

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN

ASSURANCE PAGE

Local Educational Agency (LEA) Plan Information:

Name of LEA: Sierra Sands Unified School District

County District Code: 15- 73742

Date of Local Governing Board Approval: January 23, 2012

District Superintendent: Joanna Rummer

Address: 113 Felspar

City: Ridgecrest

Zip Code: 93555

Phone: (760) 499-1600

FAX: (760) 375-3338

E-mail: jrummer@ssusd.org

Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement LEA Plan Addendum:

	Joanna Rummer	January 23, 2012
Signature of Superintendent	Printed Name of Superintendent	Date
	Timothy Johnson	January 23, 2012
Signature of Board President	Printed Name of Board President	Date
	Laura Hickie	January 23, 2012
Signature of Title III English Learner Coordinator/Director	Printed Name of Title III English Learner Coordinator/Director	Date
<i>Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.</i>		

By submission of the local board approved LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.

Local Educational Agency (LEP) Program Improvement (PI) Year 1 Plan Addendum

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others.

1. Fundamental teaching and learning needs in the LEA schools and the specific academic problem of low- achieving students, including a determination of why the prior LEA Plan failed to bring about increased students achievement (Elementary and Secondary Education Act (ESEA) Section 1116 (c)(7)(A)

Discussion of school and district self assessments

In 2010-2011 each district school completed the Academic Program Survey (APS) and work began on the District Assistance Survey (DAS) in our efforts to meet ever increasing accountability targets. Revisions to the APS (2011-12) were made by schools entering Program Improvement and the DAS was completed in fall 2011. The English Learner Subgroup Self Assessment (ELSSA) was completed two years ago and is revised yearly as a function of Title III best practices and improvement requirements. The Inventory of Services and Support (ISS) for Students with Disabilities was also completed in fall 2011. Data analysis is used to identify areas of strength and areas needing improvement.

Specific academic problems of subgroups and low- achieving students as determined by the self-assessments.

Participation Rates for ELA and math on the AYP are not an issue- met all targets

Graduation rate for high school is not an issue at this time (LEA level = 93.23 class of 2009-10- target 86.19%)

District AYP = met 18 out of 30 AYP criteria

ELA- The district failed to make the 67% target in six groups (LEA- 55.6%, Black-43.6% , Hispanic- 42.4%, White- 60%, Socioeconomically Disadvantaged (SED)-42.4% and Students with Disabilities (SWD)-32.9%) however an increase of 1-2 percentage points was seen in all groups from 2010 to 2011. English Learners increased from 29.3% to 34.8% and met safe harbor status. The unified district target in 2012 will be 78%.

Math- The district failed to make the 67.3% target in six groups (LEA- 58.9%, Hispanic- 49.6%, White- 62.3%, Socioeconomically Disadvantaged (SED)-48.4%, English Learners (EL) - 47.7% and Students with Disabilities (SWD)-37.9%) and math scores overall remained relatively flat from 2010 to 2011. The Black or African American subgroup increased from 33.9% to 44.8% and met safe harbor status. The unified district target in 2012 will be 78.2%.

District API- remained stable at 789. The greatest growth was in English Learners with a 2010-2011 API growth of 12 points and other subgroups remained basically unchanged.

All elementary schools have growth APIs from 796 (Inyokern) up to 851 (Gateway). All elementary schools are above 800 except Inyokern. Both middle schools showed a decline in API in 2011 (Monroe down 23 points to 739 and Murray down 11 points to 779). Burroughs increased 8 points to 784. Mesquite HS (ASAM) and Rand Elementary (necessary small school) use alternative methods.

