

Palermo Union School District

Title III Year 4 Needs Assessment

2009-2010

1. IDENTIFY THE PROBLEM: Describe the challenge area(s) for the LEA.

a. Provide a description of findings from the results of analysis of the CELDT, CST, and other assessments used by the LEA to measure EL student English proficiency and academic achievement.

Palermo Union School District exceeded Title III AMAO 1 and 2 for 2006, 2007, and 2009. The district did not meet AMAO 1 and 2 targets for 2007 by 4 percentage points when new CELDT cut-off scores went into effect. Data reveal that ELs at the Beginning and Early Intermediate levels performed below the state average growth target.

72 percent of the district's ELs are reaching English proficiency after three to six years of schooling in the U.S. 28% of ELs who have been in school for four to six or more years are at the Intermediate or below on the CELDT. How do we move long-term ELs to the next proficiency level on the CELDT?

The district has met Adequate Yearly Progress (AYP) participation rates for Title III AMAO 3 for the past four years. Although the EL subgroup has not met AMO targets for ELA the past four years, results show a growth of 14 percentage points from 2005-06 to 2008-09. For 2008-09, the EL subgroup met AYP for ELA with the Safe Harbor alternate method applied, indicating at least a 10% decrease in the number of students below proficiency in ELA. However, results indicate that other subgroups performed between 8 and 21 percentage points higher than ELs for 2008-09 in ELA, and between 4 and 14 percentage points higher in math. 2008-09 was the first year the EL subgroup did not meet the AMO target for AYP in math.

Data indicate that the majority of Intermediate ELs score at the Basic proficiency level on the CST/ELA. As ELs progress through the grades their proficiency level in English increases, but the percentage that score proficient or advanced on the CST/ELA does not meet AMO targets for AYP. How do we accelerate EL academic performance in order to close the achievement gap between ELs and other significant subgroups?

b. Describe the strengths and weaknesses of the current Title III LEA Improvement Plan Addendum or Title I LEA Plan Addendum.

The strengths of the Title III LEA Plan Addendum include the following: 1. State adopted curriculum for ELA and math fully implemented. 2. Teacher training in the ELD component of adopted ELA text. 3. SDAIE strategies used to meet academic needs of ELs. 4. A 5-day professional development series provided for ELD instructional strategies at K-3. 5. An EL consultant reviewed and made recommendations for the K-3 school's EL instructional program. 6. Intervention time provided at all schools. 7. After school ELD academies offered at K-3 and 4-5. ESL classes offered for parents. Although the LEAP addendum identifies both problems and potential solutions, it is weak in follow-up to ensure that strategies are fully implemented.

2. IDENTIFY THE CAUSE(S): Identify and describe the root causes of the problem(s) or what prevented the LEA from achieving the AMAO(s). Describe how root causes were verified.

A significant number of ELs enter Kindergarten with a lack of school readiness skills as measured by local assessments. Many EL students are below proficiency in their primary language as measured by the LAS.

Although some teachers have been trained in the use of ADEPT, observations and survey data reveal that an ELD assessment to identify individual needs of ELs is not used at all grade levels. Although a minimum of 30-40 minutes of daily ELD is provided to all ELs, district performance data indicate a significant number of ELs have not progressed beyond the Intermediate proficiency level on the CELDT. Further, ELD instruction is only provided by ELD teachers district-wide. Observation data indicate that SDAIE strategies are not used consistently by all classroom teachers. Performance data also indicate that the majority of ELs at the Intermediate level on the CELDT score at the Basic level on CST/ELA contributing to an ongoing achievement gap between ELs and other significant subgroups.

Observations and survey data reveal that although some data is collected, it is not used effectively to determine how to meet individual needs of EL students, or to determine effective interventions both during and outside of the regular school day. There is a need for ELD assessments to be aligned to instruction so that student progress may be more carefully tracked.

