

Title I Program Improvement



Program Improvement Update

October 20, 2011

Identification for Program Improvement



A Title I school is identified for Program Improvement (PI) when, for each of two consecutive years, the school does not make Adequate Yearly Progress (AYP) in:

- The same content area (i.e., English-language arts or mathematics) school wide
- or for any numerically significant subgroup (15%)
- or on the same indicator (API or high school graduation rate) school wide

Advancing in PI



- A school that has been identified as PI and does not make AYP will advance to the next level of PI and be required to immediately implement the applicable NCLB requirements.

Exiting from PI



- A school that is in PI and successfully make its AYP does not advance in PI but maintains the same PI status for the following year.
- The school is required to continue implementing the applicable NCLB requirements.
- A school in PI that makes AYP for two consecutive years will exit from PI.

Mills Middle School "Home of the Mustangs"



Response to Program Improvement Year 6

Instructional Leadership Team



- Peter Maroon- Principal
- Mindy Andrus - Vice Principal – Title 1
- Jenna Schuette - Collaboration Coach
- Eric Mejia - Counselor
- Linda Dickenson - Newcomer Teacher
- Joel Francisco & - Transitional English
- Narine Aynuts Coordinators

NCLB Requirements for PI Schools in Year 6 (Corrective Action)



The LEA continues:

- Technical assistance
- Parent notification of PI status of school
- Professional development
- School choice
- Supplemental services

Year 6 Requirements (cont)



The LEA additionally does at least one of the following:

- Extends school year or day
- Implements new curriculum
- Appoints outside expert
- Restructures internal organizational structure of school
- Replaces school staff
- Decreases management authority at school level

Year 6 Requirements (cont)



- The LEA may also provide direct technical assistance to the school site council in developing school plan.
- The school continues to utilize 10% of its Title I funds for professional development and collaborates with the district to improve student achievement.

Revisions to Mills for the 2011-12



- Structure
- Instructional Development
- Student Involvement / Extra Curricular

Mills Middle School Structure



- Eight period day
 - Every student has extended support/enrichment for English and Math courses (86 minutes each)
 - Every student is taking Social Science, Science, and Physical Education (43 minutes each)
 - Every student is taking an Elective course (variety; trimester rotation, semester and year long course)
- Honor Courses expanded
- Dual-Language program added
- History Day project revived
- Science Fair project revived

(CST's determined student placement for ELA and Math courses)

Mills Structured Supplements



- **Additional support programs:**
 - Read 180
 - Voluntary Tutorial Support after school
 - Increased Supplemental services
- **Software Programs utilized:**
 - Cruncher
 - Edusoft
 - AR ELA and Math diagnostic & enrichment
- **Professional Development**
 - Focus on ELA , Math, and RtI
 - EETT grant training writing in Science, Social Studies and electives

Mills Instructional Development



Math

- Common end of Trimester assessment and final
- Hands on Equations
- Project K'nect & Math/Science Camp
- Community support – B of A, CSUS Dept. of Engineering, CSU, Chico

ELA

- Common end of Trimester assessment and final
- Writing prompts with grading norms
- Increased honor classes

Each department meets twice a month and collaborates once a month by grade level.

Mills Student Involvement



- Career Development is school wide focus
 - School wide career fair (3/15/12)
 - CSUS visit 7th grade students (week of 3/12)
 - CSUC visit for 8th grade students (week of 3/12)
- Leadership – lunchtime activities
- Clubs – 18 to choose from
- Triple AAA – (Academic, Attendance, Attitude)
- College Career Club
- Point Break / club (anti-bullying)

Mills Parent Involvement



- Grade level newsletter monthly
- “Kick it!” – Sports Info Night w/ PALS
- Screen on the Green – Family get togethers
- Parent Education Nights (3 planned)
- Morning Coffee conference with Principal
- Passing the Torch (new student orientation in June)
- 2 computer kiosks available to help parents with Edline

