 days X \$125= \$13,125- Title III and Title I
	Support efforts in formative and summative assessment in ELA and math			
		1. Identify topics for delivery during grade level CELL and ExLL meetings	District Coaches	Stipend pay for additional planning- 60 hours X \$25- \$1,500 Title III-Title 1-EIA-SCE/ LEP
		2. Hold CELL and ExLL meetings with each grade level- 3 times per year- one per quarter	District Coaches K-5 teachers	Sub costs 80 teachers X 4 days X \$125- \$40,000- Title III and Title IIA
		3. Begin training on and conversion to California Common Core Standards (CCCS)	District Coaches K-12 teachers	Sub costs 80 teachers X 4 days X \$125- \$40,000- Title III and Title IIA
	Implement WASC Implementation Plans		High school admin and staff	EIA- SCE/ LEP SLIBG
4. Promote Teacher Collaboration				
	Train staff in Professional Learning Communities			

		1. Define district vision and expectations for PLC- Q1	Supt and Management Team	No cost
		2. Prioritize and implement PLC structure at each school–grade level and other teaming-Maintain calendar of PLC activities by site for monitoring purposes Q1-4 2 times per month	Site principals and PLC teams	Site professional funds for supplies (Title 1 or SLIBG) costs vary by site \$500-\$2,000
		3. Develop resource book of PLC documents resources Q4, Q8	Curriculum with input from sites	Clerical support-overtime (T2A) \$20/ hr X 20 hours= \$400
		4. Send at least 20 secondary level administrators and teachers to the PLC conferences in Summer 2012 and Summer 2013 Q4 Q8	Special Projects	\$1,200 X 40= \$48,000 (T1 and T2A)
Provide release time and/or stipend pay for grade level and subject matter teams to work on common assessments and CCCS				
		1. K-5 grade level teams (CELL/ ExLL) meet at least 3 times (district level) to work on common assessments, ELD assessments and strategies and CCCS (Q1-Q8)	District Coaches Curriculum	Sub costs 80 teachers X 4 days X \$125- \$40,000- Title III, Title IIA, and Title 1
		2. ELA teachers grades 6-8 meet at least 3 times (district level) to work on common assessments, ELD assessments, strategies and CCCS (Q1, Q2, Q3)	District Coaches Curriculum	Substitute costs (14 teachers X \$125 cost X 3 days)= \$5,250 (TIIA &T1)
		3. Math teachers grades 6-8 meet at least 3 times (district level) to work on common assessments, ELD assessments, strategies and CCCS (Q1, Q2, Q3)	District Coaches Curriculum	Substitute costs (14 teachers X \$125 cost X 3 days)= \$5,250 (TIIA &T1)
		4. Social Studies teachers grades 6-8 meet at least 3 times (district level) to work on common assessments, ELD assessments, strategies and CCCS (Q4-Q8)	District Coaches Curriculum	Substitute costs (14 teachers X \$125 cost X 3 days)= \$5,250 (TIIA &T1)
		5. Science teachers grades 6-8 (STELLAR) meet at least 3 times (district level) to work on common assessments, ELD assessments, strategies and CCCS (Q4-Q8)	District Coaches Curriculum	Substitute costs (14 teachers X \$125 cost X 3 days)= \$5,250 (TIIA &T1)
		6. Department Chairs (HS level) meet to plan out HS activities for common assessments, ELD assessments, strategies and CCCS (Q6) Implement agreed upon plan Q7-8	District Coaches Curriculum	Substitute costs (14 teachers X \$125 cost X 3 days)= \$5,250 (TIIA &T1)
		3. Summer work to be accomplished for 2013-2014 startup will be identified through Grade level meeting and tasked out- Q8	District Coaches and teachers	Stipend pay- estimated 8 days total X \$125= \$1,000 (T3 & T1)
5. Provide high quality professional development				
At least 10% of the LEA Title 1 Allocation will be utilized for high quality professional development				
		Provide preliminary allocations- Q1, Q4 Revise allocations to match final entitlements- Q2, Q6 Monitor PD progress and expenditures- Q3, Q7 Finalize expenditure reports- Q4, Q8	Special Projects and Finance Office	10% of district TI entitlement
Provide training as defined above in action items including:				
		ELA adoption training K-5 and 6-8 Q4, Q5, Q8	Curriculum	Costs above

