

TITLE III YEAR 4 ACTION PLAN EVALUATION CRITERIA

LEA: Farmersville Unified

Reviewed by County Lead (print name): Carmen Friesen (Tulare COE)

Review date: 1/15/09 Monitoring Date (April) _____ Adequate Progress Yes No

Revisions suggested: Yes No Monitoring Date (June) _____ Adequate Progress Yes No

Approval date: 1/30/09

<p>Name of LEA: <u>Farmersville Unified</u></p> <p>City: <u>Farmersville, California</u></p> <p>County District Code: <u>54-75325</u></p>	<p>Contact Person: <u>Helen Bauer</u></p> <p>Telephone: <u>(559) 592-2010</u></p> <p>E-Mail: <u>hbauer@farmersville.k12.ca.us</u></p>
<p>Number Enrolled: Title III Funding:</p> <p>EL \$ _____</p> <p>904</p> <p>% EL \$ _____</p> <p>39</p> <p>Immigrant Immigrant Funding:</p> <p>Total LEA \$ _____</p> <p>2297</p>	<p>Program Improvement: Yes <input type="checkbox"/> No <input type="checkbox"/> Yr: _____</p> <p>DAIT Pilot Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Did not meet in 2003-04: (check all that apply)</p> <p>AMAO 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Math</p> <p>Participation Rate: <input type="checkbox"/> ELA <input type="checkbox"/> Math</p>	<p>Did not meet in 2004-05: (check all that apply)</p> <p>AMAO 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Math</p> <p>Participation Rate: <input type="checkbox"/> ELA <input type="checkbox"/> Math</p>
<p>Did not meet in 2005-06: (check all that apply)</p> <p>AMAO 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Math</p> <p>Participation Rate: <input type="checkbox"/> ELA <input type="checkbox"/> Math</p>	<p>Did not meet in 2006-07: (check all that apply)</p> <p>AMAO 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Math</p> <p>Participation Rate: <input type="checkbox"/> ELA <input type="checkbox"/> Math</p>
<p>Results (tools):</p> <p><input checked="" type="checkbox"/> ELSSA Year 4 <input type="checkbox"/> ELSSA DAIT <input type="checkbox"/> ELSSA Attached</p> <p>EL-SLT (optional)</p> <p><input type="checkbox"/> Academic Program Survey (APS) (Title I)</p> <p><input type="checkbox"/> Least Restrictive Environment (LRE) (Title I)</p> <p><input type="checkbox"/> Other _____</p>	<p>Summary Comments:</p> <p>The district leadership team is to be commended for the time and effort it has expended in reviewing the ELSSA and other data in order to formulate a detailed plan.</p>

CRITERION #1: THE NEEDS ASSESSMENT IS COMPREHENSIVE.

Indicator	Adequate (check)	Needs Improvement (provide specific feedback)	Missing (provide specific feedback)
A. The Needs Assessment describes the findings from the CELDT, CST, CAHSEE, and other assessments.	<input checked="" type="checkbox"/>		
B. The data from the various assessments are analyzed correctly (e.g., using the ELSSA) and appropriate conclusions are drawn.	<input checked="" type="checkbox"/>		
C. The Needs Assessment includes strengths and weaknesses of the current Title I Addendum or Title III LEA IPA.	<input checked="" type="checkbox"/>		
D. Root causes of the identified problem(s) are described.	<input checked="" type="checkbox"/>		
E. A description of how root causes were verified is included and appropriate.	<input checked="" type="checkbox"/>		
F. Research-based solutions to the identified problems are proposed.	<input checked="" type="checkbox"/>		

ADDITIONAL COMMENTS: _____

CRITERION #2: THE ACTION PLAN IS FOCUSED.

Indicator	Adequate (check)	Needs Improvement (provide specific feedback)	Missing (provide specific feedback)
A. The Action Plan contains four or more Areas of Focus. (Three to five DAIT Standards/ TIII Areas of Focus for DAIT/TIII overlap LEAs.)	<input checked="" type="checkbox"/>		
B. Each priority Area of Focus is responsive to needs identified by the Needs Assessment.	<input checked="" type="checkbox"/>		
C. The actions for each objective are clearly related to the selected Title III Area of Focus	<input checked="" type="checkbox"/>		
D. The Action Plan, when implemented with fidelity, is likely to improve student achievement.	<input checked="" type="checkbox"/>		
E. The Action Plan will effect sustainable change across the district.	<input checked="" type="checkbox"/>		
F. Fiscal and human resources are aligned to support the Action Plan.	<input checked="" type="checkbox"/>		

ADDITIONAL COMMENTS: _____

CRITERION #3: THE ACTION STEPS WILL FULLY IMPLEMENT THE TITLE III FOCUS AREAS ASSOCIATED WITH EACH PRIORITY.

Indicator	Adequate (check)	Needs Improvement (provide specific feedback)	Missing (provide specific feedback)
A. The action steps for each priority Area of Focus are logically and sequentially integrated.	<input checked="" type="checkbox"/>		
B. Strategies identified in the action steps are observable and measurable.	<input checked="" type="checkbox"/>		
C. Each action step is written with enough detail to allow others to understand what needs to happen.	<input checked="" type="checkbox"/>		
D. Timelines are specific and reasonable.	<input checked="" type="checkbox"/>		
E. Persons responsible for implementing each action step are clearly identified and have the authority/capacity to do so.	<input checked="" type="checkbox"/>		
F. Sufficient resources from appropriate sources are allocated to support each action step.	<input checked="" type="checkbox"/>		

ADDITIONAL COMMENTS: _____

CRITERION #4: STRATEGIES ARE IN PLACE TO MONITOR AND MAKE ADJUSTMENTS TO THE ACTION PLAN.

Indicator	Adequate (check)	Needs Improvement (provide specific feedback)	Missing (provide specific feedback)
A. An individual at the LEA is identified as responsible for ensuring reports are submitted to monitor and update modification of curriculum*, program and method of instruction in the Action Plan. (Assurances page attached to plan.)	<input checked="" type="checkbox"/>		

** Modification of curriculum: Full implementation of the SBE-adopted and standards-aligned materials.*

ADDITIONAL COMMENTS: _____

SECTION 3: ASSURANCE PAGE

LEA Identification Information	
LEA Name <i>Farmersville USD</i>	CDS Code <i>54-75325</i>
LEA Representative Name <i>Helen ABAUER</i>	Title <i>Assistant Superintendent</i>