What's Next for Mills



- Data Driven Training
- Quality vs. Quantity
- Mills Activities

- Support for Focus groups
 - 5 students per teacher
- Standards Strand Focus

White Rock Elementary School "Pony Express"



Response to Program Improvement Year 4

Instructional Leadership Team



- Elena Cabrera- Principal
- Marie Pawlek - T1 Resource Core Coach
- Giulia Farruggia - RSP Resource Teacher
- Sharon Greene - RSP Resource Teacher &
Transitional English Coordinator
- Patricia Graham - Department Chair
- Tracy Battson- District PI Resource
Teacher

NCLB Requirements for PI Schools in Year 4



The LEA continues:

- Technical assistance
- Parent notification of PI status of school
- Professional development
- School choice
- Supplemental services

Year 4 Requirements continued



- The LEA additionally does at least one of the following:
 - Extends school year or day
 - Implements new curriculum
 - Appoints outside expert
 - Restructures internal organizational structure of school
 - Replaces school staff
 - Decreases management authority at school level

White Rock's Staff Development



- Minimum Day Collaboration-1:30-3:30
- Resource Teacher Support-Curriculum Coach
- Universal Access across classrooms
- Targeted Instructional Intervention Within and Beyond the Bell.
- Data Analytics ongoing
- Progress Monitoring through RTI
- BEST Behavior – Positive Behavior Supports

White Rock's Every Child By Name



Bi-Annual School Wide –Universal Screening

- **August-Universal Screening-Build RtI**
 - Review current scores and update new teacher of any ongoing concerns or information. Provide input for PIP and other programs as available.
- **May-Universal Screening-RtI Planning**
 - Prepare information for placement. Review current progress and have instructional plan ready to go day 1 of next school year.

White Rock's Monitoring Student Progress



- Monthly Whole Staff & Grade Level Collaboration
 - Effective Teaching Strategies-First Instruction
 - Progress Monitoring
 - Review Edusoft Reports
 - Recent Results
 - Data Driven Decision Making
 - Develop Support Plan
 - Apply Plan at up to six weeks

White Rock's Parental Involvement



- **Communicate, Participate, Educate**
 - Parent Coffee
 - Parent Tea
 - ELAC Meetings
 - SSC
 - Parent Nights-Homework Help, Movie, Games, Bingo
 - Volunteers are needed
 - Local businesses provide volunteers, Intel, Mercy, Delta Dental, Verizon, and various others.

White Rock's Highlights



- Universal Access Across the Classrooms
- Collaboration-Focus on First Instruction
- Targeted Research Based Interventions
- RtI-Universal Screening and Weekly Progress Monitoring
- STARS!!! 83 kids, improved attendance, Homework Club, and Accelerated Reader Library
- Student Clubs: Student Council, Green Team, Newsletter, Garden
- Community Partnerships-Donated school supplies, clothing and shoes, funds for Sly Park, Time!

NCLB Requirements for PI Schools in Years 1 & 2

Cordova Meadows Yr 1

Cordova Villa, Rancho Cordova, Williamson Yr 2

- PI Yr 1, the school plan was revised within 3 months to cover a 2-year period.
- The school utilizes 10% of its Title I funds for professional development
- The LEA provides technical assistance to PI school
- The LEA notifies parents of PI status of school and school choice opportunity
- LEA sets asides a minimum of 10% for professional development to meet highly qualified staff requirements
- LEA provides choice to attend another public school in LEA that is not PI; LEA is responsible for transportation costs

NCLB Requirements for PI Schools in Year 1 & 2

(cont)



Year 2 requirements

- LEA notifies parents of eligible students to participate in Supplemental Services. Eligible students are those who are low achieving as determined by grades and test scores as well as of low socio-economic status as determined by free and reduced lunch eligibility. Under federal law we must first prioritize the lowest achieving, lowest income students.

