

District Name: Palermo Union

CD Code: 04 61523

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

The No Child Left Behind (NCLB) Act of 2001 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. Submit Addendum by January 9, 2009 to LEAP@cde.ca.gov.

1. Address the 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 student achievement.

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp. 3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The 2005-2010 LEA Plan has been annually updated with an addendum that has included SMART goals and school-wide improvement activities. The plan has brought about increased student achievement. Since 2005, the district API has increased 42 points from a Base API of 676 in 2004-05 to a Growth API of 718 in 2007-08. The district did not make AYP in ELA in 2006-07 for two significant subgroups (EL and SWD) and in 2007-08 for five significant subgroups.</p> <p>Specific academic problems of low-achieving students include: basic school readiness skills, reading fluency, and reading comprehension.</p> <p>Teaching and learning needs to be addressed include:</p> <ol style="list-style-type: none"> 1. Full implementation of the core curriculum including SB 472 professional development on SBE-adopted instructional materials. 2. Ongoing instructional assistance and support for teachers with the use of content experts/instructional coaches to deepen knowledge of the content and delivery of instruction. 3. Development of an annual pacing schedule at all grade levels for ELA and math to ensure content coverage. 4. Development of formative assessments at all grade levels to monitor student progress frequently and adjust instruction. 	<ol style="list-style-type: none"> 1. Administrators, Teachers & District Admin / SB472 TBD 2. Administrators, Teachers & District Admin / 3/09 & ongoing 3-4. Teachers 	<ol style="list-style-type: none"> 1. Travel & Conference. 2. Training and coach compensation 3-4. Materials 	<ol style="list-style-type: none"> 1. \$35,000 2. \$50,000 3-4. \$300 	<ol style="list-style-type: none"> 1. SB472 Title IIA 2. Gen'l Fund Title 1 Title IIA 3-4. General Fund

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe those goals and targets for student achievement, participation, and growth on the API. (See DAS, <i>Standards-based Curriculum, Instruction & Assessment</i> , pp.3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2008-09 Goals: SMART Goals: K-3: By May 2009, all students will reach high standards, at a minimum attaining one year of academic growth or better in ELA and math as measured by local assessments. By October 2009, 60% of EL students will make annual progress (one level) in learning English and 40% will attain English proficiency as measured by the CELDT. K: By May 2009, 80% of students will know 23/26 letter sounds by as measured by Reading Lions HM End-of-Year Assessment. 1: By November 2008 (1st trimester), 80% of students will score proficient or above on the HIGH Frequency Word list as measured by a rubric score (2nd and 3rd trimester goal TBD after 11/08). 2: By May 2009, 70% of students will score proficient or above in reading comprehension as measured by the end-of-year Houghton Mifflin Summative Test. 3: By May 2009, 33% of students will advance to the next fluency group as measured by DIBELS Fluency Assessment. 4-5: By May 2009, the number of students at Proficient or Above will increase by 5% as measured by the 2009 ELA CST. By May 2009, the 2009 API growth will increase by 5 points. 6: Students will answer 65% or more of the written and oral language conventions questions correctly on the 2009 CST. Students will answer 55% or more of the Literary Response and Analysis questions correctly on the 2009 CST. Students will improve their performance scale score by 5% (average of 18 point increase/student) as measured by 2009 CST. 7: Students scoring Basic or Below Basic on the 2008 CST in ELA will show a 20 point increase as measured by the 2009 CST. Students will increase Writing Strategy scores by 10 points over 2008 mean percent correct as measured by the 2009 CST. 40% of students will improve math scores to Proficient or Advanced as measured by the 2009 CST. 20% of students who scored Basic or Below Basic on 2008 CST in</p>	<p>Administrators & Teachers School-Wide/5/09</p> <p>Administrators & Teachers School-Wide / 10/09</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

