

Title III Year 2 and Year 4 Improvement Plan Needs Assessment Template

Directions: Using the template, provide information requested for each cell in the outline. The cells expand to allow space needed for narrative responses under each item. All Title III LEAs must submit a copy of this Needs Assessment to the Title III COE Lead as part of the review process. The final version must be uploaded into CAIS as an attachment under the Needs Assessment item in the Requested Documents tab.

1. Briefly summarize LEA's characteristics, EL linguistic and academic performance challenges, and identify and describe those key factors of the instructional program that prevented the LEA from meeting Title III AMAOs.

a. Describe the LEA's makeup including location, grade levels, and demographics.

The **Mark West Union School District** is located in northeast Santa Rosa, California. Our district is a K-6 elementary district with approximately 1300 students. Our student demographics include: 15% EL students, 39% economically disadvantaged students, 31% Hispanic, and 57% white.

b. Describe findings from analyses of the CST, CAPA, CMA, CELDT, CAHSEE, state tools (e.g., ELSSA, APS), graduation (if appropriate), and other assessments used by the LEA (e.g. benchmark assessments, curriculum embedded assessments, ELSSA Supplement) to measure EL student English proficiency, academic achievement, and findings derived from other data analyses as these relate to the three AMAOs (Goals 2A, 2B, and 2C).

Analysis of ELSSA, CELDT data, CST, and Leadership team meetings suggests the following:

- English language development program needs exists at the district/school level:
- We need to ensure that our staff is actually using the SBE-approved materials for ELD (Into English, Medallion materials) with our EL students. (EPC 1)
- We need to serve our EL students with both ELD time and ELA time as two discrete instructional times.
- Formative and summative assessments that are specific to EL progress monitoring is seldom used across the district. We need to establish a tool(s) to be used for this purpose that are specific to ELD progress (EPC 7)
- We need to ensure that all teachers are using the state-adopted basic core and UA materials to support EL students during ELA instruction (EPC 1)
- Schools are using clearly defined grouping criteria for ELD instruction.
- Long-term EL students tend to not score proficient on ELA/CST assessments.
- Our district needs a consistent system for ongoing EL monitoring of academic progress during the year. This system will need to be reviewed by leadership and EL para-educators as it appears to vary by site. A consistent approach needs to be agreed upon and used district-wide for better accountability of this process. (EPC 1.5, 1.6, 7.2)
- Our district also needs a consistent system for monitoring the RFEP students for 2 years after redesignation.
- Teachers need professional development: new CCSS ELA standards & ELD standards, ELD materials, ELD instruction.
- EL students who did not score proficiently on CST/ELA were overwhelmingly long-term EL students.
- Many long-term EL students are special education students with learning disabilities and/or language-based processing disabilities.

c. Describe strengths and weaknesses in the design and implementation of the EL related to goals (2A-2G and 5A) in the current LEA Plan, the prior Year 2 Title III IP, and any other appropriate documents, (e.g. the LEA's Master Plan). The program dimensions listed below are areas to consider in reviewing current plans.

- **Implementation of instructional services and methods**

Strength: Teachers have received training in research-based methods and strategies for ELA through the Tonya Ward Singer professional development days over the past few years and to the present. Her trainings in ELA are now integrating the Common Core State Standards in ELA which are connected to the CCSS ELA standards. For the most part, EL para-educators provide supplemental support to EL students during ELA time and ELD time in their classrooms.

Weakness: We need a focus on and make a priority of long-term EL students when looking at supplementary instructional support services

- **Instructional program design**

Strength: The ELD continues to be conducted predominantly by classroom teachers. Blended service time provides an additional ELA intervention opportunity for during school time for EL students, and because 'blended time' is a school-wide activity, the student does not miss out during core instruction. Our current EL Master Plan provides clear procedures for meeting compliance of all parental notification for placement, testing, and reclassification.

Weakness: In some instances, the EL para-educator has provided the EL service instead of the teacher. We need to keep it consistent across the district that teachers are responsible for provision of ELD services to students. Our EL Master Plan needs to specify a process for monitoring the academic progress of reclassified students for two consecutive years after they are redesignated.

- **Implementation of state and district adopted curriculum**

Strength: Teachers are using the adopted curriculum in the core areas of math and ELA. The basic curriculum is fully implemented in the classrooms. Periodic principal classroom walkthroughs helps to make sure that the curriculum is being implemented appropriately.

