

District Name: Winship-Robbins ESD CD Code: 51-71456

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM
Revised October 8, 2014 for the 2014-2015 School Year

The Elementary and 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. Rather than completely rewriting the existing LEA Plan, we recommend using this LEA Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Prior to developing this revision, please use the State Assessment Tools, as applicable, to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>. Contact the District Innovation and Improvement Office at 916-319-0836 if you have any questions regarding the State Assessment Tools or completing the LEA Plan Addendum.

Please submit your completed LEA Plan Addendum by uploading the completed document into the Program Improvement Year 1 monitoring instrument in the California Accountability Improvement System (CAIS). Contact Janice Morrison, Education Programs Consultant, District Innovation and Improvement Office by e-mail at jmorrison@cde.ca.gov if you need technical assistance in uploading the document.

The LEA Plan Addendum must be submitted to the CDE no later than Friday, April 4, 2014. The LEA Plan Addendum should:

1. **Identify fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased academic achievement for all student groups.**

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.

A DSLT (District-School Liaison Team) was formed with the Superintendent, Principal at Robbins, teachers, and parents.

1. Results of assessments included the analysis of CST and CELDT scores, RESULTS and DIBELS reading fluency and comprehension testing, and curriculum-based math and reading assessments, for both 2012 and 2013. Robbins School has made progress, but did not meet 2012 and 2013 AYP for the following subgroups and the following areas.

- In 2012 the ELA Target was 78.4%, and the subgroups had the following targets: Schoolwide 42.7%; Hispanic 29.7%; SD

36.6%; and EL 25.9%. In 2013 the ELA target was 89.2%, and the subgroups had the following targets: Schoolwide 41.2%; Hispanic 39.3%; SD 36.6%; and EL 23.6%.

- In 2012 the Math Target was 79.0% and the subgroups had the following targets: Schoolwide 48.5%; Hispanic 43.2%; SD 45.1%; and EL 46.6%. In 2013 the Math target was 89.5% and the subgroups had the following targets: Schoolwide 43.1%; Hispanic 40.8%; SD 44.0%; and EL 32.7%.

2. Our academic priorities, schoolwide and for all subgroups, include increasing reading fluency and comprehension, as well as increasing math fluency. **Robbins will develop a school wide system of assessments which will address the needs of all subgroups to ensure grade level achievement. Resources, teaching strategies and assessments will be calibrated to CCSS and course correction will occur to make sure that achievement occurs. Literacy and language development will occur school-wide in all grade levels for English learners and all learners. There will be a designated EL time built into each day and there will be an inclusion of EL strategies throughout the day. This will address the needs of L TELS and all EL learners. Another academic priority is addressing the needs of our Long Term English Learners (L TELs) and developing district-wide math fluency assessments.**

3. The prior plan was not successful for the following reasons:

- The plan was not routinely monitored.
- **The plan needed to be more detailed with exact data points for grade level achievement results.**
- It did not adequately address the needs of our L TELs and/or EL students throughout the school day.
- There was not a strong, consistent Response to Intervention Program in place for all grade levels.
- It was not based on the CA Common Core Standards for ELA and Math **as well as a lack of calibration to rigor.**
- The involvement and engagement of parents of English Learners and Socio-Economic Disadvantaged Students has not been at the level needed for positive support of academic achievement.
- **Professional development for the instructional staff was incomplete regarding best teaching strategies and grade level expectations.**

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- In 2012 the ELA Target was 78.4%, and the subgroups had the following targets: Schoolwide 42.7%; Hispanic 29.7%; SD

2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP. (Refer to the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ta/ac/ay/aypreports.asp>.)

The following student groups are identified as not making AYP: Hispanic, Socio-Economic Disadvantaged, and English Learners, and Schoolwide. Goals include:

1. At the end of the 2014-15 school year, 60% of all students (including English Learners, Low Income, Foster Youth and White subgroups, plus students with disabilities) will score Proficient or Advanced on the year-end W-RESD District Reading Fluency Assessment, the Developmental Reading Assessment (DRA), STAR reading assessment, and grade level Common Core benchmark assessments.
2. At the end of the 2014-15 school year, the percentage of English Learners designated as a Long Term English Learner (LTEL) will drop from 17% to 5%, or 12 students, as measured by the CELDT test. All EL students will grow at least one year in language development as measured by the CELDT and the school-wide performance assessments.
3. By the end of the 2014-15 school year, there will be a 10% increase in all students (including English Learners, Low Income, Foster Youth and White subgroups) who will score at the Benchmark level on district CCCSS-aligned Math assessments and 80% of all students will pass the math fluency assessments.

3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

- Our district has added a new position for the 2014-15 school year: a Teacher on Assignment/Coach (TAC). This teacher will be responsible for providing the following services to both sites in the district: CELDT coordinator, ELD and Response to Intervention coach, Professional Development oversight and coaching, including implementation of the CCCSS, district benchmark assessments, Illuminate (data tracking system) and technology curriculum. This coaching will increase teachers' knowledge and abilities on an individual as well as district-wide level. The district will increase the amount of professional development collaboration minimum days throughout the school year. Robbins School will work closely with the county office regarding literacy and language development in grades K-2. Trainers from the county office will co-plan and co-teach with Robbins teachers as well as support the use of research based EL strategies throughout the school day.
- The superintendent will closely monitor all assessment data for rigor, academic achievement, and intervention needs.
- Teachers have been trained over the past few years and are working on Marzano's strategies for classroom instruction, Marzano and others' strategies for classroom instruction for English Learners, Hollingsworth/Ybarra's Explicit Direct

Instruction techniques, and Mike Mattos' Response to Intervention methods. The TAC will review these strategies and methods with each individual teacher as well as introduce new ones to the whole group. The superintendent will complete weekly walk-throughs in each classroom to ensure high levels of success with the implementation of research based strategies. Data teams and data discussions will occur throughout the school year to respond to intervention and determine the effectiveness of the instructional program.