		Math refresher and curriculum alignment training (grades 4-8) - Q5-Q8	Curriculum District coaches	Costs above
		Math Training and workdays (Algebra and above)- Q5-Q8	Curriculum District coaches	Costs above
		Illuminate data management system training- ongoing	Curriculum District coaches	Costs above
		Explicit Direct Instruction will be implemented at each middle school. Training Q4 and Q5.	Middle Schools	EIA, Title IIA and Title \$26,000 I
Provide high quality professional development in English Language arts				
		Provide 2 day ELA adoption training for K-5 teachers- 8/11	Curriculum	40 teachers X \$125 X 2= \$10,000
		Hold K-5 grade level trainings focused on implementation of the ELA adoption, assessments and CCCS- 3 per year	Special Projects Project Teachers	Costs above
		Contact COE to schedule summer trainers	Special Projects	No costs
		Provide 3 day follow-up Instructional Materials based training (IMBT) ELA adoption training for K-5 teachers and provide 2 day initial ELA adoption training for Gr. 6-8 teachers - June 2012 with additional follow-up by June 2013	Curriculum	80 teachers X \$125 X 3= \$3,000
		Purchase and training English 3D- EL supplemental program- Q4-7	Curriculum	Program \$8,000 8 teachers X \$125 X 3= \$1,500- Title III
Provide technology training on a variety of pertinent topics including Edline (WebPages), ABI (parent portal for grades/ communication), Gradebook, and Excel (data)				
		Train all new teachers and refresh continuing staff on district programs such as Edline, ABI, Gradebook Q1 and Q5	Special Projects Tech Dept.	35 teachers X \$25/hr- \$875 Title IIA
Provide annual AVID Training				
		Train additional teachers yearly	Special Projects Secondary	10 teachers X \$1,200= \$12,000- EIA
Conduct Autism Spectrum Certification Coursework for teachers and paraprofessionals as well as additional teacher training in Autism and Behavioral Support				
		Organize and enroll staff- training dates Q1- Q8	SELPA K-12 teachers, paraprofessionals and SDC teachers	Certification-4 teachers X 40 hrs X \$25= \$4,000 6 paras X 40 hrs \$18= \$4,320 Teacher Training- 22 X \$25=\$550- Title IIA
In order to provide a safe environment for students provide CPI (Crisis Prevention Institute) trainings and refresher trainings				
		Provide both refresher and full training on-going	CPI district trainers	40 people X 11 hours X avg. \$22/hr= \$9,680- TIIA
Provide Paraprofessional to Teacher Certification and Autism Certification pathways				
		Advertise and enroll paraprofessionals- Q1- Q8	Human Resources	\$1,000 Title IIA

			SELPA	
	Train Administrators			
		Instructional Materials Based Training- Q4	Curriculum	\$2,800 total
		ACSA Academy training- Special Ed, Curriculum, Superintendent	Curriculum	\$1,000 each participant
		Provide training in IEP development- Q8	SELPA	\$12,000
		Classroom Lesson Norming training- Q4 – Q8	Curriculum	No cost
6. English Language Learners- addressed in Title III Year 4 requirements (CAIS)				
7. Promote strong parent and community involvement				
	Implement Program Improvement, School Choice, and Supplemental Education Services (SES) as required by law.			
		Administer all state tools (APS, DAS, ISS, ELSSA) and collect survey results- October- December 2011	Special Projects SELPA Sites	No Cost
		Yearly by October- Prepare and mail notification of PI and School Choice letters to Title 1 schools Year 1 PI schools- Faller, Inyokern and Richmond. Respond to all requests. Mail LEA PI notification letters to each parent in the district.	Special Projects	\$500- mailings Title 1
		Provide work sessions to assist administration with earlier rewrite of SPSAs. June 2012	Special Projects Sites	No Cost
		Rewrite SPSAs and LEA Plan yearly October- December	Special Projects Site principals SSC-DELAC	No Cost
		Partner with community based organization to increase communication about PI at sites and school choice- yearly January	Special Projects HDLL	No Cost
		Board Approval of all SPSAs and LEA Plan and begin Implementation of plans- January 2012	Special Projects	Plan implementation dependent upon action items
		Build school choice into spring registration and open enrollment process (March/ April)	Special Projects	No Cost
		Implementation of SES October 2012 and yearly thereafter	Special Projects	Up to 15% of Title I district allocation
	Present Parenting Courses- two sessions per year including bilingual offerings			
		Advertise and enroll parents- first and 2 nd semester	T1 and EIA Counselors	\$2,000 Title I
	Present Latino Literacy Project Courses			
		Identify and train Enlace Parents Advertise and enroll parents- Q1 and Q2- at Pierce Train additional staff- Q3 Advertise at ELAC and enroll parents- Q3- Districtwide and preschool Advertise and enroll parents- Q3- Districtwide- MS level Continue with preschool, elementary and middle school programs Q5-Q8	Enlace Parent, Projects Teachers Spanish Interpreters Preschool Staff	\$4,000 Title III and Immigrant State Preschool