<p>math will improve their score by 5% as measured by the 2009 CST. 85% of 7th and 8th grade students will improve on 3 of the 5 state physical education tests as measured by the end of trimester tests. 90% of all 7th and 8th grade students will improve their cardiovascular fitness as measured by weekly timed runs.</p> <p>8: 55% of the 8th grade students will score above the Basic performance level as measured by the 2009 CST. Student performance levels will increase from 30% proficient or advanced proficient to 35% as measured by the ELA portion of the 2009 CST.</p> <p>Students will improve from 49% correct to 57% percent correct as measured by the Writing Strategies portion of the 2009 CST. 75% of the Algebra 1 students will score at or above the proficient level as measured by the 2009 CST. 60% of the Algebra A students will score at or above the proficient level as measured by the General Math portion of the 2009 CST. 20% of the students who scored Basic or Below Basic on the Math portion of the 2008 CST will score at or above the proficient level as measured by the General Math Portion of the 2009 CST. 66 % percent of the RSP students in the general education 8th grade math class will increase their scores from below basic to basic as measured by the General Math portion of the 2009 CST. By June 2009, 75% of the 8th grade RSP Read 180 students will increase their lexile score by a minimum of 100 points as measured by the Scholastic Reading Inventory. 85% of all 7th and 8th grade students will improve on 3 of the 5 state physical education tests as measured by testing at the end of each trimester. 90% of all 7th and 8th graders will improve their cardiovascular fitness as measured by weekly timed runs.</p> <p>District: By May 2009, grade level team PLC meetings will increase PLC effective behavior (discuss assessment results and analyze and discuss student work) by 10% across all grade levels as measured by the District PLC Staff Survey.</p>				
---	--	--	--	--

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

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. The district will continue to implement the <u>Palermo Academic Support System (PASS)</u> a full inclusion model based on <u>Response to Intervention (RTI)</u> and <u>Differentiated Instruction</u> using a three tier model of academic intervention: Universal Interventions, Targeted Group Interventions, and Intensive, Individual Interventions. Special Education teachers and intervention teachers will function as academic support personnel utilizing a consulting, teaming, and/or collaborative co-teaching model.</p> <p>2. The district will implement <u>BEST (Building Effective Schools Together)</u> developed by the Institute on Violence & Destructive Behavior (ISDB) Eugene, Oregon. BEST is a positive school wide discipline program that aligns behavior interventions in the same three tier model described above providing a continuum of effective academic and behavior support for students.</p> <p>3. The district will implement a pilot program of <u>Assessment for Learning (Stiggins)</u> at each site. Several teachers have been trained at the ETS Assessment Training Institute, Oregon with some staffs trained as trainers to bring the concepts of AFL to other teachers.</p> <p>4. The district will continue to implement <u>Professional Learning Communities (PLC)</u> (DuFour). The first team of staff attended PLC training in 2005. As of 8/2008, all classroom teachers have received training in PLC. Grade level meetings are held during each Friday early release and ½ day per month to discuss student work, the use of instructional materials and embedded assessments, and interpretation of data to modify instruction.</p> <p>5. The district will continue to implement technology integration across disciplines (Waddoups, Sandholtz, Ringstaff, & Dwyer, NCREL).</p> <p>6. The district will fully implement the 9 Essential Program Components (American Institutes for Research) including: SB472 for all classroom teachers, use of content experts/instructional coaches, and development of pacing schedules at all grade levels.</p>	<p>1. Administrators, Teachers/ongoing</p> <p>2. Administrators, Teachers, other school staff, school psychologist.</p> <p>3-6. Administrators, Teachers/ongoing</p>	<p>1. Employee payroll and materials</p> <p>2. Travel & Conf. Materials</p> <p>3. Materials</p> <p>4. Subs</p> <p>5. Materials Contractor fee</p> <p>6. See #1</p>	<p>1. Ongoing</p> <p>2. \$300</p> <p>3. \$1,500</p> <p>4. \$15,000</p> <p>5. \$7,000</p> <p>6. See #1</p>	<p>1. General Fund</p> <p>2. Title I Title IIA</p> <p>3. Gen'l Fund</p> <p>4. Title IIA</p> <p>5. EETT</p> <p>6. See #1</p>

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

Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, pp. 6-7)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Professional development will be planned district-wide focusing on standards-based content knowledge and a connection between training and daily activities in the classroom, active engagement of participants, and follow-up that extends over a period of time. : 1. Differentiated instruction 2. Technology integration 3. Continue R-CAT at PI school 4. SB 472 in math and ELA new SBE adoptions 5. Assessment for Learning pilot in coordination with BCOE 6. Professional development library: books, DVDs, etc., 7. Paraprofessional in-house training in reading instruction such as SIPPS, Soar to Success, Read Naturally, and Read-180.	Administrators and Teachers 1. 3/09 2. 12/08, 1 & 2/09 3. Ongoing to 6/09 4. Administrators, Teachers & District Admin / SB472 TBD 5-7. Ongoing	1-2. Teacher compensation presenter fee, and materials 3. NA 4-5 Travel & Conference 5-7. Materials	1. \$15,000 2. \$20,000 3. NA 4. \$35,000 5-7. \$500	1. PDBG 2. EETT 3. NA 4. SB 472 Title I 5-7. Title IIA

6. English Learners

- a. **Title III Status and Title I Program Improvement (PI) Status:** An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the space below. LEAs in Title III Year 4 are required to complete the online Action Plan and need not address Item 6.
- b. **Title I Program Improvement Status Only:** Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the Title III Accountability Technical Assistance Web page at <http://www.cde.ca.gov/sp/el/t3/acct.asp>).

