

2014-2015 Title III Year 1 Action Plan –Hart-Ransom Consortium

Four Local Educational Agencies in Stanislaus County in California's Central Valley make up the SCOE Consortium. The LEA's are county school districts that service TK-eighth grade students. The number of English Learners varies from under 20 for some of the participating districts to approximately 105.

The districts:

Hart-Ransom District

- A small, rural K-8, two school district located just west of the Modesto, California
- ADA for Hart-Ransom Union Elementary School is 812
- ADA for Hart-Ransom Charter School is 270 – The charter does not receive Title III funding
- Hart-Ransom School district has a long, distinguished record of high student achievement, including strong standardized testing and Academic Performance Index scores.
- The district offers a rigorous, standards-based curriculum at all grade levels.
- Average Class Size in Kindergarten through 3rd grades is 23
- Average Class Size in grades 4 - 8 is 29
- Literacy support is provided by a Reading specialist
- A district counselor is available to students at all grade levels.
- Character education is emphasized at all grade levels.
- A "state of the art" computer lab and technology coordinator offers on-going computer-based instruction and technological support to staff.
- A vibrant Parent/Teacher Club anchors a strong and supportive community presence in the District
- A Stanislaus County Office of Education-operated Deaf and Hard of Hearing Special Day Class serves students in grades K - 8.

Valley Home Joint School District

- A small, rural, progressive K-8 school district serving students and parents in a 50 square mile area in the California Central Valley at the base of the Sierra foothills.
- Valley Home School has two school sites; one that serves students in grades K through 3rd grades and the other which serves students in grades 4th through 8th grades.

- We also have a Community Day School which serves students in the 4th through 8th grades, and an excellent after-school program that operates until 6:00 p.m. every school day, and is free of charge to all Valley Home School District students.
- The District enrollment is around 150 students and draws from a diverse range of socio-economic backgrounds. The school's API (academic performance index rating) is in the 800+ range and is among the highest in the State.

Shiloh School District

- Shiloh is located on Paradise Road eight miles west of the city of Modesto and is the only school in its district. The school maintains a rural school atmosphere in an agricultural-type setting while still in close proximity to the urbanized area to the east.
- Shiloh School has six classrooms; approximately 140 students attend daily.
- Shiloh is one of three rural elementary school districts which feed into Modesto High School where eighth grade graduates attend.

Roberts Ferry

- Roberts Ferry Union Elementary School serves Kindergarten through 8th grade students from the city of [Waterford](#), which is part of Stanislaus County. This school is eligible for participation in State & Federal Title I programs. Some or all students from this school participate in free or reduced lunch programs.
- The total number of students is 106 and there are five teachers.

Number of LEP-English Learners served = 210

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. Analysis of data and problems found.

. Of the four school districts in the Consortium two do not have numerically significant numbers of English learners. The other two – Shiloh School District and Hart-Ransom School District do have numerically significant numbers of English learners.

The Consortium has not met AMAO 3 for two consecutive years in 2011-12 and 2012-13. Therefore the consortium has been placed in Program Improvement Year 1. Upon analyzing the aggregated data of the EL populations the following statements can be made:

- In reviewing AMAO1, in 2012-2013, the Consortium achieved the target goal with 58.2% of students achieving the annual progress in Learning English
- In reviewing AMAO 2, students in the 5 year or more cohort for attaining English Proficient Level on the CELDT in 2012-2013 did not met the target with a 45.8% students meeting the target of 47%
- In reviewing AMAO 3 students in the consortium met participation rates for both ELA and mathematics, but did not meet the percent proficient rates for either ELA nor math. (see chart below)

AMAO 3 Consortium AYP Result for EL Population 2013

| District | ELA Target 89.2% | Met Yes/No | Math Target 89.5% | Met Yes/No |
|---------------|------------------------|---|-------------------------|---|
| Hart Ransom | 60.6 | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | 51.8% | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Roberts Ferry | 49.% | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | 46% | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Shiloh | 48.% | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | 66.7.% | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Valley Home | 65.2% | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | 67.8% | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

B. Strengths and weaknesses

Strengths common to all LEAs:

Leadership from the **four districts** in the development of plan with input from the Stanislaus County Office of Education.

- Teachers hold an English Learner authorization through the CLAD or Certification process.
- Students will be deployed to appropriate levels for English Language Development classes.
- Research-based materials are used in the ELD instruction.
- Common Core standards are implemented for all students.
- Students have full access to standards-based, state approved, ELA and Math materials.
- Districts will provide professional development on research-based strategies on instruction for ELs.
- Parents of English Learners will participate in parent-teacher conferences, receive regular translated communications, and participate in the ELAC meetings.

