

Ravenswood City Elementary School District

DISTRICT ACTION PLAN, CHART VIEW

Title III Year 4 Needs Assessment

1. IDENTIFY THE PROBLEM: Describe the challenge area(s) for the LEA.

- a. Provide a description of findings from the results of analysis of the CELDT, CST, CAHSEE, and other assessments used by the LEA to measure EL student English proficiency and academic achievement.**

The Ravenswood City School District organized a District Site Leadership Team (DSLTL) to analyze data and create an action plan using the District English Learners Self-Assessment (DELSSA) tool. Through this process the DSLTL specifically focused on the Title III Annual Measurable Objectives (AMAO). The following were findings from the data analysis: * The percent of students meeting the growth targets at the Beginning and Early Intermediate CELDT level is higher than the state average by almost 10 percentage points. * The majority of our English Language Learners (ELLs) that made annual progress in learning English, AMAO 1, are in the Early Intermediate and Intermediate levels. * Only 29.6 percent of our ELLs met the growth target in Early Advanced and Advanced levels. * The percent of students attaining English proficiency, AMAO 2, target was met in 2005-2007. * Adequate Yearly Progress (AYP) for the ELL subgroup at the district level, AMAO 3, targets were not met in English Language Arts and Mathematics. In Summary: * ELL students are meeting CELDT proficiency targets, but are not meeting proficiency in the CST English Language Arts and Mathematics performance levels. * There is a high percentage of ELLs that have been in the program for over five years and are not meeting proficiency in the English Language Arts and Mathematics CST. * Eventhough our district AMAO 1 and 2 targets were met for 05-06 and 06-07, there was a significant drop in the percentage points. * 36% of ELLs that have been in the US longer than 4 years are at the intermediate CELDT level. * ELL performance on CST is stronger in Math than ELA based on having met AYP requirements for Math in 03-04 and 05-06. * With the exception of Green Oaks, all school in the district have had a significant drop in AMAO 1 and 2 percentages.

- b. Describe the strengths and weaknesses of the current Title III LEA Improvement Plan Addendum or Title I LEA Plan Addendum.**

The current Ravenswood City School District Title III LEA Plan Addendum describes our ELL program and accountability procedures. It provides a framework from which to develop an effective instructional program for ELLs. In addition to the addendum, our district leadership and site administrators have developed and began to implement the following research based structures to improve achievement for ELLs: *Weekly grade-level collaboration at Belle Haven, Cesar Chavez, Green Oaks and Willow Oaks, * Professional Development on aligning ELA standards with benchmark assessments, * Professional Development for site administrators in the use of state (CELDT, CST) and district assessment data (Reading Lions, McDougal Littell) to guide planning and measure academic growth, * Articulate time for ELD instruction district-wide, * Offered five days of GLAD training for 20 teachers, and literacy/ EL Coaches, * Analysis of data (CELDT, CST) through the use of a variety of data systems: Edusoft, SPELL, and SWIS for use by the district office and school sites, * After-school tutoring focused on ELA with specific goals for ELL progress included with each site's SPSA, * Strengthening of the EL department at the district office, * Five week summer school providing a jump start for ELLs, * Implementation of pacing guides for ELA and Math, * Implementation of assessment calendars for ELA and Math (K-8), * Assigned instructional coaches to support new teachers, * Received Reading First Grant to hire literacy coaches for schools with need around their ELL programs, * The use of walkthroughs by administrators was implemented as a guiding tool to provide feedback on differentiating instruction and best practices for ELLs, * ELAC/DELAC met regularly and SSC at the sites included a representative number of ELL parents. The current Addendum will be strengthened by standardizing these research based instructional strategies and professional Development. Also, developing and implementing programs for ELLs that specifically and intentionally target subgroups' needs.

2. IDENTIFY THE CAUSE(S): Identify and describe the root causes of the problem(s) or what prevented the LEA from achieving the AMAO(s). Describe how root causes were verified.