Action Plan Information			
Check AMAO(s) <u>failed</u> in 2004-05	<input type="checkbox"/> AMAO1	<input type="checkbox"/> AMAO 2	<input checked="" type="checkbox"/> AMAO 3 ELA <input type="checkbox"/> AMAO 3 Math
Check AMAO(s) <u>failed</u> in 2005-06	<input type="checkbox"/> AMAO1	<input type="checkbox"/> AMAO 2	<input checked="" type="checkbox"/> AMAO 3 ELA <input type="checkbox"/> AMAO 3 Math
Check AMAO(s) <u>failed</u> in 2006-07	<input checked="" type="checkbox"/> AMAO1	<input checked="" type="checkbox"/> AMAO 2	<input checked="" type="checkbox"/> AMAO 3 ELA <input type="checkbox"/> AMAO 3 Math
Check AMAO(s) <u>failed</u> in 2007-08	<input checked="" type="checkbox"/> AMAO1	<input checked="" type="checkbox"/> AMAO 2	<input checked="" type="checkbox"/> AMAO 3 ELA <input type="checkbox"/> AMAO 3 Math
Identify the programs that are targeted for improvement through this Action Plan. Mark the highest priority program to modify.		Identify the Instructional services/approaches or methods within the program that are targeted for improvement through this Action Plan.	
<input checked="" type="checkbox"/> Structured English Immersion		<input checked="" type="checkbox"/> ELD	
<input checked="" type="checkbox"/> English Language Mainstream		<input checked="" type="checkbox"/> SDAIE	
<input type="checkbox"/> Alternative Program		Primary Language Support	
		Primary Language Instruction	
Identify the curriculum areas that are targeted for improvement through this Action Plan			
<input checked="" type="checkbox"/> English Language Arts		Mathematics	
<input checked="" type="checkbox"/> English Language Development			

ASSURANCE

The LEA assures that it has notified all parents of EL students in the LEA of the LEA's improvement status based on Title III AMAOs.

Local Board of Education Action

The local governing board of Farmersville U.S.D. (LEA name) has authorized Helen A. Bauer (person's name) to represent the LEA in monthly communication with the COE lead and to act as the LEA Representative in filing the Title III Year 4 Action Plan. The LEA representative will ensure that the LEA maintains compliance with the appropriate Federal statutes, regulations, and state procedures currently in effect and will act as the responsible authority in all matters relating to the administration and implementation of this Action Plan.

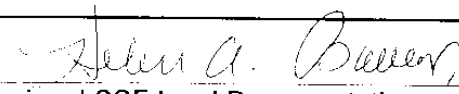
The signature of the President of the local governing board, or LEA Superintendent, authorizes the above named person as the contact person for all matters regarding the development of and implementation of the NCLB requirements to modify curriculum, program, and method of instruction, as needed to assure the LEA's successful achievement of all AMAO targets in the future.

Signature:  Date: NOV 18 2008

LEA Representative:

I, Helen A. BAUER (person's name) hereby submit this Assurance page with necessary information and signatures and agree to its contents.

Signature of LEA Representative

 November 3, 2008

Date

Regional COE Lead Representative:

I, _____, (person's name) as the representative of the _____ (COE), do hereby certify that the LEA has gone through the Title III Inquiry Process, made a good faith effort to analyze all relevant district and school data, and built their Action Plan based on these efforts. The Action Plan (online) for this LEA satisfactorily meets all essential program quality indicators found in the Title III Year 4 Action Plan Evaluation Criteria document.

Signature of Regional COE Representative

Date



Farmersville Unified School District
571 East Citrus, Farmersville, 93223, CA

English Language Arts (ELA) Intervention Plan for Struggling Learners
Must be in Place by November 1 of each year
(SST forms may be attached)

Academic Year: _____ English Learner: _____ Date entered USS schools: _____ R-FEP date: _____

Student Name: _____ Grade/School: _____ Teacher: _____

CST-ELA results/date/grade: _____

CELDT - date/grade: _____ Overall: _____ Speaking: _____ Reading: _____ Writing: _____

Most recent ELA/CAHSEE results/date/status: _____

Most recent benchmark ELA and ELD tests: _____

Benchmark Group: Is this student on grade level i.e. making good progress toward standards but may be experiencing temporary/minor difficulties/explain:

To be completed for strategic and intensive learners:

Strategic: student is slightly below grade level (Basic on CSTs/ "C"s in English): _____

Intensive: student is far below grade level -Below Basic or Far Below Basic on CSTs/"D-F"s in English: _____

Describe the systematic intervention program including goal(s) planned for this student:

Intervention progress as of January 31:

Intervention progress as of May 31 including whether goal(s) was (were) met:

Recommendation for following academic year:

End of year Teacher signature & date

End of year Principal signature & date

Title III Year 4: Needs Assessment Farmersville U.S.D.

ELSSA

37% or 40/107 of this cohort is meeting ELA standards. However the most success is from the 2nd through fifth grades. 51% or 32/62 2nd through 5th graders met standards whereas only 17% or 8/46 sixth through eighth graders met standards. From sixth grade on, our ELs have a much poorer success rate at attaining the ELA standards.

6.b 70% or 61/87 of this cohort is meeting MATH standards. However the most success is from the 2nd through fifth grades. 70% or 61/87 2nd through 5th graders met standards whereas only 32% or 8/25 sixth through seventh graders met standards. From sixth grade on, our ELs have a much poorer success rate at attaining the MATH standards than the earlier grades. However, overall, our EL success rate is higher in math than in ELA.

7.a. 8% or 24/292 of this cohort of Intermediate CELDT Els is meeting ELA standards. However, the most success is from the 2nd through fifth grades where 23/209 or 11% met standards. The least success is from the sixth and seventh grades where 1/83 or 1% met standards.

8 a. Our R-FEP students are our strongest students in the district and this data confirms this. The disparity of poorer results in the junior high grades that we see among the general EL population is NOT as great among the R-FEPs. The percentage of R-FEPs in the BB and FBB categories is half that of the EL intermediates. It is gratifying to see 46% of this cohort meeting ELA standards!

8.b. Our R-FEP students in grades 4-7 scored higher in Math than in ELA. 61% of the R-FEPs attained proficient and advanced. Again, our R-FEP students show the strongest academic skills of any other cohorts.

9.a. The initial passing rate in math is 42% or double than that of ELA which is 19%. The proficient level is also twice as much in math, 9%, than it is in ELA, 5%. The optimal number of years in the district for ELA passage appears to be 0 to 2 years. Curiously the optimal number of years in the district for math passage appears to be 6 to 8 years with 0 to 5 closely behind. Those students with 9+ years in the district displayed the worst record in math, 15%.

10. The initial CAHSEE passing rate in math among the R-FEPs is 79% and in ELA is 82%. Hence R-FEPs are doing extremely well in comparison to Els. The Math CAHSEE passing rate for R-FEPs is double that of ELs; the ELA CAHSEE passing rate for R-FEPs is quadruple that of ELs.

Edit Title III Needs Assessment-Complete the needs assessment and base your plan on the findings.

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.*

Hester: Both AMAO 1 and 2 have been met. Each year approximately 70% of the incoming kinder are English Learners. They require a great deal of interactive language in order to catch up quickly.