Site AYP results:

Faller Elementary- Increased student performance in all ELA AMOs and received safe harbor. Failed to meet increased AMOs in math for schoolwide, Hispanic and SED. **Entered Title 1 Year 1 Program Improvement in 2011-2012 due to math (schoolwide, Hispanic, SED).**

Gateway Elementary- Went from meeting all AMOs in 2010 (13 out of 13) to not making 5 out of 17 criteria in 2011 (met 12 out of 17) and missed target in ELA schoolwide, Hispanic, white and SED and missed math target in SED. **Gateway is receiving Title 1 funds as of 2011-2012.**

Inyokern Elementary- Inyokern focused on ELA and went from 3 failures to make AMOs to 3 successes through safe harbor. In math, schoolwide and white did not meet the target and the SED subgroup made safe harbor. **Inyokern entered Title 1 Year 1 Program Improvement in 2011-2012 due to math (schoolwide and white).**

Las Flores Elementary- Went from meeting 12 out of 17 criteria in 2010 to meeting 17 out of 17 AYP criteria in 2011. Met all ELA targets through safe harbor and all math targets by exceeding targets (70.9 to 77.6%) **Did not enter Program Improvement.**

Pierce Elementary- Met 21/21 AYP criteria in 2010 and missed 7 targets in 2011. Drops were seen in ELA but math missed areas were due to increased targets, not drops in performance. **Pierce is in its first year of not making AYP.**

Richmond Elementary- Improved from meeting 18/21 criteria to 20 out of 21 criteria in 2011. Met 7 targets through safe harbor. Failed to make math target for SWD (42%- 81 students). Richmond houses most of the district's SWD special day classes due to specialized facilities. **Richmond entered Title 1 Year 1 Program Improvement in 2011-2012 due to SWD math.**

Monroe Middle School- met 9 out of 17 AYP criteria in 2011 and missed all percent proficient targets in ELA and math (schoolwide, Hispanic, white, SED)- not receiving Title 1 funds

Murray Middle School- met 9 out of 17 AYP criteria in 2011 and missed all percent proficient targets in ELA and math (schoolwide, Hispanic, white, SED)-)- not receiving Title 1 funds

Burroughs High School- met 18 out of 18 AYP criteria in 2012 and dropped to 13 out of 18 in 2011. Failed to make ELA for Hispanic and SED and math for schoolwide, Hispanic and SED.

ISS-SSUSD is a single district SELPA. Completion of the ISS tool indicates the following needs: Professional development in the following areas: Developing IEP goals and objectives in order to close the achievement gap, Behavioral supports, Autism, and Strategies in building collaborative partnerships with parents of SWD.

ELSSA- SSUSD has entered the Year 4 Improvement process for Title III. The ELSSA has been completed yearly for three years. Focus will be on helping students in acquiring English, English language Proficiency and meeting AYP targets. The Title III plan is posted in CAIS as required by CDE as opposed to this plan.

FOCUS AREAS-

Elementary School- Fully implement new ELA adoption with the intent of making targets through at least safe harbor in 2012. Renew focus on mathematics and professional development and show growth in AMOs for all subgroups.

Middle School- Target both ELA and math- with emphasis on all subgroups. Although not a significant subgroup size at the site level the EL and SWD scores at middle school are significantly below the performance of all other subgroups and must be a target group. Adopt new ELA program (with EL component) and provide high quality professional development in both ELA and math.

High School- focus on all subgroups in both ELA and math. Although not a significant subgroup size at the site level the EL and SWD scores at high school are significantly below the performance of all other subgroups and must be a target group.

Districtwide- Scores of white students are 60% (ELA) to 62.3% (math) proficient. Black/ African American, Hispanic, SED (ELA and math) and English Learner (Math) scores are from 42.4% to 49.6% proficient. English Learner (ELA) and SWD ELA and math are in the 32.9-37.9% range. In order to close the achievement gap there must be a student by student individualized focus on improving performance at all levels

Why prior LEA Plan failed (activities, personnel, timelines, estimated costs and funding sources)