The Ravenswood City School District administrators and the DSLTL analyzed AMAO 3 data. The data shows that 58% of ELLs at the Intermediate CELDT level scoring Below Basic and Far Below Basic as measured by the ELA CST. The fifth grade had the most alarming scores; 71% of the fifth graders scored Below Basic and Far Below Basic in the ELA CST. The DSLTL recommends that explicit and intentional ELD instruction needs to be strengthened throughout the district. Also, strategically analysing data for targetted/differentiated instruction during English Language Arts is imperative. It was evident that the district did not have a clear identification process of students that were in need of intervention in Mathematics and English Language Arts. The district's high teacher attrition rate has had an impact in successfully developing a systematic implementation of programs for ELLs. For the past two years the district has collaborated with the New Teacher Center at UC Santa Cruz to provide mentorship and support to new teachers and principals. Two-thirds of teachers have received 40

hours of the SB472 training in Open Court 2002 and Language of Literature through the state approved instructors. There is also a need to train all staff in the use of ELD materials. It has been difficult for the district to provide continued SB472 training due to the number of teachers at each grade level (too few for instructors to come and train) and the number of available substitute teachers to release teachers during regular working hours. The district is considering having its own in-house provider. Finally, data gathered through the DELSSA identified the need for on-going professional development for administrators on how to use Walkthrough data every 6-8 weeks in a systematic way with the teaching staff.

3. IDENTIFY THE SOLUTION(S): Describe the research-based solutions to solve the low achievement problem(s) listed above.

The Ravenswood City School District will implement the following recommendations made by the District Site Leadership Team(DSLT): 1. Using grade level meetings and Professional Learning Teams (PLT) to make instructional decisions based on data specifically around ELL needs and best practices. 2. Establishing uniform procedures for ELD grouping, classroom set up, curriculum delivery, and management logistics for ELD block. 3. Using the ELD curriculum and ELD standards as a pathway to English language arts success. 4. Training ELD site coordinators on how to support classroom teachers with ELD best practices. 5. Providing new teachers, special education teachers, and paraprofessionals the necessary training on ELD curriculum and instructional strategies. 6. Develop a pacing schedule for the implementation of adopted ELD curriculum. Also, through the Categorical Programs Monitoring (CPM) process the district will: 1. Develop system to monitor progress of ELLs that have been in the program for five year or longer and are not meeting proficiency targets in the CST. 2. Provide research based intervention plans for long-term ELLs. The following are additional programs and strategies that the district will continue to research, develop and implement to target achievement in ELA and Math: 1. Continue to provide and expand Reading Recovery as an intervention for the elementary grades. 2. continue to provide teachers with training in Comprehensive Early Literacy Learning and Extended Literacy Learning (CELL and ExELL). 3. Continue to monitor, through observation and pacing schedules, the implementation of the Core programs in ELA and Math. 4. Provide research based instructional strategies to differentiate instruction with the goal of accelerating achievement for ELLs. 5. Continue to provide Literacy/EL Coaching support for staff on research based best practices for EL achievement.

Standard: G.1.a. Professional Development Includes Research-based Strategies to Improve EL Outcomes

Focus/Objective: Professional Development to Support ELLs - The District English Learners Self-Assessment (DELSSA) results revealed that professional development on differentiation of instruction, vocabulary development, pacing schedules, and interventions for ELLs are needed. In this area, the recommendation is to develop a district ELD committee to focus on ELD instruction, ELL needs, and program effectiveness.

Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
Professional Learning Teams (PLT): PLTs will meet on a regular basis to develop inquiry questions around ELLs and work collaboratively to implement effective strategies for ELLs. The following will be implemented: Develop PLT schedule for meetings, provide training for facilitators, collect meeting minutes, provide feedback and support to grade levels.	Marco Chavez Grade Level Teams (k-8), site administrators 08/16/2008 - 06/13/2009	\$0.00	No funding required
Pacing Schedule for ELD materials: Develop a pacing schedule for ELD curriculum. Provide professional development on the use of the ELD pacing schedule.	Marco Chavez Director of Academic Services, ELD Coordinator, Teachers, staff 08/01/2008 - 08/30/2008	\$0.00	NCLB: Title III, Limited English Proficient (LEP) Student Program: \$1,000.00
Explicit ELD instruction: Teachers, staff and administrators will be offered professional development on explicit ELD instruction, vocabulary development, PLTs, desagregating data by subgroups, and differentiating instruction.	Director of Academic Services, ELD Coordinator, Teachers, staff 08/01/2008 - 06/13/2009	\$0.00	NCLB: Title III, Limited English Proficient (LEP) Student Program: \$2,000.00
ELD Coordinator: English Language Development Coordinators will be hired to assist Directors, site administrators and	Director of Human Resources, Director of Multilingual Services, ELD Coordinator 08/01/2008 - 06/13/2009	\$0.00	NCLB: Title III, Limited English Proficient (LEP) Student