4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored. (See examples of full implementation descriptions in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/act/i/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
<ul style="list-style-type: none"> Establish a calendar of Professional Development training that will address district and schoolwide goals. The TAC will develop an RTI model that will occur within the school day in all classrooms. Multiple assessments measures will be developed and implemented to confirm the need for RTI with specific students as they move in and out of the three tiers. The model will ensure that RTI is consistently applied, including the Student Study Team process. The TAC will work with individual teachers to implement the model. Benchmark and assessment data as well as DRA results will drive the RTI model. The district has just purchased the online version of the Read Naturally curriculum. Students will be given 150-90 minutes of literacy/language development a day which will focus on the instructional shifts needed for the CCSS. The county office of education will apply a co-plan and co-teach model for K-2 teachers to ensure high levels of literacy development as measured by the Development Reading Assessment. The TAC will provide Professional Development to the teachers and aides, and add individual coaching as necessary. The superintendent will monitor student achievement and instructional practice through walk-throughs and assessment data. The TAC will also work with all individual teachers to ensure that they are fluent in ELD strategies and have time built into their 	<p>TAC and Superintendent</p> <p>TAC and Superintendent</p>	<p>July 2014- December 2014</p> <p>July 2014- June 2015</p>	<p>Title 1 Funds</p>
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<p>daily schedule for using them. Teachers will use research based instructional strategies for EL students throughout the instructional day. Teachers and students will goal set and monitor goals for achievement throughout the school year with each student.</p>			
<p>5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.</p>			
<p>Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.</p>	<p>Person(s) Responsible</p>	<p>Specific Timeline</p>	<p>Estimated Cost/ Funding Source (including 10% set-aside from Title I, Part A)</p>
<ul style="list-style-type: none"> • Currently the school calendar includes seven minimum days plus two full days for professional development. For the 2014-15 school year the number of minimum days has been expanded to 16. • Professional development for teachers will include training for CELDT administration components for all of the teachers. The TAC will assist teachers in understanding in-giving the group sections of the CELDT test. By administering the verbal parts of the test to their students, teachers will gain a better idea of what skills EL students need to move to fluent status. The EL specialist from the Sutter County Office of Education will be working with the Robbins teachers throughout the school year on the implementation of research based strategies to increase EL achievement in all grades. • The TAC will support individual teachers with implementation of Illuminate, the data management system, so they can monitor their students' progress more thoroughly. • The TAC will review EL strategies on an individual basis with teachers, and support their classroom teaching with coaching. The superintendent will be collecting data and working closely with teachers regarding the success and intervention of EL students in each classroom as determined by data and performance results. • The TAC with the help of the Technology Specialist from the Sutter Co Supt of Schools Office will coordinate and implement 	<p>Superintendent and TAC Superintendent and TAC Superintendent and TAC TAC and Tech Specialist</p>	<p>July 2014 – June 2015 July 2014 – June 2015 July 2014 – June 2015 July 2014 – June 2015 July 2014 – June 2015</p>	<p>Title 1 Title 1 and Title III Funds</p>

training for teachers on the NETS standards as well as computer and technology skills. Teachers will also use technology based assessments which model the SBAC assessments throughout the school year. All staff will attend professional development at the Sacramento Office of Education regarding the SBAC assessment format.

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

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
The school site is in a remote, rural setting. Because of the cost of transportation, we currently do not offer before- or after-school activities.	n/a	n/a	n/a	n/a

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

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Currently there are monthly activities schoolwide to which parents are invited. Parents are encouraged to volunteer in classrooms, on field trips, and for sports teams. The Parent-Teacher Club meets twice a month to support the efforts of the teachers and school site. • There will be monthly meetings in Knights Landing at the community center to provide information and develop a two-way communication system for the parents and the community. • The school will focus on creating a positive, parent-friendly school climate, using the tools provided in the CDE Family Engagement Framework. Staff will receive training in connecting with parents and a system for two-way communication will be developed. • The LEA will implement with complete fidelity the parent engagement strategies for EL students as written in the Title III Consortium Plan for program improvement. 	<ul style="list-style-type: none"> Superintendent/ Principal and teachers Superintendent/ Principal and all staff Superintendent/ Principal and all staff 	<ul style="list-style-type: none"> August 2014 – June 2015 August 2014 – June 2015 August 2014 – June 2015 	<ul style="list-style-type: none"> Nominal Nominal Nominal 	<ul style="list-style-type: none"> N/A N/A N/A

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM
ASSURANCE PAGE**

Local Educational Agency (LEA) Plan Information:

Name of LEA: Winship-Robbins Elementary School District

County District Code: 51-71456

Date of Local Governing Board Approval: June 11, 2014

District Superintendent: Dr. Laurie Goodman

Address: 4305 S Meridian Rd

City: Meridian

Zip Code: 95957

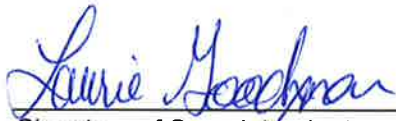
Phone: 530-696-2451

FAX: 530-696-2262

E-mail:
laurieg@sutter.k12.ca.us

Signatures:

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



Signature of Superintendent

Laurie Goodman

Printed Name of Superintendent

11/12/14
Date



Signature of Board President

Hassen Mohsen

Printed Name of Board President

11/12/14
Date

By submission of the local board approved LEA PI 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.

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