Cordova Meadows Elementary School



Response to Program Improvement Year 1

Instructional Leadership Team



- Carol La Pierre - Principal
- Lynda Purser - T1 Resource Core Coach & SST Chair
- Lari Miller Powell - Dept Chair & Transitional English Coordinator
- Tracy Battson - District PI Resource Teacher

Cordova Meadows Staff Development



- Staff trainings on-site
 - ELD 60
 - CELDT Testing
 - EduSsoft
- RtI trainings through district GSMU
- Focus on Best Practices to improve first instruction
- Teacher Research Projects
- Share Effective Teaching Strategies – Teach Like a Champion
- Ongoing training at two staff meetings per month
- Professional Cadre Staff Development and CCS
- Monthly Whole Staff and Grade level Collaboration

Cordova Meadows Every Child By Name



- **August - Universal Screening**

Review current scores and update new teacher on any ongoing concerns and information. Provide input for PIP and other programs. Develop RtI programs to support students academically beyond first instruction.

- **December – Re-evaluate student progress**

Update ORP if not at grade level in reading. If at Risk of Retention, confer with parent and provide supplemental RtI. UA groupings restructured. District student database updated.

- **May – Universal Screening**

Prepare information for placement. Meet with parents and teachers of those students not yet at grade level

Make final placement decisions based on whether or not student has made a year of academic growth.

Enter final data for district database. District database information is then available to support student instructional plan on Day I of the following year.

Cordova Meadows Monitoring Student Progress



- Teachers review EduSsoft reports and on-going student assessment data to drive first instruction; Data driven decision making is key to student academic progress.
- Develop support plans and apply with six week interventions.
- Differentiated instruction and flexible groupings during UA
- Push-in teacher to support first instruction and monitor progress in small group setting.

Cordova Meadows Parental Involvement



- Communicate, Participate, Educate
- School Site Council and ELAC
- Weekly School-wide Newsletter in English and Spanish
- Parent Nights – Literacy, Test Preparation, Homework Help
- Site Volunteer Database
- Special School-wide Events and Clubs – Chess Club, Music Club, Track Team
- Walk Across America
- PTA

Cordova Meadows Highlights



- High Expectations; Students, Parents, and Staff
- Student Centered: We strive to meet each student's needs.
- School-wide Positive Discipline Program
- 100% Perfect Attendance Program
- Special Friends
- CSUS and Community Partnerships
- On-site Learning Center
- Preschool Program integrated in school-wide activities and incentives.
- STARS Program
- Before and After School Student Care Center

Cordova Villa School "Hawks"



**Cordova Villa
Elementary**



**Response to
Program Improvement
Year 2**

Instructional Leadership Team



- Jon Wallace - Principal
- Vicki Boudouris - T1 Resource Core Coach
- Linda Calhoun- RSP Resource Teacher
- Shelley Ettlín- T1 Literacy Coach
- Mary Hawkins - Transitional English Coordinator
- Tracy Battson - District PI Resource Teacher

Cordova Villa's Staff Development



- Targeted staff development for 2011-12 includes best practices for excellence in first instruction (Teach Like a Champion), intervention, and English Language Learner (ELL) instruction
- Staff development is supported by district lead teachers, the professional development cadre, RtI grants, the district program improvement coach, and the Cordova Villa Instructional Leadership Team.

Cordova Villa's Staff Development (cont)



- Staff development is targeted through site horizontal and vertical collaboration; designated release time is provided on minimum days (1:30-3:30), monthly collaboration/staff development meetings

Cordova Villa's Every Child By Name



- August-**Universal Screening**-Develop RtI instructional groups for within and beyond the bell;
Review current assessment results of individual students (STAR, CELDT, district/curriculum assessments)
- November—**Universal Screening**-Develop RtI instructional groups
- March—**Universal Screening**-Develop RtI instructional groups

Cordova Villa's Every Child by Name (cont)



- **May—Universal Screening-RtI Planning**

Create instructional support plan for at risk students to implement during the summer and determine student placement for next school year

- Prepare information for placement. Review current progress and have instructional plan ready to go day 1 of next school year.

