

**Title III Local Educational Agency Improvement Plan Addendum  
Westmorland Union Elementary School District**

**Directions:** Address the topic requested for each cell in the outline. The cells expand to allow as much space as required for narrative responses under each item. All Title III Year 2 LEAs must submit a copy of the IPA (in Microsoft Word format) to their Title III Regional Lead and to CDE at [TIIY2@cde.ca.gov](mailto:TIIY2@cde.ca.gov).

**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) (Five page maximum for this item).**

AMAO III: In 2005-2006, 19.1% of the English learner subgroup met the AYP target for **English language arts**; in 2006-07, 32.7% met the target; in 2007-08, 28.70% met the target; and in 2008-09 % met the target. In 2005-06, 27.2% of the English learner subgroup met the AYP target for **mathematics**; in 2006-07, 36.0% met the target; in 2007-08, 39.4% met the target; and in 2008-09, 43.6% met the target. Westmorland Union Elementary School District met the AMAO III target in English language arts through Safe Harbor for one year, but did not meet it for the last two years. The percentage of students achieving the level of proficient or above in English language arts has increased over the three year span from 19.1% to 29.4% (10.3% gain); however, because the target has also advanced, the AMAO was not achieved. Westmorland Union Elementary School District met and exceeded the AMAO III target in mathematics for three years, but did not meet it for the first time last year 2008-2009. The percentage of students achieving proficient or above in mathematics has increased over the three year span from 27.2% to 43.6% (16.4% gain). Last year, 2008-2009, the percentage of students proficient continued to increase, however, it was not enough to meet the target. Our percent of growth from 2007 to 2008 was 7.2%.

English Learners need additional opportunity to speak during the school day. Leadership team members have determined that students are given limited opportunity to practice the English Language due to direct instruction model and teachers doing most of the talking.

English learners are not consistently provided access to the core curriculum. Additional strategies need to be implemented in order to provide English Learners with academic language. Differentiated instruction is needed across grade levels across all subject areas but most importantly in English Language Arts and Mathematics.

<b>AMAO 3: Adequate Yearly Progress (AYP) for EL Subgroup at the LEA Level: Percent Proficient</b>								
	2005-2006		2006-2007		2007-2008		2008-2009	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
% Proficient Target *	24.4%	26.5%	24.4%	26.5%	35.2%	37.0%	46.0%	47.5.0%
% Proficient or Above	19.1%	27.2%	32.7%	36.0%	28.7%	39.4%	29.4%	43.6%
Was Target Met? (Y/N)	NO	Yes	Yes	Yes	No	Yes	No	No

**B. Factors Contributing to the LEA's failure to meet AMAO's.**

The LEA was not effective in monitoring the fidelity of the ELD program and the ELD supplemental materials. The district pacing guide for ELD was not monitored effectively and assessments were not always consistently given at the end of every tenth lesson. EL's, percentages of these students performing at proficient or above, especially at the upper grade levels, indicate that mainstream ELA programs need strengthening, refining and monitoring.

### **C. Discussion of Strengths and Weaknesses of SUSD's Current Plan**

Based on analysis of available data and information, the following factors have been identified as weaknesses of the current LEA plan.

- Lack of Understanding of the importance and impact of CELDT testing and the CELDT results by students, parents and staff.
- Staff has an “awareness” of the concept of Differentiated Instruction, but is using the techniques as a “whole group” instruction strategy, instead of meeting individual student needs.
- ELD/SDAIE strategies have not been a main focus—focus has been on core standards per subject, not on ELD/ELA standards.
- Teachers have copies of the ELA/ELD standards but only teachers who have been in the BTSA program have training in using the updated version.
- Universal Access time not focused across the grade levels in the Elementary.
- Changes in assigned ELD staff. Staff learning the program.
- Lack of sustained ELD training and monitoring throughout the school year.
- Parent training, not an ongoing process/program.
- Lack of time for principals to be in the classrooms monitoring ELD instruction and SDAIE implementation and meeting with the teachers to discuss strategies for continuation or improvement.