Governance- Governance was one of the stronger areas as indicated by the DAS and associated documents. The board and administration were seen as fostering a positive organization culture committed to effective instructional programs, positive working relationships and participatory decision making. *There were some indications that not all stakeholders have equal knowledge about how decisions are made and how time and resources are used to support initiatives or the LEA Plan (need for increased stakeholder communication and input).* The board supported the new ELA adoption for K-5 in 2011-2012 and supports and is providing funding for a Gr. 6-8 ELA adoption in 2011-2012 with implementation in 2012-2013. The district focus is on the Essential Program Components but some pieces are currently not totally in place, primarily a *formative assessment process and expectations, and consistent PLC implementation district wide.* Monitoring of the LEA Plan and Single Plans for Student Achievement (SPSA) is occurring but would benefit from a *more formalized monitoring/ evaluation structure that occurs quarterly.* Although administration as a whole feels accountable for meeting specific teaching and student achievement goals, there is some *lack of urgency for specific subgroup performance in non-Title 1 schools.*

Alignment of Curriculum, Instruction and Assessment- 2011-2012 is the first year of the new ELA Adoption for K-5 so all components are currently being implemented or revised (revisions of benchmarks and initial implementation of formative assessments.) Middle school ELA teachers are working together to choose a new middle school ELA adoption in responses to identified needs, despite the California adoption timeline. *Continued ELA professional development focused on teacher competency in the new adoption (including the Intervention and English Learner components) and revision/ and or creation of formative and summative assessments is needed.* The prior LEA Plan listed pacing guides as a time permitting activity. *Pacing guides have become a priority and need to be developed to ensure equal access to the curriculum for all students and all sites.* ELD instruction is not provided equally to all EL students and in mainstream classes. *The Title III Year 4 plan outlines the district's plan to address this issue, including daily ELD instruction, academic language development and a focus on Long Term EL students.*

A common assessment system has been implemented K-5 (benchmarks each trimester in both ELA and math and use of formative assessments in new ELA adoption) and in Gr. 6-8 (Curriculum Associates materials- ELA and math administered each quarter schoolwide). The high school has developed ELA assessments used in English classes. Math at the high school is not currently using tracked assessments. Student access to core curriculum and to ELD, interventions, and SBE adopted intensive interventions received high scores from staff despite test scores and records that indicate that students are not consistently receiving ELD and intensive intervention in the classroom. *Federal, state and district expectations needs to be clear and communicated to all staff in order to promote ownership and effect change.*

Fiscal Operations- Due to strong fiscal leadership and careful decision making by the board of education the district remains solvent as measured by FCMAT, audits and other fiscal standards. This is in spite of the uncertain state budgets. Difficult decisions in terms of staffing, class size, administrator assignments,

and classified support level have occurred because of a strong collaborative and working relationship within the district. DAS results indicate that there are still many staff members and parents who do not feel they have a clear understanding of the fiscal situation in the district and state. SPSA and LEA Plans have always referenced general and categorical expenditures but *more careful alignment of fiscal resources to identified goals and actions will be required both as budgets become tighter and as a best practice.*

Parent and Community Involvement- Involvement was rated highly by both staff and parent/ community members completing the DAS. New programs such as the Latino Literacy Project and Title 1 parenting classes have been expanded to meet parent needs. *The district will readdress the parent involvement policy this year in order to identify strategies for involving more parents of low-achieving students and adding additional parent/ community members to committees.*

Human Resources- The district has had minimal turnover in administration over the last five years and in fact has undergone a reduction of staffing. Administration openings are anticipated to accelerate in the next five years as management members reach retirement age. The district is exploring online and local administration training programs to address this anticipated need. Administrators are placed at sites based upon strengths and skill sets in leadership. Administrators are encouraged to attend professional development with their staff, utilize data to monitor the effectiveness of site programs, collaborate through PLCs, and leverage all possible resources. Leadership, through ACSA and in regional and state committees, is encouraged and supported by the superintendent. Formal and informal mentoring is available for administrators. *The district would benefit from training all administrators in classroom observational protocols to ensure that instructional programs, instructional strategies and assessments are being implemented with fidelity.*

SPSAs have improved in quality but will go through continual improvement and revised timelines to ensure that plan and program monitoring is occurring on a regular basis so redirection of priorities and funding can occur in a timely manner.