Weaknesses reflected in the data:

- There is a need to develop a system of monitoring of implementation of best practices for ELs.
- There is a need to extend parent engagement beyond ELAC/DELAC.
- There is a need to develop strategies to provide ELs for ELD grouping instruction.
- There is a need for formative assessments for ELD.
- There is a need for professional development for all teachers in the new ELD/ELA standards

C. Identify and describe factors contributing to failure to meet AMAO 3

English Learners are generally grouped according to CELDT Overall proficiency levels. Analysis of needs at the domain level scores would inform instruction to provide appropriate support and intervention. The lack of appropriate differentiation during reading/language arts instruction limits the time of high quality sheltered

instruction needed to help Intermediate students reach proficiency on the CST-ELA exam. Formative assessments aligned to instruction and proficiency levels should be consistently implemented to more carefully track progress and adjust support accordingly. An accountability-based implementation plan is necessary to make systemic change in the improved instructional programs for the Consortium members.

D. Conclusion: From the input given by the districts and the data we received, the Consortium believes that to support more students at the Intermediate to at Proficient or Advanced on the CSTs, content area instruction must be differentiated by sheltering with scaffolding devices that include academic language objectives. Interventions placement must include assessment of the students English language needs at the domain level on the CELDT and formative assessment results. Professional development to align the EL strategies with the standards taught must provide so that English learners may reach mastery in English and content standards.

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| District/LEA Name: <u>Hart-Ransom School District, Consortium Lead</u> | | Date: <u>June 2014</u> | | | | |
| <i>INSTRUCTIONS: The template allows for adding rows for addressing required LEA Goals, and the corresponding strategies, action steps, and tasks. Cut and paste to add additional strategies, action steps or tasks.</i> | | | | | | |
| District/LEA SMART Goal : 2A AMAO 1 | | | | | | |
| Title: Annual Progress Learning English | | | | | | |
| Description: By January 2015, the percentage of English learners in language instruction educational programs who will attain proficiency will increase from 0by 10% in order to move toward meeting state-defined expectations for meeting the CELDT criterion for English Language proficiency. | | | | | | |
| <u>Strategy:</u> Implement ELD time, curricula, and instruction | | | | | | |
| Description: All English Learners will receive ELD instruct adopted ELD instruction on a daily basis using district adopted ELD instructional materials/curriculum. | | | | | | |
| <u>ACTION STEP:</u> EL's have access to appropriate ELD texts. | Start Date mm/dd/yyyy | End Date mm/dd/yyyy | Person Responsible | Target Audience | Estimated Costs | Funding Sources |
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| Title: ELD materials | 09/01/2014 | 01/30/2015 | School Site Administrators in Districts in consortium | English learners | | Title III, General fund of each District in Consortium |
| Description: LEA will explore options for Common Core aligned ELD core and supplementary materials for all programs. These materials will address vocabulary, syntax, grammar, functions, and conventions within real life situations using meaningful content. | | | | | | |
| Funding (Y N) | | | | | | |
| Tag: (T3_Y4, T3_Y2) | | | | | | |
| <u>TASK:</u> (number determined by identified needs) | Start Date | End Date | Person Responsible | Status | | |
| Title: Inventory materials | 09/01/2014 | 01/30/2015 | School Site Administrators in Districts in consortium | <input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended | | |
| Description: Inventory current materials in all districts to identify needs | | | | | | |
| Title: ELD materials selection committee recommends text | 09/01/2014 | 01/30/2015 | School Site Administrators in Districts in consortium | <input checked="" type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended | | |
| Description: consortia administrators will meet with COE to determine appropriate adoption of materials | | | | | | |

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| Title: Board of Education approval of recommended texts | 09/01/2014 | 01/30/2015 | School Site Administrators in Districts in consortium | X not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended | | |
| Description: Each district will take recommendation to local Board of Education for approval | | | | | | |
| Title: Purchase ELD texts | 09/01/2014 | 01/30/2016 | School Site Administrators in Districts in consortium | X not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended | | |
| Description: Purchase sufficient quantity for all EL's, based on last available CELDT data | | | | | | |
| <u>ACTION STEP:</u> Instructional ELD minutes ensured | Start Date mm/dd/yyyy | End Date mm/dd/yyyy | Person Responsible | Target Audience | Estimated Costs | Funding Sources |
| Title: Implementation of instruction | 09/01/2014 | 01/30/2015 | School Site Administrators and instructional staff in Districts in consortium | English learners | | Title III, General fund of each District in Consortium |
| Description: Districts will ensure ELD time is provided to all EL's CELDT levels 1-5 until students reach district reclassification criteria. Students in grades k-12 will receive ELD instruction daily according to state recommended time allotment. Funding (Y N) | | | | | | |