Based on analysis of available data and information, the following factors have been identified as strengths of the current LEA plan:

- Currently, for the 2009-2010 school year, all teachers are certified to teach EL students.
- New teachers are required to have EL certification prior to employment with the District.
- ELD Pacing Guide has been developed and is used by teachers and monitored by administration.
- Teachers are provided with CST blueprints, state standards, and copies of the ELA/ELD standards by grade level. The County Office of Education will be contacted to review frameworks.
- Staff is working with County Partner and Curriculum Coach in the delivery of EL standards. Peer collaboration will take place.
- Data from the EL subgroup is reviewed at Data Analysis meetings and those students who are not at proficiency levels are targeted for program assistance.
- Importance of gaining English proficiency for EL students is stressed.
- Principal has attended leadership training aligned with Marzano's book to develop leadership skills need to provide program support to enable teachers to become better teachers with EL students.
- SARC is now published in Spanish as well as other communication to parents. The school website has also been updated.

### **D. Summary of Conclusions**



<p>of ELD data to plan ELD lessons. CELDT results and AMAO targets will be reviewed with teachers. These Analysis Days will be led by the Curriculum Coach.</p>				<p>model when developing all lessons for essential standards. Teachers continued to focus on Think Pair Share strategy during ELD lessons. Modeling was done during trainings offered in August 2011. All but two teachers attended the training. Teachers were provided an overview of CELDT assessment and allowed opportunity to review sample questions.</p> <p>January 15, 2011 – Two Targeted Learning Walks were conducted. (November 1<sup>st</sup> and January 14<sup>th</sup>) Focus was on EDI and use of academic language to support English Learners. The TLW model used allowed those participating in the walk opportunity to reflect on their own teaching. Teachers were asked to share out how they would enhance/support the lesson they observed if they taught that same lesson the following day. Overall consensus from participants was that this process is extremely helpful and increases the learning for the participant.</p> <p>March 15, 2011 – Next TLW will be on March 25<sup>th</sup>. Continued focus on use of academic language. Superintendent Principal monitored use through unannounced observations. Teachers continue to use think-pair-share during ELD and all other core subject areas.</p> <p>June 15, 2011 – Three TLW conducted. (March 25, April 5, and May 17) 21 out of 24 teachers participated as an observer during the 2010-11 school year. The 3 who did not get the opportunity this year will be first to participate in 2011-12. Improvement was documented in all areas of the EDI implementation model. More focus needed specific to ELD lessons for the 2011-2012 school year.</p>
<p><b>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts (R/LA).</b> (AMAO 3;ELSSA)</p> <p>By reviewing objectives and providing</p>	<p>January 2010</p>	<p>WUESD Leadership Team</p> <p>Linda Morse, Supt./Principal</p>	<p>No Funding Required</p>	<p>Curriculum Coach provided necessary support to teachers as they cognitively planned lessons in RLA. Targeted Learning Walks were scheduled during the months of February and April giving teachers the opportunity to observe the strategy being implemented successfully. Curriculum Coach coordinated observations.</p>