The district has managed to hire Highly Qualified teachers for most positions. Most of our non- highly qualified staff members are in special education due to our isolated location and special education credentialing requirements (4 core areas and special certifications for specific disabilities). The district is striving to hire highly-qualified teachers and provide appropriate salaries and benefits during this challenging fiscal climate. BTSA support is provided for all new teachers and PAR is available for struggling teachers. Coaching and support is provided by two district project teachers and the district has sufficient substitutes to provide release time to attend professional development. A new standards based teacher evaluation process was fully implemented in 2010-11.

2. Include measureable goals and targets for students groups consistent with Adequate Yearly Progress (AYP) (ESEA Section 1116(c)(7)(A))

Goals and targets:

Student achievement: All schoolwide and significantly sized subgroups will make AYP targets or meet the criteria through safe harbor (decrease % of students performing below proficient

District level Group	ELA Target	ELA Safe Harbor Target	Math Target	Math Safe Harbor Target
Schoolwide	78%	60.33%	78.2%	63.0%
Black/ African American	78%	49.3%	78.2%	50.3%
Hispanic	78%	48.1%	78.2%	54.6%
White	78%	64.0%	78.2%	66.1%
Socio-economically	78%	48.2%	78.2%	53.5%

disadvantaged				
English Learners	78%	41.3%	78.2%	52.9%
Students with Disabilities	78%	39.6%	78.2%	47.7%

Participation rate: Participation rates shall remain at 95% or higher for all groups as reported by AYP reports

Growth on API: All schools will make a minimum of 5 point growth in 2012.

Graduation rates: Graduation rates for the high schools will be at or above 90% (class of 2010-2011)

The following planned actions address the following required elements of the LEA Program Improvement Plan and are organized in this action plan to match the CAIS system.

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.
4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.
5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.
6. English Learners
 - a. For LEAs in Title III Status and Title I Program Improvement (PI) Status, please check below:

<input type="checkbox"/>	If Title I only:	Complete 6b
<input type="checkbox"/>	If Title III Year 1:	Complete 6b
<input type="checkbox"/>	If Title III Year 2 or 3:	Title III Year 2 Plan in CAIS
<input checked="" type="checkbox"/>	If Title III Year 4 or 4+:	Title III Year 4 Plan in CAIS
7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.
8. Include strategies to promote effective parental involvement in the school.

The timelines in this action plan include:

- Quarter 1- July 1-October 15, 2011
- Quarter 2- October 16, 2011 to January 30, 2012
- Quarter 3- February 1-April 30, 2012
- Quarter 4- May 1-June 30, 2012
- Quarter 5- July 1-October 15, 2012
- Quarter 6- October 16- to December 31, 2012

SMART GOAL: Increase student performance in ELA and Math, as reported on the 2012 AYP, to 78% proficient or above in ELA and 78.2% proficient or above in math.

Scientifically based Research STRATEGIES	ACTIONS	TASK- timeline	RESPONSIBILITY	BUDGET ITEM
1. Provide timely interventions in order to improve student subgroup performance				
Focus on each individual student and provide strategic, intensive interventions (during the school day, before or after school)				
		1. Establish lists of at risk students in ELA and math at each site Q2		No cost
		2. Identify site intervention instructors, timing and materials to be used- Q2	Site principal	\$15,500 for teacher stipends- Title 1 and state Intervention
		3. Implement intervention groups and finalize tracking system- Q2 and Q3	Site Principal and Curriculum office	No additional cost to track
		4. Track all interventions in Aeries data mgmt. system- Q3 and Q4	Site principals and projects teachers	No cost
		5. Continue with interventions for all students at-risk of retention- Q4	Site principals	\$4,000 for teacher stipends- Title 1 and state intervention
		6. Ensure that at least 75% of students scoring at FBB or BB in 2011 have been offered and/or are enrolled in at least one intervention program by June 2012- Q4	Site Principal and Curriculum office	No cost to track
		7. Evaluate short term (measured by benchmarks) and long term (measured by CST performance) effectiveness of implemented interventions Q4 and Q5	Curriculum office	Clerical OT (Feb through April- short term and August 2012 long term- \$20 X 20 hours= \$400 Title 1
		8. Plan out Burroughs Boost program for at risk students and implement pilot (summer bridge) - Q4. Implement program in 2012-13 (Q5)		\$11,000 EIA- SCE MS CTE grant
		9. Modify intervention process for 2012-2013 based on evaluation- Q5 and Q6	Site Principal and Curriculum office	No cost
		See Title III Year 4 plan for tasks related to EL, including long term ELs		
Implement Acellus program for SWD students				
		Purchase program- Q1 Initial training 12/1- Q2 Refresher training and monitor program usage- Q3 Evaluate student results and make determination on continued implementation for 2012-13-Q4	Special Ed teachers and principals	\$700 program and sub pay \$125/ day for PD- Title IIA
Provide interventions during ASES after school programs				
		1. Startup 11-12 ASES programs (Faller, Inyokern and Pierce) Expand Inyokern program- Q1	Special projects and HDLL-CBO	\$334,869 budget- ASES