	Involve community leaders/ mentors representing or able to provide point of view for subgroups (Black/ African American, Hispanic, Scio-economically Disadvantaged, English Learner, Student with Disabilities) in: Leadership roles, Literacy activities, Providing individual students assistance, Speaking to groups of teachers/ administrators			
		Annually review district (DAC) and site (SSC) parent involvement policies	Special Projects Sites	No Cost
		Identify community leaders for involvement in the schools and prepare a resource list- Q6 Each school will hold one event at a staff meeting with identified leaders- Q7, Q8	Curriculum office Site administration Superintendent's Council Reps	No cost

PRIMARY Responsibilities- CURRICULUM- Asst. Supt (Shirley Kennedy) (supported by Coordinator- Laura Hickle)

SPECIAL PROJECTS/ ASSESSMENT- Coordinator Laura Hickle (supported by Research Assistant)

DISTRICT PROJECTS TEACHERS- EL, ELA and math

STELLAR- Supporting Teachers of English Language Learners with Accessible Resources Local training provide by district project teachers- topics include ELA common assessment and formative assessments, ELD strategies and instruction, Academic Language Development (ALD), data management and use of data to inform instruction.

Parental Notification of PI identification/ School Choice and SES-

Under Elementary and Secondary Education Act (ESEA), students who attend a Title I-funded school that is identified for program improvement must be given the option of school choice. This provision allows all students attending such a Title I school the option to transfer to another public school, including a public charter school, that is within the LEA and that is not in program improvement or is not persistently dangerous. The option of school choice must be made available to all students the first year a school is identified for school improvement and all subsequent years thereafter, until the school has made adequate yearly progress for two consecutive years. Students who exercise their right to attend another school under this school choice provision must be given the option to continue to attend that school until they complete the highest grade of that school, even if the original school is no longer in program improvement. Schools that are offering school choice because they have been identified for program improvement must provide transportation to students who transfer to another school. If funds to provide school choice and/or transportation are limited, local education agencies (LEAs) may give first priority to students from low-income families who are the lowest-achieving students [Title I, section 1116(b)(E)(ii)] based on achievement levels as evaluated by objective educational measures.

<http://www.cde.ca.gov/ta/ac/ti/schoolchoice.asp>

Official notification shall be provided to the parents/ community through a variety of means including, as a minimum:

- Letter to each parent upon official notification of year 1 status and at least 14 days before the beginning of the school year for year 2
- Maintenance of a Program Improvement website for both the school and the district (www.ssusd.org) that includes all document and notifications
- Use of non-profit organizations (i.e. High Desert Leapin' Lizards) for further dissemination of information.
- Report to the school board during a televised session.

Responsibilities of the LEA- The district shall provide:

- Timely and varied school data
- Inform sites of PI requirements and updates
- Provide public notification regarding schools in PI
- Define scope of technical assistance
- Analysis assessment data to identify and address problems
- Provide training on APS and other needs assessment tools
- Use APS results to craft district actions
- Complete DAS and other tools (ELSSA and ISS)
- Identify and implement professional development, strategies and methods of instruction that are research based
- Identify outside technical assistance
- Develop pathways for effective communication

- Assist with analysis and revisions of school budgets to focus on increasing student achievement
- Notify parents regarding public school choice with paid transportation and implement
- Set aside funds as required by statute
- Establish a School support Team or District/ School Liaison Team (DSLTL)
- Revise LEP Plan
- Implement a peer review process for revised SPSAs.

Technical assistance will be obtained in order to support implementation of the LEA Plan Revisions. This TA includes:

CA School Boards Association (CSBA) - attendance at annual conferences by board members and cabinet members. GAMUT policy development services.

County offices of Education (COE)- Guidance in LEA development and monitoring, training in use of improvement tools, monthly categorical and curriculum meetings, trainings in ELA and math and other topics (i.e. closing achievement gap), SB 472 training, Title III Technical Assistance Association of School Administrators (ACSA) - trainings, conferences and other technical assistance Textbook Publishers- specific trainings for adoptions

Other districts- the district wishes to acknowledge the generosity of Modesto City Schools in sharing resources for the K-5 Treasures adoption