<p>feedback to students, teacher will engage students in their learning and offer information on how well they are performing relative to a particular learning goal. Teachers will set instructional goals for students in ELA.</p> <p>Site administrators/Curriculum coach will review objectives and provide feedback to teachers</p> <p>Teachers will use graphic organizers to represent knowledge during RLA lessons. Graphic Organizers include Venn diagrams, charts, webs, and time lines. Teachers will model the use graphic organizers when teaching vocabulary terms and phrases, time sequence, cause/effect sequence, episodes, and generalizations/principles.</p> <p>The Think-Pair-Share strategy will be used during RLA lessons. Sentence frames will be used to scaffold lessons for EL students.</p> <p>Universal Access time will be utilized as a means to differentiate RLA instruction for EL students. Teachers will cognitively plan RLA lessons specifically catered to meet the needs of EL students.</p>	<p>– June 2010</p> <p>February 2010 – June 2011</p> <p>January 2010 – June 2011</p>			<p>Leadership Team consisting of 3 teachers, 1 curriculum coach, 2 administrators, and 1 county office partner.</p> <p>TLW conducted on May 17<sup>th</sup> consisted of 4 teachers, 2 administrators, and 1 county office of education partner.</p> <p>October 15, 2010 - The District's Academic Support Coordinator and Resource Teacher positions were eliminated for the 2010-2011 school year. Superintendent/Principal and ICOE Partner led and monitored use of effective strategies. Implemented use of Explicit Direct Instruction model when developing all lessons for essential standards. Data Analysis days were held for teachers in grades 4-8. Teachers reviewed 6-8 week assessment results in ELA during these times. Time was dedicated during the DAD to pace out lessons of core essential standards in ELA. Explicit Direct Instruction lessons were developed using the EDI model and focusing on use of English Learner strategies especially in vocabulary development. Support was provided to all teachers from ICOE Staff Partner and Superintendent/Principal. TLW will be conducted 5 times during 2010-2011. Universal Access Time is supported by a part-time certificated staff member who provide additional scaffolding for English Learners during ELA.</p> <p>January 15, 2011 – Two TLW conducted: November 1<sup>st</sup> and January 14<sup>th</sup>. Observations were made during English Language Arts instruction. Observers looked for evidence of implementation of EDI model which incorporates the use of a learning objective as well as the use of graphic organizers.</p> <p>March 15, 2011 – Next TLW will be March 25<sup>th</sup>. All grade level teachers have had opportunity to review recent assessment scores in ELA. Modifications made to lesson plans based on assessments were done. EDI lessons were planned including learning objective and use of graphic organizers. Focus on strategies for English Learners. (TPS, visuals, EDI lessons,, use of academic language and vocabulary building activities.)</p> <p>June 15, 2011 - Three TLW conducted. (March</p>
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				25, April 5, and May 17) 21 out of 24 teachers participated as an observer during the 2010-11 school year. The 3 who did not get the opportunity this year will be first to participate in 2011-12. Improvement was documented in all areas of the EDI implementation model. More focus needed specific to supporting English Learners for 2011-2012.
<p><b>4. Describe scientifically based research strategies to improve academic achievement in mathematics.</b> (AMAO 3; ELSSA)</p> <p>Think-Pair-Share strategies will be used to provide access to core curriculum by providing an avenue for processing new information for EL students.</p> <p>Mathematics lessons will include warm up activities and closure activities appropriate for student's English language proficiency.</p> <p>Each mathematics lesson will provide a minimum of three explicit opportunities for EL students to practice language in the lesson.</p>	January 2010 – June 2011	<p>Supt./Principal</p> <p>WUESD Leadership Team</p> <p>Curriculum Coach and Academic Support Coordinator</p>	No additional funding required	<p>Targeted Learning Walks were conducted twice during the remaining 2010 school year. Teachers were provided opportunity to observe lessons with TPS strategy being implemented during mathematics warm up and closure lessons. Opportunity for safe practice was provided to teachers with follow up discussions being held with Curriculum Coach after lessons.</p> <p>October 15, 2010 – Classroom observations made by Superintendent/Principal indicate that all Math lessons include warm up lessons appropriate for English Learners.</p> <p>January 15, 2011 – Two Targeted Learning Walks were conducted. (November 1<sup>st</sup> and January 14<sup>th</sup>) Lessons were observed using Explicit Direct Instruction model. 6 teachers participated as observers on the TLW.</p> <p>March 15, 2011 – Additional TLW will be scheduled for March 25, April 5, and May 17<sup>th</sup>. It is our goal to allow every (24) teacher to participate as an observer by the end of the school year. Additional professional development is provided during these TLW sessions as well as time for reflection and refinement of EDI lessons.</p> <p>June 15, 2011 – TLW held on March 25<sup>th</sup> and April 5<sup>th</sup>. 7 teachers participated on the TLW as observers. Teacher Reflections indicate that teachers find the reflection time to be the most powerful in their learning. Superintendent/Principal continues to observe Math lessons. The use of Warm Up</p>