		2. Revise Program Plan and obtain board approval- Q2	Special projects and HDLL-CBO	No cost
		3. Identify and hire regular day teachers to work in ASES program- Q2	Faller, Inyokern and Pierce principals	5 teachers X 140 days X 2 hours / day X \$25/ hr= \$32,200- ASES and Title1
		4. Provide additional training on aligning the regular day and after school programs- each quarter	HDLL-CBO	\$1,200- possible extra time
		5. Apply for ASES funding- Monroe Middle School- and submit 3 year ASES renewal application- Q3	Special projects	Possible \$81,000 increase to program
		6. Prepare for 2012 registration of ASES program- Q4	Special projects and HDLL-CBO	No cost
2. Provide district and site focus on Math performance K-12				
	Increase math performance as measured by other student success rates (analysis of grades, failure rates, Algebra readiness, APY % proficient, a-g coursework enrollment) in grades 6-12			
		1. Submit current non CP courses to UC for a-g consideration- Q2	HS Admin	No cost
		2. Do in depth analysis data on student math performance including by subgroups (EL, SWD, SED, Hispanic, Black) for secondary level- Q3	Assessment and EL personnel	No cost
		3. Contact a variety of COEs and outside vendors to determine availability of math trainers and curriculum audit services- Q3	Curriculum	No cost
		4. Identify available modes of math PD (internet, videoconference, external trainers) and decide on approach	Curriculum	No cost
		5. Provide a minimum of 6 hours of release time/ stipend to Algebra and above teachers for the purposes of data analysis, alignment to blueprints and creation of assessments- Q3	Curriculum	10 teachers X \$125= \$1,250- Title I and Title IIA
		6. Begin math professional development K-8 (up to Algebra) and formalize pacing guides in math-Q4 and Q5	Curriculum	Title 1, Title IIA and EIA-SCE
		7. Encourage math teachers at secondary level to attend PLC conference as well as high performing school visitations- Q4	HS Admin	\$1,000 per teacher- Title I and Title IIA
		8. Create action plan to improve math performance 2012-13-Q4	HS Admin Curric.	No cost
		9. Sign MOUs and schedule additional training and summer projects- Q4	Curriculum	\$4,500- trainer and stipends
3. Provide timely, easily accessible data along with training to all teachers and administrators and support the regular use of assessments to inform instruction				
	Purchase new data management system to better meet the needs of staff			
		1. Purchase, convert and implement new Illuminate data management system- Q1	Technology Department and Special Projects	\$11,300 (software)
		2. Provide sequential trainings (Level A, B, C and advanced, STELLAR support) and support in Illuminate data management system and how to use data to improve instruction Provide a minimum of 12 Level A-C Illuminate trainings for teachers (K-12) and principals, Provide STELLAR trainings K-8-	Special Projects District Coaches Technology Department staff	\$8,000 teacher stipends Title 1 and TIIA