Snowden: EL students are not meeting AMAO I or II. Furthermore only 16% of the ELs met the ELA CST standards whereas 25% of EOs and FEPs met standards. 33% of EL students made math standards and 45% of the EOs and FEPs made math standards. The API goal was met.

Freedom: The ELs are consistently missing the ELA goal on the CST exams. They are meeting their math goals. However, Freedom was the only school in the district who met the AYP goal. A discrepancy on the CELDT tests between the written and oral portions has been identified.

Jr. High: EL students in the 6th – 8th grades who are at the *English Proficient level on the CELDT* are demonstrating low levels on ELA CSTs. 30% of the 6th graders, 40% of the 7th graders, and 29% of the 8th graders scored Below Basic and Far Below Basic in ELA (33% on average across the three grades) . Below Basic and Far Below Basic Math results were 40% (4/10); 46% (7/15); 19% (4/21) (35% on average across the three grades).

When analyzing results of those at the *CELDT Intermediate levels*, the results are similar: ELA- 6th- 62% (23/37); 7th -76% (16/21); 8th- 80% (20/25) (72% on average across the three grades). Math- 6th-47% (17/36); 7th-62% (13/21); and 8th – 60% (15/25) (56% on average across the three grades).

Reading and Writing levels at 6th, 7th, and 8th grades are not commensurate with the speaking and listening results.

Correct placement of EL students in intervention classes continues to need refinement. Students are placed in an intervention class because of their assessment data. However, sometimes poor ELA results are due to lack of motivation as opposed to lack of ability. Hence each student’s intervention placement needs to be looked at carefully by teachers who know the students.

Teachers discuss student concerns among themselves, at staff meetings, and in SST meetings, about the lack of motivation for many students. Student attitude among some who are failing academics or who are experiencing severe behavioral problems is reported to be one of, “Who cares? Why do I gotta learn this anyway....?” School culture including the arts, music, and sports is a known positive of a student school day. However, many of our students have no day time opportunity for electives because of the increases time for academics. The problem

High School: This downward trend continues at the high school level. EL students in 9th – 11th grades who are at the *English Proficient level on the CELDT* are demonstrating extremely low levels on the ELA CSTs. 47% of the 9th graders, 83% of the 10th graders, and 77% of the 11th graders scored Below Basic and Far

Below Basic in ELA (69% on average) . Math results were 57%, (12/21) 86% (1315) and 88% (7/8) respectively (77% on average).

When analyzing results of those at the *CELDT Intermediate levels*, the results are similar: ELA- 9th- 80% (12/15); 10th -83% (15/18) (88% on average); 11th- 100% (12/12). Math- 9th-86% (13/15); 10th-85% (11/13); and 11th – 100% (7/7) (90% on average).

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

Hester and Snowden: The LEA Plan called for a systematic ELD program. *Avenues*, by Hampton Brown, has been successfully implemented at both sites for 30 – 45 minutes a day. The LEA Plan did not address the issue of intervention at Snowden. The elimination of class size reduction in grades K and 3 was identified as a hindrance. As of 2007-08, class size reduction has been reinstated in grades K and 3. Software program *LEXIA*, as cited in the previous Title III Plan continues to be used for all grade 2-3 students, including ELs who need extra support. At Hester, also as cited in the previous Title III Plan, the software program *Earobics* is being used to provide extra support for struggling K-1 students including ELs.

Freedom: Freedom successfully implemented *High Point* for all students. ELs are receiving 45 minutes of ELD everyday. English Only (EO) students receive High Point and/or other resources for additional ELA support or extension.

Jr. High and High Schools: The LEA Plan addressed the issue of poor math performance and the need and subsequent plan for additional intervention classes. Large class size was also identified as a hindrance. The lack of year round ELD at the High School level was addressed and corrected once the block schedule was eliminated. **High Point ELD** has been implemented at both the junior and senior high schools. **High Point Intervention** has been implemented at the junior high.

Overall: One hundred percent (100%) of FUSD teachers hold an appropriate English Learner authorization. All sites, with the exception of the continuation school, maintain minimally 95% attendance rate. QEIA including class size reduction in grades K-8 has been implemented. The need for ELD benchmarks was cited in the previous plan. High School ELD benchmarks have been in place for two years. ELD Benchmarks are now in place and being refined in grades K-8. As part of the AGB process, ELD benchmark results are reported to the School Board three times a year. High School benchmarks, including those for ELD, will need to be added to the AGB process.

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. *

Hester K-1: More than 70% of our children come from second language homes. Parents have to be introduced to our school system so that they may understand our educational institutions in this country. Our goal is to include parents at all levels of their children's education enabling them to be their children's BEST first teachers, and to become part of the FUSD learning community. Parental support helps students succeed at school.

Snowden 2-3: For many years the staff did not understand the need to aggressively attack the issue of ELD and SDAIE at their grade level.

Freedom 4-5: English Learners need more skillfully constructed SDAIE classroom strategies throughout the day. Students take the oral part of the CELDT with instructional aides who may not know the students and may not have the same rapport the classroom teacher has with the students.

Jr. High 6-8: The major stumbling block has been to provide appropriate scheduling for students. Sixth graders need the more nurturing environment of self contained classes. ELD was not uniformly being provided. Lastly the issue of providing an hour of core math AND 30 minutes of intervention math has not been 100% successful.

High School: Farmersville High School was, until end of 2006, on a compressed 4 x 4 Block Schedule. This was believed to be a major contributor to the lack of success for all students especially for ELs because most academic classes were taught in one semester. The following year the scheduling was an alternating A-B eight period block which hindered the availability of intervention classes. The block scheduling frequently prevented students, including ELs, from having math in the freshman fall semester.

Consistent monitoring procedures for EL students, including appropriate scheduling and appropriate course identification needed refinement. A research based high school level reading program such as **EDGE by Hampton Brown**, needs to replace **High Point** which is used in grades four through eight.

Data that is collected is not being utilized collectively across the core content areas.

High School has consciously focused on benchmarks, best practices, Write Tools, staff collaboration, and EL-ELA strategies. The 2007 research based book **50 Content Area Strategies for Adolescent Literacy** was a focal study guide in 06-07 led by Assistant Superintendent and TCOE ELD specialist- C. Friesen. Per the site administration, one of the identified causes is effectively monitoring the implementation of the site's ongoing professional development.

Overall: Throughout our grades we must be more aggressive in selecting those ELs in need of additional support as well as providing the differentiated instruction as determined. Furthermore the continued monitoring of English Learner student progress must be in place and carried out more faithfully throughout all the grades.

3. IDENTIFY THE SOLUTION(S):

Describe the research-based solutions to solve the low achievement problem(s) listed above.