Survey data also suggest that professional development that does not provide specific strategies and lack of effective ELD teacher collaboration contribute to inconsistencies in the implementation of SDAIE strategies and differentiated instruction.

3. IDENTIFY THE SOLUTION(S): Describe the research-based solutions to solve the low achievement problem(s) listed above.

1. Use of ELD assessment (i.e. ADEPT) at all grade levels to identify individual EL needs.
2. Increased ELD time for ELs still at the CELDT Intermediate level after 4+ years in U.S. schools.
3. Implementation of the 5 components of reading based on the District Literacy Framework
4. Use of data to improve instruction of ELs
5. Professional development focusing on:
 - use of ELD assessments
 - specific research-based strategies for EL acquisition of English and ELA academic standards
 - analysis and use of data

Title III Year 4 Action Plan

2009-2010

Action Plan for: Palermo Union School District.			
Problem: 1. Use of ELD assessments to determine individual EL needs. 2. ELs at the CELDT Intermediate level after 4+ years in U.S. schools.			
Verified Cause: 1. Selection of effective ELD assessment. 2. Current ELD instruction time inadequate for long-term ELs			
Title III Area of Focus: Standard: B.1.c. All ELs have access to appropriate systematic ELD instruction			
Objective: ELD assessments administered district-wide. Long-term ELs receive increased ELD. All classroom teachers use SDAIE			
Specific Actions	Staff Responsible / Timeline	Estimated Cost	Funding Source
Principals and ELD teachers will select an appropriate ELD assessment (i.e. ADEPT). for use at all grade levels to identify individual EL needs.	Principals, ELD teachers, Assistant Supt. 3/2010 1. Select ELD assessment	\$0.00	NA
ELD assessments will be administered on an ongoing basis at each site district-wide. Data will be used to determine individual EL needs.	Principals, ELD teachers. 4/2010 - 6/2010 and Ongoing 1. Teachers administer ELD assessment 2. ELD teachers use data to improve instruction to meet the individual needs of ELs. 3. Teachers and principals use “data wall” or similar visual organization of data to track EL progress.	\$0.00	NA
ELD teachers will provide increased ELD instruction for long-term ELs (4+ years in U.S still at the CELDT Intermediate level). ELD curriculum will be aligned with ELD standards and implemented for a minimum of 45-60 minutes daily. All classroom teachers will utilize SDAIE strategies and ELD as appropriate for ELs.	Site Administrators, ELD teachers, teachers. 2/2010 - 6/2010 & Ongoing 1. Principals and ELD teachers ensure that long-term ELs are receiving ELD instruction for a minimum of 45-60 minutes daily. 2. Principals and ELD teachers monitor and support the academic progress of long-term ELs. 3. All classroom teachers utilize SDAIE strategies and ELD for ELs.	\$0.00	NA
ELD instruction is differentiated to meet the needs of the newcomer as well as long-term EL students. Sound ELD instructional practices are implemented including: Systematic, explicit direct instruction followed by guided and independent practice. Scaffolding techniques. Flexible grouping. Attention to different learning styles. Lesson objectives determined by assessments. Checking for understanding throughout	Site Administrators, ELD teachers. 2/2010 and Ongoing 1. Principals verify that ELs are making progress as measured by selected ELD assessment. 2. LEA and administrators read, analyze, and apply research to inform modification of ELD instruction. 3. Site administrators establish schedule for 3-minute walk-throughs. 4. Site administrators use district-developed observational tool to evaluate the effectiveness of lesson delivery in ELD. 5. Some Friday PLC time used by ELD teachers to look at data and develop assessments and lessons for ELD. 6. Administrators verify that the following components are in place: Flexible student groupings to organize classroom activities in a	\$0.00	NA