		Q1 Continue with trainings as needed and provide individualized support, Provide STELLAR training K-8- Q2 Provide advanced Illuminate trainings (K-12), STELLAR training K-8) and HS collaboration day- Q3 Survey needs and plan training for 2012-13- Q4		
		3. Provide refresher training and training for new staff- Q5- Q6	Special Projects	\$4,000 teacher stipends- Title 1 and Title IIA
	Implement schoolwide testing each quarter at middle schools with follow-up trainings/PD days to analyze data and formulate Intervention/ Enrichment school activities			
		1. Purchase Curriculum Assoc. ELA and math materials- Q1	Special Projects	\$6,500- Title IIA
		2. Schedule schoolwide testing dates Q1	Principals	No cost
		3. Support ELA and math score analysis through STELLAR trainings (3) and site level release days (4) 1 st Q- Test 1 and follow-up PD day 2 nd Q- Test 2 and follow-up PD day 3 rd Q- Test 3 and follow-up PD day 4 th Q- Test 4 and follow-up PD day	EL Support teacher Special Projects Monroe and Murray MS Principals	15 teachers X 7 days X \$125= \$13,125- Title III and Title I
	Support efforts in formative and summative assessment in ELA and math			
		Identify topics for delivery during grade level CELL and ExLL meetings	District Coaches	Stipend pay for additional planning- 60 hours X \$25- \$1,500 Title III-Title 1-EIA-SCE/ LEP
		Hold CELL and ExLL meetings with each grade level- 4 times per year- one per quarter	District Coaches K-5 teachers	Sub costs 80 teachers X 4 days X \$125- \$40,000- Title III and Title 1
	Implement WASC Implementation Plans		High school admin and staff	EIA- SCE/ LEP SLIBG
4. Promote Teacher Collaboration				
	Train staff in Professional Learning Communities			
		1. Define district vision and expectations for PLC- Q1	Supt and Management Team	No cost
		2. Prioritize and implement PLC structure at each school– grade level and other teaming-Maintain calendar of PLC activities by site for monitoring purposes Q1-4 2 times per month	Site principals and PLC teams	Site professional funds for supplies (Title 1 or SLIBG) costs vary by site \$500-\$2,000
		3. Develop resource book of PLC documents resources Q4	Curriculum with input from sites	Clerical support-overtime (T2A) \$20/ hr X 20 hours= \$400
		4. Send at least 20 secondary level administrators and teachers to the PLC conference on June 13-15, 2012 Q4	Special Projects	\$1,200 X 20= \$24,000 (T1 and T2A)
	Provide release time and/or stipend pay for grade level and subject matter teams to work on common assessments			

