

**WILLOWS UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

**DATE:**                   **October 9, 2014**

**AGENDA TOPIC: PI Year 3 LEA (Local Educational Agency) Plan  
Evidence of Progress (2013-14)**

**PRESENTER:       Janet Perez, Director of Categorical Programs**

---

**Background Information:**

Willows Unified School District is in Program Improvement (PI) Year 3 Corrective Action and, as a result, the State Board of Education is required by Section 1116 of the Elementary and Secondary Education Act (ESEA) to obtain an **“Evidence of Progress”** report from our District that supports the following topics:

1. LEA Plan strategies and actions implemented during the 2013-14;
2. LEA performance on summative assessment data; and
3. Evidence of annual communication with the local governing board.

**Recommendations:**

Approve the PI Year 3 LEA Plan Evidence of Progress (2013-14) End-of-Year submission.

PI Year 3 LEA Plan Evidence of Progress (2013–14)  
End-of-Year Submission: October 14, 2014  
Local Educational Agency: Willows Unified School District  
Submitted by: Mort Geivett, Superintendent

**1. Summarize the LEA Plan strategies and actions implemented during 2013–14, including a description of local evidence used to determine effective implementation.**

The LEA Plan was analyzed by Administrators and the District School Leadership Team (consisting of Board Members, Administrators, Teachers, Parents, and Community Members) to determine the most effective direction to implement the strategies and actions during the 2013-14 school year. They identified six areas of importance as indicated on the Willows Unified School District Accountability Plan/Chart (please see the attached chart) as follows:

**Collaboration**: Time for collaboration was scheduled bi-monthly at each school from the beginning of the school year until the end and is continuing into the current school year.

**Materials and Tools**: ELA and ELD instructional materials were needed to better align standards to instruction. The decision was made to purchase *CA Treasures*, (McGraw Hill), during the 2011-12 school year with training and full implementation during the 2012-13 school year. Teachers developed pacing guides, identified essential standards, and developed course level standards-based benchmark assessments and common assessments. Technology was needed to support both the curriculum and the Explicit Direct Instructional (EDI) strategies. Digital projectors were installed in every classroom in the district and, where necessary, printers were purchased and computers were upgraded. Current year reflects a need for supplemental materials for Mathematics. County-wide planning for new Math Curriculum has resulted in each school piloting State-adopted Math Curriculum for the 2014-15 school year.

**Instruction**: Teachers and Administration were trained by DataWorks Consultants on EDI strategies to be incorporated into instructional practices for all core content area courses. The training has taken place over the last two years and will continue into this year with Teachers acting as coaches and Administrators overseeing the progress.

The strategies are systematically being implemented in the classroom beginning with Checking for Understanding (CFU) strategies: Whiteboards, complete sentences, pair sharing, non-volunteers, and learning objectives. Deprivatizing the classroom through shared observation, shared data, and communicating problems with fellow teachers has resulted in successful results. The results of the 2013 STAR, indicated that teachers at grades K-5 fully embraced the EDI strategies, saw an increase in all sub-groups and schoolwide API scores.

EDI strategies continue to be an important approach to Teaching and Learning throughout the district. Training will continue for new teachers and coaches.

**Professional Development:** Staff development trainings and workshops are centered on the implementation of *CA Treasures*, Explicit Direct Instruction strategies, ELA and Mathematics training, Differentiated Instruction training, Technology training, and bridging Common Core State Standards.

**Monitoring & Assessments:** Administrators, Teacher Coaches, and EDI Consultants oversee the progress of strategies being implemented with fidelity in the classroom and the development of essential standards, pacing guides, and formative assessments.

**Parent Involvement/Communication:** The involvement of Parents in the District School Leadership Team and School Site Councils has proved to be an empowering experience for those involved. Participation of four lead parents in the Family Engagement Workshop held in Sacramento allowed them to have a voice at the subsequent meetings. What they learned and shared with Teachers and Administrators resulted in a reminder to educators that home-to-school communication is important! Teachers and Administrators were challenged to reach out to parents with positive phone calls home, positive post cards, additional parent-teacher conferences, and home visits when appropriate.

School administrators make weekly phone calls to the parents of children in the district in both English and Spanish informing them of upcoming activities, programs, assessments, and interventions available. A Parent Portal is available to all parents to view student grades and assignments in all subject areas. Supplemental Educational Services (SES) is available to all students who qualified.

**2. *An analysis of the LEA's progress towards student achievement goals in the LEA Plan based on local assessment data.***

The District, with assistance from the RSDSS through consulting, facilitation, and materials, over the last several years, organized a District School Leadership Team (DSLTL) to evaluate assessment data from the most current STAR, CELDT, and CAHSEE results. The DSLTL determined the best direction for student improvement was to identify two areas: Professional Learning Communities (PLC) and Explicit Direct Instruction (EDI). In turn, the information from the monthly meetings is shared with school site teachers and administration and discussed during their bi-monthly collaboration meetings. This evaluation process will continue during the current school year and updates to the LEA Plan will be addressed.