the lesson. Closure and reflection.	<p>way that provides ongoing progress in ELD. Sufficient time for listening, speaking, reading & writing activities. Explicit delivery of listening, speaking, reading and writing activities using core and supplementary ELD materials. Reading activities provide comprehension development. Writing activities include descriptive, narrative, and expository. ELD activities accelerate English language acquisition. Long-term ELs receive additional ELD intervention and support through increased ELD time during the school day or afterschool.</p>		
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Problem: EL subgroup's academic performance is consistently lower than other significant subgroups			
Verified Cause: Use of research-based instructional strategies for ELs			
Title III Area of Focus: Standard: B.1.d. All ELs have access to appropriate Reading/language arts instruction			
Objective: Close achievement gap for ELs. All teachers use SDAIE, All teachers implement 5 components of reading.			
Specific Actions	Staff Responsible / Timeline	Estimated Cost	Funding Source
Research-based activities that have been shown to be effective in closing the achievement gap between ELs and other subgroups will be used within the context of SBE adopted materials district-wide.	Site administrators, teachers, Asst. Supt. 2-2010-6-2010 and Ongoing <ol style="list-style-type: none"> 1. LEA provides SBE adopted and supplementary instructional materials 2. Site administrators ensure teachers utilize SBE adopted materials and employ research-based instructional strategies for ELs. 	\$20,000	IMF
Site administrators will verify that classroom teachers are implementing sound ELA instructional practices, including: Explicit direct instruction followed by guided and independent practice. Scaffolding techniques Flexible grouping. Incorporation of higher-level critical thinking skills Attention to different learning styles. Lesson objectives determined by assessments Checking for understanding throughout the lesson. Closure and reflection	Site administrators, instructional coaches. 2/2010 - Ongoing <ol style="list-style-type: none"> 1. Site administrators establish schedule for 3-minute walk-throughs. 2. Site administrators use district-developed observational tool to evaluate the effectiveness of lesson delivery in ELA. 3. Instructional coaches provide classroom demonstration lessons, and assist teachers by co-planning and co-teaching lessons. 4. Instructional coaches assist classroom teachers in modifying specific classroom instructional practices. 5. Site administrators monitor the implementation of modifications to evaluate effectiveness. 	\$0.00	NA
All classroom teachers are authorized to teach ELs (CLAD, B-CLAD, SB1969, SB395, CTEL) and will implement SDAIE strategies (graphic organizers, vocabulary word walls, questioning strategies) for ELs in ELA to ensure that ELs have meaningful access to grade appropriate core curriculum.	Site administrators, teachers, instructional coaches. 2/2010 - Ongoing <ol style="list-style-type: none"> 1. All classroom teachers implement SDAIE strategies 2. Site administrators use district-developed observational tool to evaluate the effectiveness of lesson delivery in ELA and monitor staff use of SDAIE strategies. 3. Instructional coaches provide classroom demonstrations of SDAIE, and assist teachers by co-planning and co-teaching. 4. Site administrators report on SDAIE implementation at district leadership team meeting. 	\$0.00	NA
All teachers will become knowledgeable of the District Literacy Framework through a	Site administrators, instructional coaches, teachers. 9-11-2009-5-2010 <ol style="list-style-type: none"> 1. Site administrators ensure teachers' understanding of District 	\$0.00	NA

series of whole-district meetings. <ul style="list-style-type: none"> • Stages of reading development: Emergent, Beginning, Transitional, Intermediate, Proficient • 5 components of reading: Phonemic awareness, Phonics, Fluency, Vocabulary, and Comprehension. 	Literacy Framework <ol style="list-style-type: none"> 2. Teachers implement the 5 components of reading: Phonemic awareness, Phonics, Fluency, Vocabulary, and Comprehension. 3. Instructional coaches provide classroom demonstration literacy lessons, and assist teachers by co-planning and co-teaching lessons. 		
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Problem: Use of data to improve instruction for ELs

Verified Cause: Use of data to improve ELD.