Weakness: The district does not have a stand-alone intervention program for ELA (but we use the intervention portions of the HM Medallion series). Because of the numerous daily activities of the principal, it has been difficult to conduct consistent, regular classroom walkthroughs.

- **Annual Progress Learning English - Goal 2A:**

Strength: We exceeded the state goal of increasing the percentage of ELs making annual progress by 4%. Teacher use of modeling student expectation during lesson/instruction was successful.

Weakness: None.

- **Attaining English Proficiency - Goal 2B:**

Strength: We exceeded this state target in both sections of this goal ("less than 5 years" was exceeded by 5% and "5 years or more" was exceeded by 7%). This success was aided by the action step of embedding ELD materials into core instruction to support EL student engagement during this period. Also, an increase in student engagement strategies that fostered greater oral language participation from EL students and use of the 'gradual release of responsibility' approach with ELs helped us meet this goal. Administrator walk-throughs reinforced appropriate use of materials and strategies.

Weakness: Professional development did not occur with respect to ELD components of the HM Medallion series. This may be partially responsible for the limited use of ELD support materials from this program. Also, peer coaching opportunities did not materialize as a standard.

- **AYP for EL Subgroup - Goal 2C:**

Strength: The schools provided for in-school intervention time beyond the core instructional time by delivering additional ELA intervention during “blended time”.

Weakness: At some schools, as “blended time” intervention became prominent and school-wide, additional ELD support time was dismantled because of lack of instructional minutes in the school day to cover all intervention needs without compromising core instructional time. For some EL students, such as long-term EL students, more than the “blended time” of ½ hour of intervention support has become necessary to see greater educational gains. Also, as “blended time” became the intervention time school-wide, there may have been a decrease in the urgency for teachers to use ELD support materials during whole-class core instruction to support EL students.

- **Professional Development - Goal 2D:**

Strength: Teachers received professional development through the Tanya Ward Singer training over the past year with a focus in 2012-13 on student engagement strategies for all students, including EL students. We will be continuing to work with Tanya Ward Singer this year through the SCOE Leadership Network trainings. Principals attended the ELL Administrator Conference at SCOE.

Weakness: Although all teachers are trained to deliver ELD in their classroom, some schools have reverted to sending EL students to EL paraeducator for EL support instead. Greater monitoring by principals needed for accountability. We did not send our EL paraeducators to the Para-educator conference, per our plan, in order to increase their knowledge and skills related to supporting the district’s work with EL students and programs.

- **Parent and Community Participation - Goal 2E:**

Strength: The Director of Student Services from 2012/2013 attended the SCOE DELAC training to learn how to monitor student progress, in accordance with this plan. Parent DELAC meetings in 2012/13 included parent education trainings (offered 4 times a year) where topics included homework help, bullying.

Weakness: The Director who was trained in monitoring student progress has retired, so training will need to be completed by the new director. The DELAC parent meetings have been poorly attended so we need to increase attendance in order to have our EL parents benefit from the trainings provided.

- **Parental Notification - Goal 2F:**

Strength: The required EL parent notifications have been sent home in a timely manner and have been explained at DELAC meetings.

Weakness: None.

- **Services for Immigrant Students if the LEA receives Title III Immigrant Funds (Goal 2G)**

We do not receive Immigrant Funds.