		1. K-5 grade level teams (CELL/ ExLL) meet at 4 times (district level) to work on common assessments, benchmarking, ELD assessments and strategies (Q1, Q2, Q3, Q4)	District Coaches Curriculum	Sub costs 80 teachers X 4 days X \$125- \$40,000- Title III and Title 1
		2. ELA teachers grades 6-8 (STELLAR) meet at least 3 times (district level) to work on common assessments, benchmarking, ELD assessments and strategies (Q1, Q2, Q3)	District Coaches Curriculum	Substitute costs (14 teachers X \$125 cost X 3 days)= \$5,250 (T3 &T1)
		3. Summer work to be accomplished for 2012-13 startup will be identified through Grade level meeting and tasked out	District Coaches and teachers	Stipend pay- estimated 8 days total X \$125= \$1,000 (T3 & T1)
5. Provide high quality professional development				
	At least 10% of the LEA Title 1 Allocation will be utilized for high quality professional development			
		Provide preliminary allocations- Q1 Revise allocations to match final entitlements- Q2 Monitor PD progress and expenditures- Q3 Finalize expenditure reports- Q4	Special Projects and Finance Office	No cost
	Provide training as defined above in action items including:			
		ELA adoption training K-5 and 6-8	Curriculum	Costs above
		Math refresher and curriculum alignment training (grades 4-8)		
		Math Training and workdays (Algebra and above)		
		Illuminate data management system training		
	Provide high quality professional development in English Language arts			
		Provide 2 day ELA adoption training for K-5 teachers- 8/11	Curriculum	40 teachers X \$125 X 2= \$10,000
		Hold K-5 grade level trainings focused on implementation of the ELA adoption and assessments- one per quarter	Special Projects Project Teachers	Costs above
		Contact COE to schedule summer trainers- November 2011	Special Projects	No costs
		Provide 3 day follow-up ELA adoption training for K-5 teachers and provide 2 day initial ELA adoption training for Gr. 6-8 teachers - June 2012	Curriculum	80 teachers X \$125 X 3= \$3,000
	Provide technology training on a variety of pertinent topics including Edline (webpages), ABI (parent portal for grades/ communication) and Excel (data)			
		Train all new teachers and refresh continuing staff- Edline 9/7, 9/18, ABI, 8/30, 9/6	Special Projects Tech Dept.Dept	35 teachers X \$25/hr- \$875 Title IIA
		Refresher courses as needed Sept 19 Edline (180		12 teachers X \$25/hr= \$300 Title IIA
	Conduct Autism Spectrum Certification Coursework for teachers and paraprofessionals as well as teacher training in Autism			
		Organize and enroll staff- training dates 9/14, 9/28, 10/12 Training dates- 10/19, 11/16, 11/30, 12/14 Additional teacher training 12/1/11 Training dates 1/4, 1/18 and 2/1	SELPA K-12 teachers, paras and SDC teachers	Certification-4 teachers X 40 hrs X \$25= \$4,000 6 paras X 40 hrs \$18= \$4,320 Teacher Training- 22 X \$25=\$550- Title IIA
	In order to provide a safe environment for students provide CPI (Crisis Prevention Institute) trainings and refresher trainings			
		Provide both refresher and full CPI training 9/9-10, 9/17, 10/14-	CPI district	40 people X 11 hours X

		10/15/11	trainers	avg. \$22/hr= \$9,680- TIIA
	Provide Paraprofessional to Teacher Certification pathway			
		Advertise and enroll paraprofessionals	Human Resources	\$1,000 Title IIA
	Train Administrators in Classroom Observation Protocol training- Q4 or Q5- \$1,500- Title IIA			
6. English Language Learners- addressed in Title III Year 4 requirements (CAIS)				
7. Promote strong parent and community involvement				
	Implement Program Improvement, School Choice, and Supplemental Education Services (SES) as required by law.			
		October- Prepare and mail notification of PI and School Choice letters to Title 1 schools Year 1 PI schools- Faller, Inyokern and Richmond. Respond to all requests. Mail LEA PI notification letters to each parent in the district.	Special Projects	\$500- mailings Title 1
		Administer all state tools (APS, DAS, ISS, ELSSA) and collect survey results- October- December 2011	Special Projects SELPA Sites	No Cost
		Rewrite SPSAs and LEA Plan October- December 2011	Special Projects Site principals SSC-DELAC	No Cost
		Partner with community based organization to increase communication about PI at sites and school choice- January 2012	Special Projects HDLL	No Cost
		Board Approval of all SPSAs and LEA Plan and begin Implementation of plans- January 2012	Special Projects	No Cost
		Build school choice into spring registration and open enrollment process (March/ April 2012)	Special Projects	No Cost
		Prepare for implementation of SES May 2011	Special Projects	No Cost
		Provide work sessions to assist administration with earlier rewrite of SPSAs. June 2012	Special Projects Sites	No Cost
	Present Parenting Courses- two sessions per year including bilingual offerings			
		Advertise and enroll parents- first and 2 nd semester	T1 and EIA Couns	\$2,000 Title I
	Present Latino Literacy Project Courses-			
		Identify and train Enlace Parents Advertise and enroll parents- Q1 and Q2- at Pierce Train additional staff- Q3 Advertise at ELAC and enroll parents- Q3- Districtwide and preschool Advertise and enroll parents- Q3- Districtwide- MS level	Enlace Parent, Projects Teachers Spanish Interpreters Preschool Staff	\$4,000 Title III and Immigrant State reschool
	Involve community leaders/ mentors representing or able to provide point of view for subgroups (Black/ African American, Hispanic, Scio-economically Disadvantaged, English Learner, Student with Disabilities) in: Leadership roles, Literacy activities, Providing individual students assistance, Speaking to groups of teachers/ administrators			
		Identify community leaders for involvement in the schools and prepare a resource list- Q4 Each school will hold one event at a staff meeting with identified leaders- Q5	Curriculum office Site administration Superintendent's Council Reps	No cost