Six of the nine Marzano strategies as described *Classroom Instruction that Works* have been introduced in 07-08. The remaining two will be studied in 08-09. The AGB team walk through observation tool includes six of the strategies. Teachers will be asked to identify the Marzano strategies used in their lesson plans. Benchmarks for ELD, ELA, and math are in place K-12. The analysis procedures need to be improved.

Hester K-1: Continue with the successful **Family Reading Nights** where parents and students spend an hour with other students in their grade level and their teachers participating in hands on literacy and numeracy activities. Continue working with the area pre-schools so that parents and teachers understand the kindergarten standards.

Hester made their AMAO I and II goals. Because several of the kindergarten classes are predominantly populated with EL students, and several teachers are participating in professional development led by Carmen Friesen at TCOE, the site in November of 2008 has started deploying for ELD to give dominant Spanish speakers ample practice in using English in various settings.

Snowden 2-3: ELD schedules are being followed. Teachers will be asked to deploy for ELD beginning in fall 2009. Classroom teachers will be taught to administer the CELDT tests to their own students in order to increase ownership by the teachers and to create a less stressful/more positive atmosphere for the students.

At **Freedom Elementary** (gr 4-5) Classroom teachers will be taught to administer the CELDT tests to their own students in order to increase ownership by the teachers and to create a less stressful/more positive atmosphere for the students.

Jr. High 6-8: A new principal, with a stated and heartfelt goal of working to create the correct scheduling and environment for English Learners is now in place. Tulare County Office of Education math consultants are continuing a second year contract working with the math department to develop (this year is refinement) and effectively implement benchmarks. Teachers are being taught to analyze results and alter instructional practices to meet the needs of the students. We will continue with this support until no longer needed. Several days of ELA/ELD consultants from TCOE were contracted at the end of summer 2008 to help revamp the ELD program. **High Point** assessment support was purchased (including a day of training) and has been implemented using our **Edusoft** assessment tracking/analyzing system.

Administration needs to better organize and guide the placement of EL students prior to school starting in the fall. Data analysis also needs to be looked at in a more systematic manner at the end of each quarter. Continue monitoring EL progress of those 3-4-5's who are mainstreamed in departmentalized (7th-8th grades) English Language Arts.

High School: The block schedule, which effectively hindered not only ELD but all other academic classes, has been eliminated. Working for three years with the Office for Civil Rights at the High School provided needed support. The current principal, now in his second year at the High School is providing leadership and guidance to the staff and students.

Monitoring EL students is part of a comprehensive system that begins at the time of entry to FHS and continues through graduation. Reclassified students are now monitored appropriately for two years after their reclassification date. Teachers provide written feedback to students and counselors with the principal

overseeing the process. Els with CELDT scores of 3 or below are assigned an extra period of ELA intervention as well as after-school tutorials which are part of our ASSETS- 21st Century program.

All EL students are now appropriately placed in a math class based on the following data: CST scores, previous math grades, current math assessment at time of entry and teacher recommendation. All students are then placed in a one or two year algebra class based on the above mentioned data. These students receive instruction from the same teacher for the entire school year. They are regularly assessed and monitored utilizing departmental benchmark assessments. As of November 2008, all high school teachers have been asked to create seating charts identifying CELDT levels, CST levels, EL status, and RSP status for each period. Furthermore, each FHS teacher has been asked to identify 3 to 5 students scoring at the Basic or below on any portion of the previous year CST tests. The teachers have been directed to provide extra assistance and mentoring to these students for the rest of this year. The plan is to continue this in 09-10 making refinements where necessary.

All teachers are being training in the effective utilization of the Edusoft data collection and analysis software program. Additionally monthly staff development time is devoted to training all certificated staff on how to analyze student data, which in turn will drive the instruction.

High School will adopt a new, research based literacy intervention program in 2009-10 such as EDGE by Hampton Brown. Depending on 2009-2010 budget, high school administration is considering hiring a reading specialist/coach.

Overall: As per the 2007 CDE *Reading/Language Arts Framework* as a district we must be more systematic when identifying students in need of intervention. Furthermore, the monitoring process must be strictly enforced so that our students are not allowed to fail. A form has been developed to identify the strategic and intervention groups of learners. Principals, counselors, and teachers will be introduced to the form in 2008-09 and be expected to complete them for students in need.

The 2007 CDE *Reading/Language Arts Framework* has been purchased for all classroom and ELA/ELD teachers as well as for administrators. Sites will focus on their grade level standards, instructional practices, assessments and universal access. We continue to use the WestEd English Learner standards guide. All new teachers have received them and have reviewed them with colleagues and site administrators.

All teachers (within whatever budget and economic uncertainties are imposed in the coming months and year) will be expected to participate in the SB472 English Learner Professional Development training. Program Improvement sites will be targeted first.

Thinking Maps professional development (focusing on graphic organizers) will continue in 08-09. 7.25 hours of training was held in August of 2008. The following up 7.25 hours will occur January 12, 2009. The use of graphic organizers is one of the key research based elements identified by Marzano.

In 2009-10 professional development we will focus on English Learners. We will be partnering with TCOE Program Director, Dr. Guadalupe Solís to provide three days of training to our 140 certificated staff members. Teachers will use *Classroom Instruction that Works with English Language Learners* by Jane D. Hill and Kathleen M. Flynn which builds on the previously mentioned Marzano instructional strategies. As part of the focus each school site will be responsible for reading and applying the Marzano strategies~ *Building Background Knowledge for Academic Achievement-Research on What Works in Schools*. The author's DVD : *A Six-Step Process for Teaching Vocabulary* has been purchased for each site. Grade levels and departments will work to develop, apply, and monitor key vocabulary lists.

In 2007-2008 the District provided three early-out collaborative events. In 2008-2009, the District has put into place *five early out collaborative afternoons*.

In summary, FUSD solutions will be focused on four areas.

- First, full implementation of ELD standards, including time on task as well as monitoring will be achieved.
- Second, consistent and correct ELA and Math placement and interventions will be ensured. As part of this focus area, our assessment systems including the software which store results will be monitored and supported. We will continue our emphasis on revising benchmarks AND analyzing results to improve instruction. AGB walk-throughs, which demand rigorous instructional strategies and learning environments will continue and include the high schools.
- Third, we will continue our parenting activities which we feel are providing needed support and information to our families.
- Fourth, professional development will continue with an emphasis on providing effective teaching/learning strategies to enable all EL students to reach NCLB goals

Specific Actions	Person(s) Responsible	Timeline	Estimated Cost	Funding Source
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Title III Year 4 Action Plan

Action Plan for Farmersville Unified School District
Problem: Our English Learners are not meeting all required AMAO goals.
Cause: Teachers must understand and apply the most effective strategies available for our English Learners.
Title III Standard/Area of Focus: G.1.a Professional Development Includes Research-based Strategies to Improve EL Outcomes