2. Describe factors contributing to the failure to meet AMAO(s). Identify and describe factors that prevented the LEA from achieving the AMAO(s) and explain how the identified factors above were verified using the evidence gathered.		
AMAOs	FACTORS (e.g., inconsistent implementation, inadequate PD, inadequate resources)	EVIDENCE (e.g., data analyses, classroom walk through, program evaluation, surveys)
AMAO 1		
AMAO 2 Cohort 1: < 5 yrs		
AMAO 2 Cohort 2: ≥ 5 yrs		
AMAO 3 ELA ELA	Inconsistent implementa., insufficient PD, inconsistent EL monitoring, intervention	Data analyses, classroom walkthrough, interview
AMAO 3 Mathematics		
3. Write a brief description/bulleted outline of each goal below that was identified as an area of focus from the Needs Assessment; the details for these will be part of your plan. Goal statements should be Specific, Measurable, Attainable, Realistic and Timely (i.e., SMART Goals), since they must be made actionable through strategies, actions and tasks in the Title III Improvement Plan.		
Goal 2A: (AMAO 1 Annual Progress Learning English) - The district met the AMAO 1 target and will continue to do so by increasing the percentage of English learners that will attain English language proficiency so that by June of 2015 the percentage of English learners learning English will increase to at least attain 59% in order to move toward state defined growth expectations as measured by CELDT/ELPAC.		
Goal 2B: (AMAO 2 English Proficiency) - The district met both AMAO 2 targets and will continue to do so by increasing the percentage of English learners that will attain English language proficiency annually. • By June of 2015 the percentage of English learners in language instruction educational programs fewer than 5 years will increase to at least attain 22.8% in order to move toward state defined growth expectations as measured by CELDT/ELPAC. • By June 2015, the percentage of English learners in language instruction educational programs 5 or more years will increase to at least 49%, in order move toward state-defined expectations as measured by CELDT/ELPAC.		
Goal 2C: (AMAO 3-AYP for ELs in English Language Arts) - By June of 2015, the percentage of English learners attaining proficiency in English Language Arts will increase by 5% as measured by the local assessments and/or benchmarks, in order to move toward state-defined expectations for proficiency in English Language Arts.		
Goal 2C: (AMAO 3-AYP for ELs in Mathematics) - The District met the AMAO 3 targets of Mathematics.		
Goal 2D: (High Quality Professional Development) - By June of 2015, the percentage of teachers of English learners implementing the ELD Standards in tandem with the California Common Core Standards will increase from 0% to 50% as measured by locally developed observation tools.		
Goal 2E: (Parent and Community Participation) - The LEA will promote the involvement of parents and community members in the education of English learners. • By June of 2015 the LEA will improve and increase parent outreach strategies so that at least 70% of parents are active participants in the education of their children.		

Goal 2F: (Parental Notification) - The LEA will provide required communications to parents in a timely manner. • By June 2013, the LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand: - identification as EL; - program placement options; - program placement notification; - English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used; - academic achievement level; - redesignation information; and - at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements; - Parent notification letter for Title III Accountability

Goal 2G: (Services for Immigrant Students: **must be addressed if the LEA receives Title III Immigrant Education Funds**) - Not applicable. The District receives Title III Immigrant funding through the Sonoma County Title III Immigrant Consortium.

Goal 5A: (Increase Graduation Rates) – Not applicable. This is an elementary district.

4. Title III Year 4 Requirements (Section 3122[b][4][A]): Summarize how the LEA will specifically address changes in curriculum, program, and method of instruction to address the factors that prevented.

In order to address the factors that prevented progress of EL students from adequate yearly progress (proficiency) on the English Language Arts section of the California State Standards test, the Mark West Union School District will provide for teacher professional development that targets effective implementation of the new ELD standards, in tandem with Common Core State Standards in ELA. This professional development will include research-based instructional methods that will be proven to help EL students progress toward proficiency. This will address the insufficient level of teacher professional development that was found to be a cause for lack of EL progress in attaining AYP proficiency on the ELA/CST. In addition, district staff will review and select an EL achievement monitoring tool that will aid us in reviewing EL student achievement and ELD development, make appropriate service/placement decisions to support ELA development, and monitor progress. This will address the lack of EL monitoring that was found to be a programmatic cause for our lack of EL progress in attaining AYP on the ELA/CST. We will also increase our consistency around administrative classroom walkthroughs during ELA and ELD instructional blocks in order to monitor for consistency across classrooms in effective EL instructional methodology, differentiation, and curriculum implementation. Periodic classroom walkthroughs will also occur districtwide by the Director of Students Services in order to ensure consistency across schools in effective EL instructional methodology, differentiation, and curriculum implementation. This will also address the programmatic issue of inconsistency across classrooms and schools in implementation of effective instructional strategies for EL students. Finally, staff will use an EL achievement monitoring tool and EL assessment data to target students with tutorial needs for ELA intervention. This support will include in-school intervention time that does not interfere with instructional time in the core curriculum and before/after school intervention time in ELA for those students identified as long-term EL students or EL students needing a greater level of ELA intervention. These students will be progress monitored as part of their support service. This will address the need for intervention and monitoring of progress of EL students.