				<p>and Closure activities are embedded in every essential math lesson.  Final TLW for 2010-11 was conducted on May 17<sup>th</sup>. 21 out of 24 teachers participated in a TLW as an observer. The remaining three teachers will be scheduled for the first TLW in 2011-12.</p>
<p><b>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. (ELSSA)</b></p> <p>SB472 ELPD will be provided to teachers during the 2010-11 school year. MOU will be established between ICOE and WUESD.</p>	<p>County Partnership will continue throughout the academic year ending June 30, 2011.</p>	<p>WUESD Superintendent /Principal</p>	<p>QEIA Funds \$1000 per teacher = \$20,000</p>	<p>Sb472 ELPD will be held @ WUESD site August 9-13, 2010. All K-8 teachers will attend.  October 15 – Mou has been signed and approved for the school's Leadership Team to will work closely with ICOE Partner/Coach on school-wide improvement efforts with implementation of SPSA and systems of support and accountability based on data. During ELPD, Teacher learned to implement the ADEPT (A Development English Proficiency Test). ADEPT assesses a student's ability to understand and generate utterances using a scope and sequence of language forms or structures across the five levels of English proficiency.</p> <p>22/24 teachers attended ELPD training in August 2010.</p> <p>January 15, 2011: Two Leadership Team Meetings have been held. Included the reading of The Collaborative Teacher. Leadership team members led grade level collaboration meetings using techniques from</p>

				<p>this book.</p> <p>Observations document that teachers are using strategies learned from ELPD training this summer in their daily lessons.</p> <p>March 15, 2011: Two Leadership Team meetings held. Focus on Explicit Direct Instruction and feedback from Targeted Learning Walk. Focus on Learning Objective, Concept Development, Skill Development and Closure.</p> <p>June 15, 2011: 6 staff meetings used to continue work on EDI. Focus on Checking for Understanding using TAPPLE. Teachers cognitively plan the questions that will be asked for CFU during each EDI lesson. Sentence frames were incorporated into lessons to support English Learners as observed during TLW and informal observations conducted by ICOE Staff Partner and Superintendent/Principal.</p>
<p><b>6. Describe parental participation and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.</b></p> <p>Continue efforts to establish a well informed and active DELAC. Currently the DELAC coincides with the monthly Migrant Advisory Council meetings. Efforts will be made to break away from the joint meetings in order to fully execute the responsibilities of the DELAC.</p> <p>Information about CELDT testing and test results will be reviewed with parents during parent teacher conference which are held quarterly.</p>	<p>Monthly meetings will be held beginning in February 2010.</p>	<p>Superintendent /Principal</p> <p>Parent Involvement Coordinator</p>	<p>No additional Funding</p>	<p>Family Math Night was held in February 2010. Family activities were conducted with the focus being on improving language skills in the area of mathematics.</p> <p>Back To School Night for 2010 will include a review of CELDT and how to interpret student scores.</p> <p>For the 2010-11 school year, parent conferences will include a review of CELDT scores.</p> <p>October 15, 2010 – Parent involvement Coordinator position was eliminated for the 2010-11 school year. One DELAC meeting held. Unfortunately, now quorum met. Discussion item placed on Migrant Advisory Meeting agenda in order to explain purpose of DELAC and need to separate DELAC from MPAC. Back To School Night held. Parents</p>

<p>Family Math Night activities will be held promoting parent involvement and training parents how they can be work with their children at home with mathematics and language arts.</p>				<p>were provided information regarding EL placement and strategies that can be used at home to assist students with homework.</p> <p>January 15, 2011 – DELAC meeting held, but no quorum. Information regarding meeting date and location placed in Weekly Bulletin. CELDT scores were reviewed with all English Learner students’ parents during Fall parent conferences.</p> <p>March 15, 2011 - DELAC meeting held, but no quorum. Continue to provide information at monthly Migrant Advisory Council meetings and all other parent forums.</p> <p>June 15, 2011 – Three formal, school-wide parent/teacher conferences held during the 2010-11 school year. A focused effort to provide information to parents regarding English Learner programs offered was made. A Literacy Night was held in late March which provided parents with language/vocabulary activities that can be done at home to support and improve students’ proficiency levels.</p>
<p><b>7. If applicable, identify any changes to the Title III Immigrant Education Program.</b></p>				