At a presentation and discussion with the local Governing Board, the results from the most current STAR results revealed the following:

**Areas of progress included -**

- All significant subgroups met their API growth targets in grades K – 5 and the schoolwide growth target increased by 4 points.

- The Socioeconomically Disadvantaged subgroup growth targets increased by 25 points in grades K - 5 and in grades 6 -8 there was an increase of 6 points.
- The White subgroup at grades 9 – 11 increased their growth target by 27 points.
- The Socioeconomically Disadvantaged and English Learner subgroups met their AMOs in ELA in grades K – 5. (Safe Harbor)
- The White subgroup met their AMOs in Math in grades K – 5. (Safe Harbor).

Please see attached documents to support the identification of the specific DSLT Action Plan.

**3. *Provide evidence of annual communication with the local governing board regarding the implementation of LEA Plan strategies and actions, and the progress towards student performance goals in the Plan.***

Prior to the current year, the cycle for communicating information on the LEA Plan strategies and actions begins with the annual release of the Spring assessment results at the September local Governing Board Meeting, at the September District School Leadership Meeting, and first School Site Council Meeting in October. The information is shared at each of these meetings then analyzed over the course of the year and the new strategies and actions are implemented during the year. The results from the evaluations are updated, incorporated in the LEA Plan, and is a factor in the development of the district's annual goal setting with the Willows Unified School Board in October.

Due to the new California Assessment of Student Performance and Progress (CAASPP), the assessments have changed the focus to local assessments until the base year of 2014-15 is complete.

Please see the attached documents to support the evidence of communication.

**Willows Unified School District  
LEA Plan -Accountability Chart**

Collaboration	Materials and Tools	Professional Development	Instruction	Monitoring & Assessments	Parent Involvement/ Communication
Collaboration Time scheduled (bimonthly) - grades/dept level (see <i>Districtwide Calendar</i> )	ELA, Math, and ELD curriculum - (Adoption of California Treasures (K-8) to include ELD materials; and enVision)	California Treasures Training	Develop common assessments related to Math and ELA Content Standards	Fidelity in implementation of Core Content Programs/Materials	Parent notification of student progress (STAR, CAHSEE, CELDT)
Collaboration Time scheduled - ELD Teachers (see <i>Districtwide Calendar</i> )	Supplemental materials for Math and ELA -	Math Core Curriculum Training	Display and reference Math and ELA Content Standards during instruction	Identification/Placement of students needing intervention	Parent Portal (Aeries)
	Supplemental materials for Intervention	Training in application of reading and math content standards with alignment to assessments	Intervention - Math and ELA (WIS & WHS) additional classes	K-5 Restructuring Progress	Communication to Stakeholders regarding standards & assessments
	Develop Essential Standards with bridging to CCSS	Math/ELA Follow-up Training	CAHSEE Intervention	Essential Standards Development and Implementation	Parent Volunteering Opportunities
	Develop course level pacing guides	CCSS Training - bridge current standards	All Day Kindergarten Program	Pacing Guides Development and Implementation	SSC Input on School Program Improvements
	Develop course level, standards-based common assessments	EDI Training	Step Up Academy	Common Assessments Implementation	Communication to Stakeholders regarding policies and procedures
	Develop ELA, Math and core subject benchmark assessments	ELD and SDAIE Training	Explicit Direct Instruction	Fidelity in Implementation and Effectiveness of EDI Components	Parent/Community Involvement Activities - Open House, Board meetings, SSC, ELAC/DELAC, etc.
	SPED curriculum	Differentiated Instruction Training		Fidelity in Implementation and Effectiveness of Professional Learning Communities	Stakeholder involvement Opportunities on Restructuring
		Technology Training - Basic skills, Data input and analysis, Aeries		Fidelity in Implementation and Effectiveness of ELD & SDAIE Instruction	Parent notification of Intervention and EL Programs
		Step Up Trainings		Administration and Follow through on Stakeholder Needs Assessment Surveys	Parent notification of graduation requirements
		ATP Training (Administrators)		Four year HS Completion Plan (9th graders)	
		BTSA Training (Teachers)			
		VPSS Training (Teachers)			
ATP - Administrators Training Program CCSS - Common Core State Standards EDI - Explicit Direct Instruction ELAC - English Learner Advisory Committee SPED - Special Education VPSS - Verification Process for Special Settings	BTSA - Beginning Teacher Support and Assessment CELDT - California English Language Development Test EL - English Learner ELD - English Language Development SSC - School Site Council	BTSA - Beginning Teacher Support and Assessment CELDT - California English Language Development Test EL - English Learner ELD - English Language Development SSC - School Site Council	CAHSEE - California High School Exit Exam DELAC - District English Learner Ad. Committee ELA - English Language Arts SDAIE - Specially Designed Acad. Inst. in English STAR - Standardized Testing and Reporting	Teacher/Parent/Admin	
Completed/ongoing		Admin Completed		Partial Completion	