teachers with using standards-based instructional materials.			Program: \$88,336.00
Director of Multilingual Services: Director of Multilingual Services will be hired to assist Superintendent, site administrators, and teachers with using standards-based instructional materials and strategies.	Superintendent, Director of Human Resources, Assistant Superintendent 08/01/2008 - 06/13/2009	\$0.00	NCLB: Title III, Limited English Proficient (LEP) Student Program: \$65,676.00
SB472 and AB430 Training: 95% of the teacher that need SB472 training will receive training during summer sessions or during the academic school year. Currently 100% of our site administrators have completed or are in the process of completing the AB430 training.	Director of Professional Development, Site Administrators, Director of Human Resource 04/01/2008 - 06/30/2009	\$0.00	NCLB: Title II, Part A, Teacher Quality: \$25,000.00
Literacy Coaches: K-8: Provide coaching support for effective instruction of ELLs, analyzing data, modeling lessons, providing reflective feedback, facilitate collaboration with colleagues, planning, implementation of targeted instruction based on student's language proficiency level.	Director of Professional Development, Director of Multilingual Services, Coordinators, Literacy Coac 04/01/2008 - 06/30/2009	\$0.00	NCLB: Title I, Part B, Reading First Program: \$250,000.00
EL Achievement in Mathematics: A Math Intervention Program Manager will be hired to assist Directors, site administrators and teachers using standards based instructional materials as well as providing professional development on math vocabulary development and the implementation of intervention programs for ELs.	Marco Chavez Director of Multilingual Services, Director of Academic Services, ELD Coordinator, Teachers, staff 08/01/2008 - 06/13/2009	\$0.00	Other: \$75,400.00

Standard: B.1.c. All English Learners have Access to Appropriate English Language Development Instruction

Focus/Objective: **Explicit ELD Instruction** - The DELSSA results show that processes for explicit ELD instruction and grouping of ELLs by English development levels should be standardized across the district. Students with Individual Education Plans and/or Behavior intervention Plans are fully included in general education classrooms throughout the day with appropriate supports.

Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
Instructional Time: Using the Walk'bout tool with the Best Practices for English Learners as the observation objective, principals and central office administrators will Develop a system to monitor standardized ELD instructional block of 30-45 minutes across the district.	ELD Coordinator, Director of Multilingual 01/04/2008 - 06/13/2008 By June 9, 2008 the District's Professional Development Committee will develop a calendar for 2008-2009 Walkthroughs.	\$0.00	No funding required
Differentiated Instruction for ELD: ELLs will be regrouped by English level using CELDT and local assessment data. No more than two English levels, when possible, will be grouped during ELD instructional time.	ELD Coordinator, site administrators, teachers 01/04/2008 - 06/13/2008	\$0.00	No funding required
Professional Development: Teachers and administrators will be	ELD Coordinator, Director of Academic	\$0.00	NCLB: Title III, Limited English

offered professional development on explicit ELD, vocabulary development, PLT, desagregating of data by subgroups, and differentiating instruction.	Services, site administrators, teachers 08/01/2008 - 06/13/2008		Proficient (LEP) Student Program: \$5,000.00
Intervention Program for ELD: The district will identify and adopt research-based intervention program for ELD.	ELD Coordinator, site administrators, teachers 08/01/2008 - 06/13/2009	\$0.00	NCLB: Title III, Limited English Proficient (LEP) Student Program: \$3,000.00
ELD Curriculum Training: Offer a two day training for staff in the use of Avenues, Santillana's Opening Doors, and High Point curricula and follow up support in the implementation of the curricula as needed.	Director of Professional Development, Director of Multilingual Services, Coordinators, Literacy Coac 08/15/2008 - 06/13/2009	\$0.00	NCLB: Title II, Part A, Teacher Quality: \$10,000.00
ELD Program Monitoring: Administrators and staff will conduct regular classroom walkthrough visits to ensure implementation of ELL programs.	Site Administrators, Directors, Superintendents, Assitant Superintendent, Teachers 04/01/2008 - 06/13/2009	\$0.00	No funding required
Benchmark Assessment Data Monitoring: Principals schedule data review and monitoring meetings every six to eight weeks with grade level teams. District Leadership Team schedules data review and monitoring meetings with site administrators. Goals are set at these meetings for subgroups including ELLs.	Site Administrators, Directors, Superintendents, Assitant Superintendent, Teachers 04/01/2008 - 06/13/2009	\$0.00	NCLB: Title II, Part A, Teacher Quality: \$2,000.00