PRIMARY Responsibilities- CURRICULUM= Shirley Kennedy (supported by Laura Hickle)

SPECIAL PROJECTS/ ASSESSMENT= Laura Hickle (supported by Research Assistant)

STELLAR- Supporting Teachers of English Language Learners with Accessible Resources Local training provide by district project teachers- topics include ELA benchmarks and formative assessments, ELD strategies and instruction, Academic Language Development (ALD), data management and use to inform instruction

Parental Notification of PI identification/ School Choice and SES- Under Elementary and Secondary Education Act (ESEA), students who attend a Title I-funded school that is identified for program improvement must be given the option of school choice. This provision allows all students attending such a Title I school the option to transfer to another public school, including a public charter school, that is within the LEA and that is not in program improvement or is not persistently dangerous. The option of school choice must be made available to all students the first year a school is identified for school improvement and all subsequent years thereafter, until the school has made adequate yearly progress for two consecutive years. Students who exercise their right to attend another school under this school choice provision must be given the option to continue to attend that school until they complete the highest grade of that school, even if the original school is no longer in program improvement. Schools that are offering school choice because they have been identified for program improvement must provide transportation to students who transfer to another school. If funds to provide school choice and/or transportation are limited, local education agencies (LEAs) may give first priority to students from low-income families who are the lowest-achieving students [Title I, section 1116(b)(E)(ii)] based on achievement levels as evaluated by objective educational measures.
<http://www.cde.ca.gov/ta/ac/ti/schoolchoice.asp>

Official notification shall be provided to the parents/ community through a variety of means including, as a minimum:

- Letter to each parent upon official notification of year 1 status and at least 14 days before the beginning of the school year for year 2
- Maintenance of a Program Improvement website for both the school and the district (www.ssusd.org) that includes all document and notifications
- Use of non-profit organizations (i.e. High Desert Leapin' Lizards) for further dissemination of information.
- Report to the school board during a televised session.

Responsibilities of the LEA- The district shall provide:

- Timely and varied school data
- Inform sites of PI requirements and updates
- Provide public notification regarding schools in PI
- Define scope of technical assistance
- Analysis assessment data to identify and address problems
- Provide training on APS and other needs assessment tools
- Use APS results to craft district actions
- Complete DAS and other tools (ELSSA and ISS)
- Identify and implement professional development, strategies and methods of instruction that are research based
- Identify outside technical assistance
- Develop pathways for effective communication
- Assist with analysis and revisions of school budgets to focus on increasing student achievement
- Notify parents regarding public school choice with paid transportation and implement
- Set aside funds as required by statute

- Establish a School support Team or District/ School Liaison Team (DSLTL)
- Revise LEP Plan
- Implement a peer review process for revised SPSAs.

Technical assistance will be obtained in order to support implementation of the LEA Plan Revisions. This TA includes:

CA School Boards Association (CSBA) - attendance at annual conferences by board members and cabinet members. GAMUT policy development services.

County offices of Education (COE)- Guidance in LEA development and monitoring, training in use of improvement tools, monthly categorical and curriculum meetings, trainings in ELA and math and other topics (i.e. closing achievement gap), SB 472 training, Title III Technical Assistance Association of School Administrators (ACSA) - trainings, conferences and other technical assistance
Textbook Publishers- specific trainings for adoptions

Other districts- the district wishes to acknowledge the generosity of Modesto City Schools in sharing resources for the K-5 Treasures adoption