Objective-Solution: Teachers will receive research based strategies with follow-up monitoring				
Specific Actions <i>Include descriptions</i>	Person(s) Responsible <i>Lead and those who will assist</i>	Timeline <i>Start Date, End Date; details about what needs to happen over time</i>	Estimated Cost	Funding Source
1. CELDT Training: Snowden & Freedom Teachers (grades 2-5) will receive professional development in the administering & analyzing results of the CELDT tests.	Site Principals with help of Assistant Superintendent; TCOE and CELDT-McGraw Hill	Freedom teachers will be trained in fall 2008; Snowden teachers will be trained in fall 2009	\$3,000	EIA-LEP
2. Thinking Maps Training: All K-12 teachers will receive two days training in <i>Thinking Maps</i> - which are one of the nine Marzano strategies in <i>Classroom Instruction that Works</i> .	Assistant Superintendent will arrange; site principals will monitor implementation including examining evidence of learning from student work	August 12, 2008; January 12, 2009 through 2009-2011	\$12,000	Title 1
3. R/ELA Framework 2007: All K-12 teachers will receive the 2007 CDE Reading /Language Arts Framework and time to read and discuss portions that are applicable and relevant to their teaching assignments and to their school's grade levels with the purpose of implementing the core curriculum and assuring universal access	Assistant Superintendent will purchase & distribute. Site principals will lead discussions	Winter 2009 when books arrive.	\$2,100	Title 1

Specific Actions	Person(s) Responsible	Timeline	Estimated Cost	Funding Source
4. Marzano's Classroom Instruction That Works: All K-12 teachers will continue implementing and discussing outcomes of Marzano's <i>Classroom Instruction that Works</i> during staff meetings and AGB walk-through debriefings	Site principals will monitor implementation including examining evidence of learning from student work	2008-09-10		
5. Marzano's Building Background Knowledge for Academic Achievement- Research on What Works in Schools in 2009-2010 will be the professional development topic for 2009-10. Presentations by EL specialist (retired CDE EL/ELA specialist) will occur in August 09 and January 10	Assistant Superintendent has purchased & will distribute. Site principals will lead discussions in conjunction	...with planned professional development from TCOE;	\$2,000 materials; \$2 - 3,000 for presenter contract	EIA-LEP & Title I
6. Marzano's A Six-Step Process for Teaching Vocabulary; grade levels and departments will develop vocabulary lists. Teachers will integrate new practices into lessons that benefit EL student achievement	Assistant Superintendent has purchased & will distribute. Site principals will lead discussions	2009-10	\$1,200	professional development funds ; EIA-LEP & Title I
7. SB472 ELPD- Math –ELA: Teachers will continue participating in SB472 training. Priority will go to PI schools. ELPD institutes will be offered those who have completed either math or language arts; ELPD will be provided for those who would not normally follow math or ELA SB472.	Assistant Superintendent and site principals will continue to coordinate specifics	2008-09-10 +	App \$500 per participant plus compensation of \$1000 if completed during non school day	SB 472 reimbursements; professional development funds; EIA-LEP
8. Support to Sites by Specialists: Provide ongoing instructional assistance and support for teachers by Reading Specialists (gr K-3) and ELA coach (GR 4-5) to aide SDAIE and ELD/ELA lessons.	Site principals will coordinate. Site specialists will keep a log of classroom demo lessons, observations, and consultations.	Ongoing		
District Policies Needed to Support These Actions: <input type="checkbox"/> yes <input type="checkbox"/> Policies Currently in Place: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>				

Specific Actions	Person(s) Responsible	Timeline	Estimated Cost	Funding Source
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Title III Year 4 Action Plan

Action Plan for Farmersville Unified School District
Problem: Parents need to be encouraged to be part of the solution
Cause: Many of our parents come from an educational system where parent involvement is/was not the expected
Title III Standard/Area of Focus: <i>D.2.a.LEA Outreach Strategies Actively Involve Parents/Guardians of English Learners</i>

Objective-Solution: Sites and District will <i>continue</i> with parent involvement activities.				
Specific Actions <i>Include descriptions</i>	Person(s) Responsible <i>Lead and who will assist</i>	Timeline <i>Start Date, End Date; what needs to happen over time</i>	Estimated Cost	Funding Source
1. Two Parent Involvement Activities Per Site Per Year: Each site will provide annually at least two parent involvement activities focusing on student achievement and well being i.e. family reading night, family history night, gang awareness, tips to homework success, understanding college requirement, etc.	Site administrators, grade level leaders, department chairs	Annual; parents will become involved in their children's school lives	\$500 per event	Title 1
2. Parenting classes: Parenting classes	Assistant Superintendent in conjunction with site administration	Annual; parents will learn skills to help children succeed	Coordinate with local social service agencies	Title 1
3. Pre-School Parent Involvement: Parent involvement with pre-school aged children to encourage healthy development and to provide early literacy skills; create job description and hire an Early Childhood Steps to School Success coordinator	Assistant Superintendent	2008-09+; 220 days/year; parents learn the importance of their role in the healthy development and early literacy skills of their pre school children	\$60,000 yearly	First Five + Save the Children Grant
4. Governance Councils: School Site Councils, English Learner Acquisition Committees, District English Language Acquisition Committee, and other parent committees (i.e. PAPA-Parents Actively Participating in Academics at F.H.S) will continue providing educational-academic, governance, and social well being information to parents	Assistant Superintendent; site administrators	2008-2009+; minimal five SSC/etc meetings per year	\$20- \$100 per event depending on number	Title 1
5. Parent Surveys: Parent surveys will provide feedback from parents to sites and FUSD School Board	Project Office; site administrators	Annual; parents need to understand that their voices are heard	\$1,000	Title 1
6. Success Celebrations: Minimum of two site events annually celebrating student success.	Site administrators	Parents learn that celebrating school success is important		
District Policies Needed to Support These Actions: <u>yes</u> Policies Currently in Place: Yes <u>x</u> No <u> </u>				

Specific Actions	Person(s) Responsible	Timeline	Estimated Cost	Funding Source
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*** Title III Year 4 Action Plan ***

Action Plan for Farmersville Unified School District
Problem: Three different software applications are used to record and display benchmark data. Various reports are generated and used.
Cause: Different programs track different information for different grade levels.
Title III Standard/Area of Focus: <i>F.1.c. LEA Provides Data System and Support to Improve Instruction for English Learners</i>