Standard: F.1.c. LEA Provides Data Systems and Support to Improve Instruction for ELs

Focus/Objective: Developing an ELD Committee - Upon analyzing the DELSSA results, it became evident that the development of an ELD committee to focus on ELD instructional programs, assessments, and the monitoring of student progress is needed. Also, data from the DAS indicate a high need for building teacher capacity in the use of Edusoft, formative assessments, and data analysis.

Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
Developing an ELD Committee: The ELD committee will focus on the ELL instructional programs such as ELD instruction, assessments, data analysis, and the monitoring of student progress.	ELD Coordinator, site administrators, teachers 08/01/2008 - 06/13/2008	\$0.00	No funding required
Professional Development: Provide PD on data analysis, using data management systems such as Edusoft, differentiated instruction, assessments, and ELD.	ELD Coordinator, site administrators, teachers 03/03/2008 - 06/13/2008	\$0.00	NCLB: Title III, Limited English Proficient (LEP) Student Program: \$3,000.00
Monitoring Systems to Monitor Progress: ELD Benchmark Monitoring systems to identify progress of English Language Learners will continue to be investigated and updated as needed.	Director of Academic Services, Director of Multilingual Services, ELD Coordinator 08/01/2008 - 06/13/2009	\$0.00	NCLB: Title III, Limited English Proficient (LEP) Student Program: \$61,440.00
Data Analysis and Review: Review reports of data every six to eight weeks related to AMAO 1, 2,	Site Administrators, Directors, Superintendents, Assitant Superintendent, Teachers 08/15/2008	\$0.00	No funding required

and 3 to assist in monitoring ELL progress.		- 06/13/2009		
Standard: D.2.a. LEA Outreach Strategies Actively Involve Parents/Guardians of English Learners				
Focus/Objective: Parent and Community Involvement - The following were recommendations from the DSLT: 1. DELAC surveys for parents of ELLs regarding the importance of ELLs learning English. 2. Develop a Parent Involvement Committee to help increase parent participation across the district. 3. Provide and staff a Parent Resource Center at every school.				
Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source	
Developing Parent Involvement Committee: Organize a committee that meets regularly to identify the needs of the parents and community. In addition, this committee would be responsible for organizing parent functions across the district.	Parent Coordinator, ELD Coordinator 08/01/2008 - 06/13/2008	\$0.00	No funding required	
Develop Surveys and Analyze Data: Develop surveys to identify the needs of parents and community. Collect the surveys and analyze data to develop action plans for the district and individual schools.	Parent Involvement Coordinator, ELD Coordinator, site administrators, teachers 08/16/2008 - 06/13/2008	\$0.00	NCLB: Title III, Limited English Proficient (LEP) Student Program: \$1,000.00	
Standard: B.1.d. All English Learners have Access to Appropriate Reading/Language Arts Instruction				
Focus/Objective: Access to Appropriate Reading/Language Arts Instruction - Upon completion of the Williams Textbook audit and District Assistance Survey (DAS), it became evident that professional development and planning is needed for some teachers in the use of the adopted curriculum. The District Site Liaison Team (DSLTL) recommended strengthening the use of current system of monitoring core curriculum implementation. Coordination and planning in the use of the core curriculum and intervention materials is also a need. In addition, both DAS and DELSSA revealed the need for professional development in the implementation of core curriculum using research-based practices including SDAIE. Staff needs training on collaboratively planning and implementing accommodations and differentiation strategies in the general classroom setting for all students. Our current process of providing interventions needs to be restructured to reflect current research on Response to Intervention.				
Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source	
Align ELD Standards with ELA content standards: English Language Development standards will be aligned to English Language Arts content standards.	Director of Multilingual Services, Director of Academic Services, ELD Coordinator, Teachers, staff 08/01/2008 - 06/13/2009	\$0.00	No funding required	
Refine local assessments and accountability systems: Local assessments will be refined to ensure focus on the mastery of standards-based content. Standards will be assessed in every grade, every 6-8 weeks.	Director of Assessment, Assessment Coordinator, ELD Coordinator, Literacy Coordinator 08/01/2008 - 06/13/2009	\$0.00	NCLB: Title III, Limited English Proficient (LEP) Student Program: \$2,000.00	
Professional Development on Access to Core Content: The District will ensure that all students are given opportunity and access to the core curriculum and are provided the appropriate curricular accommodations. General education staff will be provided with training to address differentiation and enrichment activities, including English Language Development strategies. In addition, training will be offered to address the use of supplemental materials to support	Director of Multilingual Services, Director of Academic Services, ELD Coordinator, Teachers, staff 08/01/2008 - 06/13/2009	\$0.00	NCLB: Title III, Limited English Proficient (LEP) Student Program: \$2,000.00	