* New electronic spreadsheets for ECBN data analysis were created in 2010-11

Cordova Villa's Monitoring Student Progress

- Monthly Whole Staff & Grade Level Collaboration
 - ✦ Share Best Practices of First Instruction
 - ✦ Progress Monitoring
 - Analyze Edusoft Reports; review results of current assessments
 - ✦ Data Driven Decision Making
 - Develop and implement instructional plan based upon data results for next six-eight weeks
- Weekly RtI Committee collaboration facilitated by instructional leadership team; instructional team collaborates on identified students in each grade level that are new to school and/or at risk academically or behaviorally; RtI team formulates action plan and revisits at designated time during school year

Cordova Villa's Parental Involvement



- Parent involvement has increased significantly in the last two years
- Parents are encouraged to volunteer in classrooms and at schoolwide events
- Parent workshops are designed and offered to support parent interests as determined by input on the annual Title I survey, English Language Advisory Committee (ELAC), School Site Council (SSC), and parent teacher group

Cordova Villa's Parental Involvement (cont.)



- 2010-11 parent workshops included Homework Support and math support (attended by 300+ parents) Scheduled workshops for 2011-12 are nutrition and health, reading support, math support, and summer resources
- Cordova Villa Title I team created the 2010-11 Creciendo Juntos summer program for Spanish speaking students and parents. Parents attended the program twice weekly for six weeks to develop and practice strategies for instructional support and for volunteering in schools

Cordova Villa's Highlights

- Looping of 3rd-5th grade students; 2011 STAR scores reflected significant increase in ELA and mathematics for 4th grade students that had looped with their teachers for two consecutive years
- Targeted Title I instructional support that begins in kindergarten to develop essential skills required for academic success
- Beyond the bell intervention is offered at all grade levels throughout the school year
- Design and implementation of new Creciendo Juntos summer program to support Spanish speaking English learners and their parents

Rancho Cordova Elementary School "Rams"



**Rancho Cordova
Elementary**



**Response to
Program Improvement
Year 2**

Instructional Leadership Team



- David Frankel- Principal
- Daly Casserly - T1 Resource Core Coach & Transitional English Coordinator
- Christi Axelson - BEST Site Coach
- Stephanie Gayman - Learning Center Teacher
- Terri Hio & - Communications Team
- Mary Jo Novak Junior Kinder Teacher
- Lynn Zacher - SST Chair
- Tracy Battson - District PI Resource Teacher

Rancho Cordova's Staff Development



- **Monthly Staff Meeting PD**
 - Focused on HQ First Instruction
- **Instructional Coaching**
 - Lead teachers, Grade Level Teams

Rancho Cordova's Every Child By Name



- **September-Universal Screening-Build RtI**
 - Comprehensive review of EVERY student at school with a focus on Reading, Math and ELD performance level. Initiate classroom and school wide intervention and support programs.
- **December -Universal Screening-RtI Planning**
 - Comprehensive mid year review of EVERY student at school with a focus on Reading, Math and ELD performance level. Update classroom and school wide intervention and support programs as needed.
- **May-Universal Screening-EOY Planning**
 - Prepare information for placement. Review current progress and have instructional plan ready to go for next school year.

Rancho Cordova's Monitoring Student Progress



- Twice Monthly Whole Staff & Grade Level Collaboration
 - ✦ Share Effective Teaching Strategies-First Instruction
 - ✦ Progress Monitoring
 - Review Edusoft Reports
 - Recent Results
 - ✦ Data Driven Decision Making
 - Develop Support Plan
 - Apply Plan at up to six weeks

Rancho Cordova's Parental Involvement



- **Communicate, Participate, Educate**
 - Monthly Family Night Programs
 - ✦ Reading, Science, Math, Dance, Holiday Crafts, etc.
 - Parent Education Classes
 - ✦ Adult ESL taught on site weekly
 - ELAC Meetings
 - SSC
 - Parent-Teacher Communicators
 - Parent coordinated Walking Club operates daily from 8-8:15.
 - Heritage Language Saturday School