Objective-Solution: Coordinate benchmark exams with appropriate software programs. Ensure appropriate training in use of results.				
Specific Actions <i>Include descriptions</i>	Person(s) Responsible <i>Lead and those who will assist</i>	Timeline <i>Start Date, End Date; what needs to happen over time</i>	Estimated Cost	Funding Source
1. ELD Benchmark Assessments to be Stored in Edusoft: LEA will ensure that ELD benchmark assessments are stored on Edusoft at all sites. Training and training updates as needed will be provided.	Assistant Superintendent and site administrators	Snowden and Hester (grades K-3) will use Edusoft for scanning, storing results. Training from TCOE and/or publishers.	\$4.00 per year per child; Train-ing fees vary	EIA-LEP
2. Monitor All Benchmark Results: LEA will continue monitoring submission of benchmarks as well as site review of benchmark results in ELD, and core classes.	Assistant Superintendent; site administrators; department chairs and grade level leaders	Three times a year benchmark results will be reported to FUSD School Board.		
3. Demographics Reviewed for Accuracy: Demographic information is reviewed for accuracy in Aeries-Eagle (which is linked to Edusoft)	Assistant Superintendent and technology office.	ongoing		
4. ELSSA Review: ELSSA- English Learner Subgroup Self Assessment- Report will be created annually with results distributed and analyzed at each site.	Assistant Superintendent and site administrators	Fall of each year	\$1,000	EIA-LEP; Title 1
5. Analysis of Achievement Reports: Training on the analysis and interpretation of achievement monitoring reports will be available	Assistant Superintendent and site administrators	As needed typically in the fall		
District Policies Needed to Support These Actions: <u>no</u> Policies Currently in Place: Yes ___ No ___				

Specific Actions	Person(s) Responsible	Timeline	Estimated Cost	Funding Source
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Title III Year 4 Action Plan

Action Plan for Farmersville Unified School District
Problem: At some levels (notably K-1; 7-8; 9-12) English Learners are struggling in math
Cause: Language is a definite barrier for English Learners students beginning school (typically K-1); Language is again a barrier when the math curriculum becomes more dependent on sophisticated use of language (7-12).compared to learning basic math algorithms (2-4).
Title III Standard/Area of Focus: <i>B1e All English Learners have Access to Appropriate Mathematics Instruction</i>

Objective-Solution: Provide appropriate math scheduling and math interventions.				
Specific Actions <i>Include descriptions</i>	Person(s) Responsible <i>Lead and those who will assist</i>	Timeline <i>Start Date, End Date; what needs to happen over time</i>	Estimated Cost	Funding Source
1. Contract for TCOE Math Consultants: Continue providing TCOE math consultants at the junior high level until benchmarks have been appropriately refined and teachers appropriately trained to interpret results, identify and apply suitable interventions.	Assistant Superintendent and site administrators	2008-09	\$20,000 per year	Title 1
2. Jr. High Math Scheduling: Continue refining the junior high class schedule to ensure that all students have 60 minutes core math and 30 minutes intervention when needed	Site administrators and Chief Business Officer	ongoing		General fund; categorical funds where appropriate
3. Math Interventions at Grades K-3: At Hester (K-1) and Snowden (2-3) identify and provide interventions where needed. Work with after school ASES program to provide additional support.	Site administrators will routinely visit classroom to observe math instruction including universal access components.	ongoing		categorical funds where appropriate; ASES grant
4. Math Support in After School Program: Work with vendor to set up appropriate math/ELD software after school intervention for K-3 EL population.	Assistant Superintendent and Hester and Snowden administrators	2008-09+	\$10,000-\$15,000 per site.	

Specific Actions	Person(s) Responsible	Timeline	Estimated Cost	Funding Source
5. High School Math Interventions: Insure that high school aged ELs are appropriately identified and receiving math intervention.	Site administrators including after school ASSETs program personnel.	2008-09+	.	Categorical funds including ASSETs grant
6. Continue to monitor math classes to ensure that explicit direct instruction followed by guided and then independent practice occur; flexible grouping is in place; higher level thinking skills are used; differentiated strategies are applied depending on student needs; and checking for understanding is ongoing.	Site principal and AGB teams.	ongoing		
7. Teachers of math will attend math SB472 training commensurate to their grade and or course taught.	Site administrators.	Depending on availability and budget, 50% will be trained by end of 2009 and the remaining will be trained by end of 2010.	\$500 enrollment fee plus, approximately \$1,000 per teacher if they attend during non-school time.	SB472 reimbursements; Title 1 and/or EIA LEP funds.
District Policies Needed to Support These Actions: <u>yes</u> Policies Currently in Place: Yes <input checked="" type="checkbox"/> No ___				

Specific Actions	Person(s) Responsible	Timeline	Estimated Cost	Funding Source
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Title III Year 4 Action Plan

Action Plan for: Farmersville Unified School District
Problem: English Learners are not progressing at an appropriate rate and thus not meeting AMAO goals.
Cause: ELD scheduling, delivery, placement, and monitoring are not consistent across the K-12 grades.
Title III Standard/Area of Focus: <i>B.1.c. All English Learners have Access to Appropriate English Language Development Instruction</i>

Objective-Solution: Monitor ELD scheduling, delivery, placement, assessment, and student progress more carefully and intervene more quickly when necessary.				
Specific Actions <i>Include descriptions</i>	Person(s) Responsible <i>Lead and those who will assist</i>	Timeline <i>Start Date, End Date; what must happen over time</i>	Estimated Cost	Funding Source
1. ELD Deployment at Hester and Snowden: Set up ELD 40 minute per day deployment (i.e. by proficiency levels) at Hester and Snowden (K-3). (Freedom 4-5 has an ELD deployment model for two and a half years)	ALL K-12 site principals will lead teachers to analyze CELDT results when posted in Jan-Feb each year and to make class adjustments if necessary.	2008-2009 at Hester; 2009-2010 at Snowden		
2. ELD Benchmarking: Continue ELD benchmarking at all grade levels, minimally 3x a year for K-5 and 4x a year for 6-12, with routine data analysis discussed by ELD and ELA teachers with other core teachers involved as necessary.	Site principals and lead grade level teachers and department chairs. Established collaborative early out days would be a appropriate time for these sessions.	Ongoing		
3. Daily ELD Monitoring: Daily ELD monitoring to ensure that the curriculum is being followed including direct instruction, scaffolding, flexible grouping, higher level thinking including lots of student oral production and checking for understanding.	Site administrators <i>will meet monthly with their ELD staff</i> and AGB walk-through <i>teams will meet three times a year.</i>	Ongoing		
4. ELD Grades: ALL English Learners should receive ELD grade on report cards.	Site principals	No later than 2009-10.Jr. and Sr. High need to revise report card.		