students with significantly discrepant performance in English Language Arts.			
Intervention Program for ELA and ELD: The District will identify and adopt research-based intervention programs for ELA and ELD. Specifically, look at effective intervention programs for our Below Basic and Far Below Basic ELLs in fifth grade.	Director of Multilingual Services, Director of Academic Services, ELD Coordinator, Teachers, staff 08/01/2008 - 06/13/2009	\$0.00	NCLB: Title III, Limited English Proficient (LEP) Student Program: \$4,463.00
Supplemental Materials: All textbooks and supplemental materials will be aligned with CA standards.	Director of Multilingual Services, ELD Coordinator, Principals 08/01/2008 - 06/13/2009	\$0.00	No funding required
Extended Learning Time: The District will provide extended day, Saturday school, and extended year programs to provide additional instruction for under performing and struggling readers.	Assistant Superintendent, Director of Multilingual Services, Director of Student Services, Principal 08/01/2008 - 08/30/2009	\$0.00	NCLB: Title III, Limited English Proficient (LEP) Student Program: \$4,000.00
Implementation of Core ELA Program: K-8: Continue to refine monitoring of the full implementation of the Core ELA programs K-8, utilizing the ELL resources and supplemental materials.	Site Administrators, Directors, Superintendents, Assitant Superintendent, Teachers 04/01/2008 - 06/13/2009	\$0.00	No funding required
SPED/ELL Service Review: Continue to monitor and ensure that the goals on the IEPs are linguistically appropriate to address the language proficiency needs of ELLs based on the individual student's dissability.	Site Administrators, Directors, Superintendents, Assitant Superintendent, Teachers 04/01/2008 - 06/30/2009	\$0.00	No funding required
Review ELA Program Placement: Ensure that ELLs in grades sixth through eighth receive appropriate assistance/instruction with academic vocabulary development, comprehension and writing.	04/01/2008 - 06/13/2009	\$0.00	No funding required
ELA Interventions: Interventions based on data analysis: K-1st - Reading Recovery interventions for decoding, fluency and comprehension for students that are Below Basic. 2nd-5th - Students that are Below Basic and Far Below Basic will participate in Guided Reading/Small Group Instrucion after school. 6th-8th - Students that are Below Basic and Far Below Basic will participate in Guided Reading/Small Group instruction before or asfter school. 3rd - 8th - Students that are long-term (more than 5 years) in our school system and have not reached Academic Proficiency will be recommended for small group intensive reading instruction after school. Summer Academy - Summer Academies will be developed to target specific student needs such as, but not	Site Administrators, Directors, Superintendents, Assitant Superintendent, Teachers 04/01/2008 - 08/01/2009	\$0.00	NCLB: Title I, Part A, Program Improvement District Supplemental Grants: \$50,000.00

limited to, ELD, ELA, Writing, Math.			
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