Title III Area of Focus: Standard: F.1.c. **LEA provides data systems and support to improve instruction for ELs**

Objective: Data used to improve ELD instruction

Specific Actions	Staff Responsible / Timeline	Estimated Cost	Funding Source
School staff collect, analyze, and interpret data regarding ELs' progress in learning and attaining English-language proficiency, and progress in achieving ELD and academic standards. Data will include target ELs who need to be monitored and provided interventions.	Principals and Teachers. 3/2010 – 5-2010 and Ongoing. <ol style="list-style-type: none"> 1. Each trimester, principals and teachers will review STAR and CELDT test data and local assessment data that show current and previous scores disaggregated by standard for ELs. 2. Principals will review EL target list to monitor EL progress in attaining English-language proficiency, and progress in achieving ELD and academic standards. 	\$0.00	NA
All school sites will review EL assessment data to determine EL needs during some of their Friday PLC time.	Principals and Teachers. 2/2010 – 6-2010 and Ongoing. <ol style="list-style-type: none"> 1. Teachers will analyze school, grade-level, classroom, and individual student ELD and ELA data to determine strengths and weaknesses to determine EL needs. 2. Teachers and principals will use “data wall” or similar visual organization of EL progress. 	\$0.00	NA

Problem: Need for professional development specific to instruction of ELs, use of ELD assessment, and use of data to improve instruction of ELs.			
Verified Cause: 1. Teachers need specific ELD strategies. 2. All teachers not trained on the district's new data system, Data Director.			
Title III Area of Focus: Standard: G.1.a. Professional development includes research-based strategies to improve EL outcomes			
Objective: Professional development will include specific research-based strategies to improve EL attainment of English language proficiency and progress in academic achievement, use of ELD assessment, and use of data to improve instruction of ELs.			
Specific Actions	Staff Responsible / Timeline	Estimated Cost	Funding Source
The district will fund training for teachers in the use of selected ELD assessment (i.e. ADEPT).	Principals, ELD teachers, Assistant Supt. 4/2010 <ol style="list-style-type: none"> Asst. Supt. will schedule training in use of the selected ELD assessment Principals will ensure ongoing administration of ELD assessment 	\$1,000	Flex Program
The district will fund training for teachers in research-based SDAIE strategies for ELs in core subjects through Butte County Office of Education (BCOE).	Principals, teachers, BCOE EL Coordinator. 2/2010 – Ongoing. <ol style="list-style-type: none"> Series of 5 sessions “Structures & Strategies” through BCOE BCOE EL Coordinator provide classroom observations and feedback for ELD and ELA teachers Principals provide follow-up monitoring of implementation of EL Coordinator recommendations. 	\$3,000	Flex Program
The district will fund training for instructional coaches in research-based SDAIE strategies for ELs in core subjects to support school sites.	Assistant Supt, BCOE EL Coordinator principals, instructional coaches 3/2010 - 5-2010 <ol style="list-style-type: none"> Contract with BCOE EL Coordinator to train coaches Instructional coaches provide classroom demonstration lessons, and assist teachers by co-planning and co-teaching lessons. Principals provide support / feedback for coaches. 	\$1,000	Flex Program
Each site currently has a Teacher/ Data Director (DD) trainer to provide training. School sites will develop a training schedule for all teachers to be trained in the use of DD.	Principals and Teacher / DD trainers. 1/2010–6/2010. <ol style="list-style-type: none"> Teacher / DD trainers will provide DD training to enable teachers to disaggregate assessment data. Principals will ensure use of DD as a tool to monitor ELs progress, adjust instruction, and provide interventions. 	\$0.00	NA
PLC ½ day for ELD teachers for review of CELDT proficiency levels, targeting instruction, ELD standards, and delivery of systematic ELD.	Principals, ELD teachers. 3/2010 – Ongoing <ol style="list-style-type: none"> ½ PLC day for ELD teachers at each school site Review of CELDT proficiency levels, targeting instruction, ELD standards, and delivery of systematic ELD. Use of data to improve instruction 	\$1,400	Flex Program