Specific Actions	Person(s) Responsible	Timeline	Estimated Cost	Funding Source
<p>5. ELD in ELM ELA Classess: Teachers delivering 45 minute per day ELD as part of ELA (ELM students in grades 6-12) core will maintain an ELD standards' checklist to ensure that all ELD standards are covered.</p>	<p>Site principals. <i>Jr. High created these lists in summer 2008; High School will need to create check list by the end of 2008-09. Site administrators will monitor this process prior to each set of semester report cards being disseminated.</i></p>	<p>Ongoing</p>		
<p>6. Eagle Entry at End of Each Year: To aid in correct placement and avoid duplicating book levels in grades 4 and above, end of year ELD level/grade including book level, will be entered in Eagle. Students in grades K-3 will need to have end of year level/grade entered.</p>	<p>Site principals; department chairs; office staff; Assistant Superintendent. <i>The grades K-3 accommodations will be made by contractor and site tech represetative when the E-Assessment for Avenues has been purchased.</i></p>			
<p>7. High School to Adopt New ELD-Intervention Program: High School will adopt an ELD curriculum that is appropriate for 9th-12th graders (and is NOT used in the lower grades).</p>	<p>Site administration and ELA department chair. Materials to be selected before June 2009; ELD teachers will need to be trained during the summer of 2009.</p>			
<p>8. Monthly Monitoring: Site principals will meet with Assistant Superintend on a monthly basis to discuss ELD implementation, observations, appropriate reading interventions, and ongoing assessment results.</p>	<p>As part of monthly discussion, site principals will provide pacing calendars, assessment results, CAHSEE results, class lists, intervention assignments, and intervention forms (which must be completed by December 1)</p>			
<p style="text-align: center;">District Policies Needed to Support These Actions: <u>no</u> Policies Currently in Place: Yes___ No___</p>				

Specific Actions	Person(s) Responsible	Timeline	Estimated Cost	Funding Source
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Title III Year 4 Action Plan

Action Plan for: Farmersville Unified School District
Problem: English Learners are not progressing at an appropriate rate and thus not meeting AMAO goals.
Cause: ELA delivery, monitoring and intervention opportunities are not rigorous enough to allow for EL student success.
Title III Standard/Area of Focus: <i>B.1.d. All English Learners have Access to Appropriate Reading/ Language Arts Instruction</i>

Objective-Solution: Monitor ELA delivery, assessment, and student progress more carefully and intervene more quickly when necessary.				
Specific Actions <i>Include descriptions</i>	Person(s) Responsible <i>Lead and those who will assist</i>	Timeline <i>Start Date, End Date; what must happen over time</i>	Estimated Cost	Funding Source
1. <i>ELA Benchmark Tests to be Developed for Grades 6-12:</i> ELA Benchmark tests will be created at the high school level. Benchmark tests at the junior high level will be revised to meet a formative assessment format (originally it was set up as a summative assessment).	Site administrators and department chairs will review and set up testing schedules.	To be completed be ready for fall 2009.	\$3,000	Title 1 and EIA-LEP
2. <i>Every ELA teacher will strategically target some students:</i> Each ELA teacher will select 5 students, three of whom must be ELs, to provide extra intervention, support, and encouragement as needed.	Site administrators will work with staff to set up schedule to review results. Sites will decide if the target students remain the same all year or if new target students are selected each semester.	Begin January 2009		
3. <i>EL Intervention Plan and Documentation:</i> Any English Learner requiring intervention shall be identified and intervention detailed by December 1. Interventions will be appropriately designed, described and documented (see attached).	Assistant Superintendent, site administrators, specialists and counselors	Begin January 2009		
4. <i>EL Intervention Program:</i> English Learners in grades 4 and above who are two years or more behind (or Below Basic/Far Below Basic on CST-ELA) should receive instruction in a state- adopted intensive intervention program until they can successfully access the core curriculum with strategic support.	Assistant Superintendent, site administrators	ongoing		

Specific Actions	Person(s) Responsible	Timeline	Estimated Cost	Funding Source
<p>5. AGB Walk-Throughs at all Sites: AGB (Alternative Governance Board) will continue visiting all PI sites three times a year. High Schools will be included in the AGB walk-through process. The 28 strategies/activities/ include the Marzano strategies as well as other techniques studied at the high school level or that are part of SDAIE training to enable ELs universal access to core curriculum. (see attachment of AGB Observation Tool)</p>	<p>Assistant Superintendent, site administrators, and AGB team at K-8 level. Assistant Superintendent and high school principals will work with high school staff beginning in January 2009 to revise, if necessary, the AGB tool to meet the needs of 9-12 curriculum. FHS principal and designees will be invited to be part of the remaining 2008-09 walk-throughs at the 4-8 sites (Freedom and Jr. High) in preparation for 9-12 walk-throughs.</p>	<p>Begin January 2009</p>		
<p>6. ELA Textbook Adoption: K-8 sites will continue looking at the SBE adopted ELA and ELA intervention materials. Final adoption and purchase will take place in fall 2009 with implementation planned for fall 2010.</p>	<p>Assistant Superintendent, site administrators, department chairs, grade level leaders.</p>		<p>App. \$80 per student</p>	<p>IMRF</p>
<p>7. High School to adopt ELA Intervention/ELD Program. High School will adopt a high school centered ELD/ELA intervention program to replace High Point which is currently in place in grades 4-12. Appropriate training for teachers will follow.</p>	<p>Assistant Superintendent, site administrators, department chairs,</p>		<p>\$12,000 +/-</p>	<p>IMRF; Lottery;</p>
<p style="text-align: center;">District Policies Needed to Support These Actions: <u>no</u> Policies Currently in Place: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>				

Focus Students

"as if" Principle: acting "as if" things are going their way will cause their brain to react and the universe will swing their way!

E.L.D.

Michael

CELDT 3

Erick

CELDT 3

Abraham

CELDT 3

Academics:

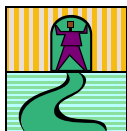
Josue

ILA 8

Janaya

ILA 8

- spark a conversation every day
- remind them that they are champions, they can do anything!
 - set targets often, test chat, give frequent feedback
 - give clear directions, check for understanding



Title III Year 4 Plan Implementation

As part of the monitoring process Assistant Superintendent H. Bauer will meet with each principal on a monthly basis to review ELD and Access to Core Curriculum progress, concerns, and events as outlined in the Title III Year 4 Plan submitted to TCOE & CDE in Jan. 2009

	Feb 2009	Signature	March 2009	Signature	April 2009	Signature	May 2009	Signature	June 2009	Signature
Hester										
Snowden										
Freedom										
Jr. High										
High School										
DCA										

Notes will be kept on file from all discussions as part of the T3Y4 Plan. The following list is from the Plan.

1. Principals will be expected to be familiar with TIII Y4 Plan including the ELSSA report.
2. Principals will be expected to bring ELD schedules to document daily instruction. This includes ELD delivery within mainstream ELA classrooms. Knowledge of ongoing EL placement will be discussed. Principal monitoring of ELD will be discussed.
3. ELD schedule and/or changes in 09-10 will be shared and discussed.
4. Appropriate intervention documentation and results will be shared and discussed. ALL ELA teachers need to be targeting 3 ELs for extra support.
5. Teaching strategies applied in all classrooms will be discussed based on principal and/or AGB observations.
6. Assessment documentation will be shared and discussed. This includes benchmarks for ELs in ELA, ELD, and Math.
7. Prof. Dev. will be discussed incl CELDT training, ELA frameworks, SB472, ELPD, Vocabulary, Marzano, etc.
8. Documentation and discussion on items unique to sites including:
 - a. Report card format at grades 6-12 to reflect ELD grades and Spanish language version.
 - b. AGB walk throughs at grades 9-12
 - c. ELD text adoption where necessary
9. Other EL concerns.



Memo

Helen A. Bauer
Assistant Superintendent of Curriculum/Projects
January 6, 2009

TO: E. Flores, L. Perez, R. Albay, J. Lucas, R. DeGraw, T.Keller, S. DeLosSantos, S. Cunningham, M. Amescua,

CC: J.Jones, C. Friesen, G. Solis

RE: Title III Year 4 Plan On-Line

CDE has required us to file our plan on-line. This has been done. You need to log on and print out the various copies. When I hear from Carmen Friesen at TCOE, who is overseeing our plans in Tulare County, I will let you know.

We are expected, with this plan, to change the way we are providing ACCESS to Core Curriculum to our English Learners. The most encompassing changes will be for deployment of ELD at Snowden (Hester started last month; Freedom has deployed for 2+ years) and beginning the planning for AGB walk throughs at the high school levels. The challenge of providing appropriate number of minutes and classes continues at the 7-12 levels continues. Benchmark assessment protocols will continue with some refinements. In one word the thrust will be on *monitoring* EL learning.

Thank you all for your input along the way.

Please read and chart your timeline of implementing and monitoring the changes.

1. www.cacompcenter.org/cs/t3y4/login
2. User name: your first initial followed by last name; use all lower case letters
3. Password; select "forgot user name or password". In a few minutes you will receive a numeric password which you may change.
4. Log on again and go to top green horizontal band and select *T III Pilot*
5. Scroll to bottom of left hand side WHITE column (though there are lots of informative website links to improving EL achievement results) and select *Farmersville Unified 08-09*
6. Select the blue oblong, rounded cornered, cell that says, *Report*
7. Print out the following three documents:
 - a. Overview
 - b. Action Plan Chart
 - c. Title II Action Plan Chart

**Farmersville High School:
Title III Year 4 LEA Needs Assessment**

1a. 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.

Response:

After a thorough analysis of the above mention assessments, it is apparent to the staff at Farmersville High School that the overall ELL population is not making overall annual progress in learning English and Mathematics. Furthermore, it is determined that the majority of ELL students who tested in the CELDT assessment are performing at the Intermediate level, while minor gains are being made at the Early Advance/Advance levels. It can also be determined that ELL students who have tested at the English Proficient levels of the CELDT assessment are scoring significantly lower than non-ELL students in the areas of ELA and Mathematics portions of the state administered CST.

1b. Describe the strengths and weaknesses in the implementation of the LEA's current Title III Year 2 Improvement Plan Addendum or Title I LEA Plan Addendum.

Response:

The major weakness to the district and site Title III Improvement Plan is getting all certificated staff to fully implement all of the research based strategies and best practices that have been shared over the past two-three years. This includes the usage of curriculum maps, Write Tools; delivering standards based instruction, utilization of benchmark assessments, the implementation and utilization of data to drive instruction, effective follow up and staff collaboration.

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 the root causes were verified.

Response:

- 1) Farmersville High School was previously on an Eight Period Block Schedule. This was believed to be a major contributor to the lack of success for all students. As a result, the block schedule has been eliminated.
- 2) Another contributing factor to the ELL student population struggles has been the lack of available intervention classes available to students during an eight period block schedule. Students were essentially enrolled in alternating classes every other day.
- 3) Lack of monitoring procedures for all ELL students.

- 4) The Math Department scheduling of students under the previous block schedule was ineffective. The majority of entering 9th grade students were enrolled in Algebra 1B at the beginning of the second semester, thus eliminating any math classes for students at the beginning of the school year.
- 5) Data that is collected is not being utilized collectively across the core content areas.
- 6) lack of research based reading program

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

Response:

- 1) Farmersville High School is now operating under a Traditional Seven Period Day. All students are now in “Year Round” classes and are scheduled with the same teacher for the entire school year. We believe that the consistency and every day instruction will assist our ELL student population.
- 2) All ELL students who have scored at the CELDT level 3 and below are assigned an extra period of ELA Intervention in addition to their regularly scheduled grade level class. In addition, students who are identified at the above mentioned achievement levels are also assigned after-school tutorial.
- 3) All ELL students are now a part of a comprehensive monitoring system that begins at the time of entry to Farmersville High School and continues through their four years of high school. This process also includes students that have been previously re-classified. There is an assurance that all ELL students are closely monitored and prescribed the appropriate interventions services in order to close the achievement gap.
- 4) All ELL students are now appropriately placed in their math classes based on the following data; CST scores, previous math grades, current math assessment at time of entry and teacher recommendation. All students are then placed in a one year algebra 1 class or a 2 year algebra 1 class based on the above mentioned data. These students receive instruction from the same teacher for the entire school year. They are regularly assessed and monitored utilizing departmental benchmark assessments.
- 5) All teachers are going through training on how to utilize the Edusoft software program. In addition, staff developments are being used to train all certificated staff on how to analyze student data, which in turn will drive the instruction.
- 6) Ongoing development of a research based literacy program for the entire school.
- 7) Consideration of hiring a reading specialist.

**Title III Year 4 LEA Needs Assessment
Junior High**

1. Identify the problems: Describe the challenge areas(s) for the LEA.
 - a.
 - English Learners are at the Intermediate Level (CELDT 3) for a long time. There is also a large group of CELDT 3 level students.
 - Growth in Reading/ Writing Domains is the lowest on CELDT.
 - Lack of motivation / Lack of Relevance
 - Difficulty of proper placement after school year begins.
 - b.
 - Strength: One hundred percent of our teachers hold an appropriate English Learner authorization.
 - Our attendance rate is on an average 95%.
 - Compared to last school year the school's Edusoft program is being used to assist teachers in data analysis to drive instruction.
 - Weaknesses: ELD benchmarks were not in place but teachers did assess students. This year 08-09 the school has developed an ELD benchmark for all E.L. students.
 - There were only two teachers conducting High Point compared to six teachers this 08-09 school year.

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 the root causes were verified.
 - Ineffective use of data. Not all domains analyzed. Need to look at data in more detail
 - Different social skills versus academic skills when becoming proficient in language.
 - What can we do to make assessment relevant?
 - More teacher input/criteria for placement.

3. Identify the solution(s): Describe the research-based solutions chosen specifically to solve the achievement problem(s) identified above.
 - Develop placement procedures in May prior to year ending.
 - More periods in the day. Going from a seven (7) period day to an eight (8) period day.