Please describe those goals and targets.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
See attached: Title III <i>Improvement Plan Addendum</i>				

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

Please describe those activities and how you will incorporate them.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>District-wide before/after school activities are aligned with academic content standards and current classroom practice and include:</p> <ul style="list-style-type: none"> • Tutoring by teachers for @ risk students 2 days/week. • ELD Academies for EL students 2 days/week. • Butte County Office of Education: Homework Club 5 days/wk. <p>4-5: HOP (Homework Opportunity Program) is provided before and during school. The district has a modified calendar with 3 intersession breaks during the school year. As such, sites may opt to offer academic tutoring during intersession.</p>	Teachers BCOE staff	Teacher compensation Materials	\$25,000	Hourly Title I SSHS

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

Please describe those strategies. (See DAS, Parent and Community, p. 10)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>District will continue to facilitate: DELAC, Indian Parent Committee, GATE. CBET/ESL, and Migrant parent education/presentations.</p> <p>School-wide strategies to promote effective parental involvement include: Back-to-School Night, Open House, SSC, ELAC, Title I, Migrant School Visits, Parent/Teacher Conference Week, and parent volunteers,</p> <p>K-3 will continue: Kinder Round Up, Family Nights centering on literacy, and Nell Soto home visits.</p> <p>K-5 will continue: Grandparent Breakfast, Donuts w/Dad, and Muffins w/Mom.</p> <p>Opportunities for parent involvement will also include family events such as math/science nights at the upper grades.</p> <p>Through the EETT-C grant, the number of teachers maintaining individual web pages posting classroom/homework assignments will increase by 10%.</p> <p>Through the R-CAT grant, parents will complete a survey on participation in the IEP process.</p>	Administrators, Teachers, parents, Migrant staff / ongoing	Materials Mileage (NS)	\$500	General Fund Title I Title III Nell Soto EETT-C

TITLE III LOCAL EDUCATIONAL AGENCY IMPROVEMENT PLAN (LEAP) ADDENDUM

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. An analysis of data was conducted for 2005-06 and 2006-07 based on: California English Language Development Test (CELDT), Language Assessment Scales (LAS), California Standards Tests (CST), Standardized Testing and Reporting (STAR) Summary Report, Accountability Performance Report (APR), and local trimester assessments. The English Learner Subgroup Self Assessment (ELSSA) was also used to assist the district in data analyses.
- B. Based on the analysis of data, the following factors were identified as contributing to the district's failure to meet AMAOs:**
- The district's CELDT scores dropped dramatically in 2006-07 when new CELDT cut off scores went into effect as compared with 2005-06.
 - A significant number of EL students are below proficiency in their primary language as measured by the LAS.
 - A significant number of 3rd grade students school wide perform below proficiency on the CST English/language arts (ELA) test: 2004-05: 84%; 2006-07: 82% as compared to 2nd grade: 2005-06: 74%; 2006-07: 64%.
 - STAR Student Master List Summary reports indicate that 3rd grade Mean Percent Correct for 2007 Reading Comprehension was 49% as compared to 2nd grade 60%, and for 2006 Reading Comprehension 3rd grade was 51% as compared to 2nd grade 65%.
 - The district K-3 school is in Year 5 Program Improvement (PI). All significant groups at the K-3 school continue to meet AYP in ELA except Hispanic and English Learners. The district's other schools, K-2, 4-5, and 6-8, continue to meet Adequate Yearly Progress (AYP) in ELA for all significant groups.
 - EL students district-wide continue to perform above the mathematics AMO requirements of AYP.
 - A significant number of English learners enter Kindergarten with lack of school readiness skills as measured by local assessments.
- C. Strengths and weaknesses of current plan:**
- **Instructional Program Implementation** –The ELA and ELD components of the state adopted curriculum Houghton Mifflin: Legacy of Literacy (K-5) and Prentice Hall: Timeless Voices, Timeless Themes (6-8) are fully implemented.