Rancho Cordova's Highlights



- Universal Access Across the Classrooms
- Twice Monthly Grade Level Collaboration
 - Focus on First Instruction; Focus on RtI
- Targeted Research Based Interventions
 - Taught by classroom and intervention teachers
 - Intensive Interventions (i.e. Read 180, ELD 60)
- Twice monthly RtI Monitoring
- School wide Scholastic Reading Counts and Scholastic Reading Inventory programs

Rancho Cordova's Highlights (cont)

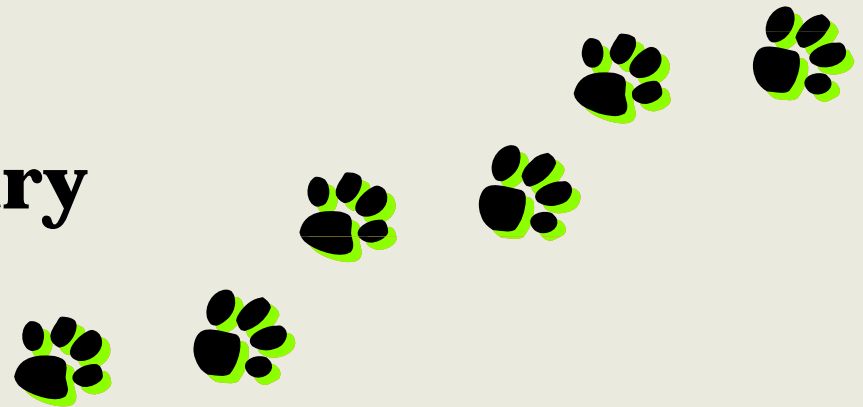


- STARS After School Program enrollment of 83.
 - Emphasis on Day-After School Program Coordination
- Achievement Celebrations:
 - Achievement Assemblies, Spelling Bee and Math Bowl programs, Ram Reading Race
- CSUS Renaissance Partnership: Reading Buddies

Williamson Elementary School "Wildcats"



**Williamson
Elementary**



**Response to
Program Improvement
Year 2**

Instructional Leadership Team



- Andy Smith - Principal
- Sandy Portlock - T1 Resource Core Coach & Transitional English Coordinator
- Darcie Dupree - Department Chair
- Jamie Emerick - Department Chair
- Tracy Battson - District PI Resource Teacher

Williamson's Staff Development



- Resource Teacher Support-Instructional Coach
- Universal Access across classrooms
- Targeted Intervention Within and Beyond the Bell.
 - District Focus Meetings
 - District Lead Teachers
 - Go Sign Me Up Class

Williamson's Every Child By Name



- **August-Universal Screening-Build RtI**
 - Review current scores and update new teacher of any ongoing concerns or information. Provide input for PIP and other programs as available.
- **May-Universal Screening-RtI Planning**
 - Prepare information for placement. Review current progress and have instructional plan ready to go day 1 of next school year.

Williamson's Monitoring Student Progress



- Monthly Whole Staff & Grade Level Collaboration
 - ✦ Share Effective Teaching Strategies-First Instruction
 - ✦ Progress Monitoring
 - Review Edusoft Reports
 - Recent Results
 - ✦ Data Driven Decision Making
 - Develop Support Plan
 - Apply Plan at up to six weeks

Williamson's Parental Involvement



- **Communicate, Participate, Educate**
 - Parent Coffee
 - Parent Tea
 - ELAC Meetings
 - SSC
 - Parent Nights-Homework Help, Movie, Games, Bingo
 - Volunteers are needed, often community helpers.

Williamson's Highlights



- Reading Partners
- March Madness
- Harvest Festival
- Community Reading Day
- Universal Access across curriculums
- Collaboration
- Stars with an enrollment of 40 and growing
- Annual Talent Show, Chorus and Drama Club, and Student Leadership

Williamson's Highlights (cont)



- Targeted Research based interventions
- BEST/Awards Assemblies
- Community Partnerships with Cordova Church of Christ and Sacramento County Sheriff's Dept. and RiverCats
- PTA Reflections and PTA Family Nights
- Physical Education and Art Prep
- School Garden Grant for Native California