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| Tag: (T3_Y4, T3_Y2) | | | | | | |
| TASK: <i>(number determined by identified needs)</i> | | | | | | |
| Title: Elementary schedules | | | | | | |
| Description: Principals will determine daily schedules of instructional staff for ELD instruction | | | | <input type="checkbox"/> not begun <input type="checkbox"/> in progress <input checked="" type="checkbox"/> completed <input type="checkbox"/> suspended | | |
| Title: Secondary schedules | | | | | | |
| Description: District will review each intermediate/secondary master schedule for each reporting period to ensure that ELD courses are offered daily to all EL students. | | | | | | |

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| District/LEA SMART Goal: 2B (AMAO 2, Five years or Less): By January 2013, the percentage of English learners in language instruction educational programs less than five years attaining English language proficiency will increase by 10% in order to move towards state defined expectations for meeting the CELDT criterion for English language proficiency. |
| Title: English Proficiency |
| Description: Districts will ensure that teachers will implement SDAIE methods within all CORE subject areas. |
| Strategy: <i>(number determined by identified needs)</i> Title: Instructional staff is implementing research based strategies and administration is monitoring |

| <u>ACTION STEP: 1</u> | Start Date mm/dd/yyyy | End Date mm/dd/yyyy | Person Responsible | Target Audience | Estimated Costs | Funding Sources |
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| Title: Implementation of research based strategies Description: Students will receive instruction in the development of language through the use of two or more of the following tools: <ul style="list-style-type: none"> • Tier II Words (<u>Bringing Words to Life</u>, Beck, McKeown and Kucan) and formal English structure for the classroom setting. • <u>Teaching Basic and Advanced Vocabulary</u> by Marzano. • <u>Building Academic Vocabulary</u> by Marzano • <u>Classroom Instruction that Works for English Learners</u> by Hill and Flynn • The Twelve Powerful Words by Larry Bell. • Student engagement strategies: Quantum Learning, Anita Archer, Kate Kinsella, Power Teaching, etc. • "Imagine Learning" • SRA Reading Mastery • Read Naturally | 09/01/2014 | 01/30/2015 | School Site Administrators and instructional staff in Districts in consortium | <input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended | | |

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| <ul style="list-style-type: none"> • Direct and systematic writing development • Direct and systematic oral language development • Linguistic frames, graphic organizers, SDAIE methodologies <p>Collaboration regarding strategies, assessment, progress and achievement to be used to monitor and revise program as needed</p> <p>Funding (Y N)</p> <p>Tag: (T3_Y4, T3_Y2)</p> | | | | | | |
| <u>Action Step: 2</u> | Start Date | End Date | Person Responsible | Status | | |
| Title: Monitor of student progress | | | | <input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended | | |

Description: Assessment will be used to monitor language development achievement of EL students through both formative and summative assessments.

District/LEA SMART Goal: 2C (AMAO 3, ELA and math proficiency) By January 2013, the percentage of English learners in language instruction educational programs will increase from 0% to 20.% in ELA and from 16.7% to 30% in math proficiency as measured by the CST, in order to move toward state defined proficiency expectations.

Strategy: *(number determined by identified needs)*

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| Title: Implementation of research based strategies to improve academic achievement in ELA | | | | | | |
| Description: : (>501 characters) | | | | | | |
| <u>ACTION STEP: 1</u> | Start Date mm/dd/yyyy | End Date mm/dd/yyyy | Person Responsible | Target Audience | Estimated Costs | Funding Sources |
| Title: Research based academic strategies Description: : Funding (Y Teachers will utilize one or more of the following: <ul style="list-style-type: none"> • <u>The Map of Standards</u> developed by Dr. John Carr to differentiate the linguistic demands in reading/language arts lessons and ensure that the RLA standards are met. • CELD by Irma Bravo-Lawrence – Stanislaus County Office of Education. This aligns Core Standards to EL level expectations for performance. • A+Rise materials by Evelyn Arroyo • Teachers will revise and adjust instruction to meet Common Core Standards. | 09/01/2014 | 01/30/2015 | School Site Administrators and instructional staff in Districts in consortium | <input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended | | |

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| <ul style="list-style-type: none"> • SDAIE will be used to make core curriculum more accessible to EL students N) <p>Tag: (T3_Y4, T3_Y2)</p> | | | | | | |
| <p>TASK: 1 Teachers will receive professional development in the area of ELD within the classroom setting through the use of one or more listed above.</p> <ul style="list-style-type: none"> • | 09/01/2014 | 01/30/2015 | School Site Administrators and instructional staff in Districts in consortium | <input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended | | |
| <p>Task:2 Monitoring implementation through walk-thru systems using rubrics developed by each district</p> | 09/01/2014 | 01/30/2015 | School Site Administrators and instructional staff in Districts in consortium | <input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended | | |

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| <p>District/LEA SMART Goal : 2D By January 2013, the LEA will provide high quality professional development to teachers, administrators, and other school or community based personnel to improve the education of English learners</p> <p>Title: High quality professional development</p> |
| <p>Description: All teachers/staff of ELD will receive training in the new ELD standards in alignment with the Common Core ELA standards.</p> |
| <p>Strategy: (number determined by identified needs)</p> <p>Title: The LEA will provide training teachers/staff of ELD students</p> |
| <p>Description : (>501 characters)</p> |

| ACTION STEP: <i>(number determined by identified needs)</i> | Start Date mm/dd/yyyy | End Date mm/dd/yyyy | Person Responsible | Target Audience | Estimated Costs | Funding Sources |
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| Title: Calendar Description: : create a calendar of training based on availability of trainers and/or funding to support training Funding (Y N) Tag: (T3_Y4, T3_Y2) | 09/01/2014 | 01/30/2015 | School Site Administrators and instructional staff in Districts in consortium | <input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended | | |
| TASK: Coordinate and train ELD teachers and all teachers who have EL students in their classrooms | | | | | | |
| Title: Training – staff representatives will be sent to county trainings regarding new ELD/ELA standards, then return to districts to train all staff | 09/01/2014 | 06/30/2015 | School Site Administrators and instructional staff in Districts in consortium | <input checked="" type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended | | |

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| District/LEA SMART Goal: 2E By January 2013, the LEA will encourage parent participation through outreach strategies, so that 50% of parents are active participants in the education of their children. Title: Parent and community participation |
| Description: Increasing percentage of English learner parent participation in their children’s education. |

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| Strategy: <i>(number determined by identified needs)</i> | | | | | | |
| Title: communication | | | | | | |
| Description: : Improve knowledge of policies /procedures/programs | | | | | | |
| <u>ACTION STEP: 1</u> | Start Date mm/dd/yyyy | End Date mm/dd/yyyy | Person Responsible | Target Audience | Estimated Costs | Funding Sources |
| Title: Communication Description: : Provide clear and timely communication in both English and the home language regarding: <ul style="list-style-type: none"> • Student expectations and achievement in ELD and core academics • accountability requirements • support services • school and community opportunities for students and families Funding (Y N) Tag: (T3_Y4, T3_Y2) | 09/01/2014 | 01/30/2015 | School Site Administrators in Districts in consortium | <input type="checkbox"/> not begun X in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended | | |
| <u>Action Step: 2)</u> | Start Date | End Date | Person Responsible | Status | | |
| Title: (>51 of characters) Participation opportunities | 09/01/2014 | 01/30/2015 | School Site Administrators in Districts in consortium | <input type="checkbox"/> not begun X in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended | | |
| Description: Provide for parent participation opportunities through one or more of the following: | | | | | | |

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| <ul style="list-style-type: none"> Latino Family Literacy Project Project 2 Inspire Exito Escolar Family Reading and or Math Nights | | | | | | |
| <u>Action Step: 3</u> | Start date | End Date | Person Responsible | Status | | |
| Description: Explore ways to involve parent participation in the school day – utilizing their expertise to enhance the learning of students | 09/01/14 | 01/30/15 | School Site Administrators in Districts in Consortium | X not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended | | |

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| District/LEA SMART Goal: 2F By January 2013, the LEA will provide EL parents with timely communication in their home language, regarding student achievement, programs and participation opportunities. | | | | | | |
| Title: Parent notification | | | | | | |
| Description: On-going written/verbal communication between school and home. | | | | | | |
| Strategy: <i>(number determined by identified needs)</i> Title: Provide communication in home language as required by state and Education Code. | | | | | | |
| Description: LEA will ensure that communication from school is provided. | | | | | | |
| <u>ACTION STEP: 1</u> | Start Date mm/dd/yyyy | End Date mm/dd/yyyy | Person Responsible | Target Audience | Estimated Costs | Funding Sources |
| Title: Determine which EL groups need communication translated. | | | | | | |
| Description: Using SIS create a data base of families needing home language communication. | | | | | | |

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| Funding (Y N) | | | | | | |
| Tag: (T3_Y4, T3_Y2) | | | | | | |
| TASK: 1 Create data base, translate necessary notifications, | Start Date | End Date | Person Responsible | Status | | |
| Task 2: Provide information to parents using one or more of the following methods: <ul style="list-style-type: none"> • Weekly newsletters • Notes/letters home • Phone messaging system • School marquee • Website • Parent-teacher conferences | 09/01/2014 | 01/30/2015 | School Site Administrators and staff in Districts in consortium | <input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended | | |