

PI Year 3+ End-of-Year Evidence of Progress
September 2013
LEA: Monson-Sultana Jt. Union Elementary School District (MSJUESD)
54:72009

Submitted by Roy Woods, Superintendent/Principal

1. Of the goals and strategies outlined in your revised LEA Plan, identify three priorities your district is currently focusing on:

Priority 1: The district's primary priority during the 2012-13 school-year is implementing English Language Arts and mathematics interventions for students scoring Far Below Basic and Below Basic on the California Standards Test (CST).

Priority 2: Another priority of the district is to provide certificated staff with ongoing professional development and coaching in RLA/ELD and math core and intervention best practices.

Priority 3: A third priority of the district is the development of systems of Response to Instruction and Intervention (RtI²) in order to meet the instructional needs of all students in ELA and math.

2. Briefly describe recent progress that has been made in implementing the plan's strategies in these three priority areas.

A. Based upon the Academic Program Survey completed in the fall of 2012, the lowest level of implementation for any area was providing intensive and strategic interventions for struggling students. Nearly 60% of students scored below basic or below in ELA, with 50% of students doing so in math. The district contracted with the Tulare County Office of Education (TCOE) to provide external assistance and embedded support to the district. After surveying staff and analyzing student achievement data, TCOE assisted the district in preparing 48 high-leverage actions steps organized around the District Assistance Survey (DAS). The following is a summary of progress made on these 48 action steps to date:

- In the fall of 2012, the principal, RSP teacher and 8th grade Algebra teacher began researching math intervention programs that utilized research-based strategies for improving achievement with struggling students.
- Two technology-based programs, iXL and ALEKS were chosen as the Strategic and Intensive math intervention programs and the team visited schools that were already utilizing the programs to determine how to best implement them at MSJUESD.
- Staff development on the iXL and ALEKS programs were provided to teachers and technology personnel in October of 2012 in preparation of implementation of the programs.
- By November of 2012, all classrooms K-8 began use of the iXL program with struggling students (strategic intervention) for a minimum of 120 minutes per week.

- By January of 2013, all 8th grade Algebra students and all other students in grades 3-8 scoring Far Below basic on the CST began receiving pull-out Intensive intervention services from the RSP teacher. These services were in addition to the 60 minutes of core math and 120 minutes of strategic intervention.
 - The principal assigned the RSP teacher to research an ELA intensive intervention program that would be implanted by January 2014. The Read naturally program was selected and materials have been purchased.
 - Despite both intervention programs being operational for less than one-half of the school year prior to CST testing, a review of student progress in mathematics demonstrate a school-wide gain of nearly 9% in the percentage of students scoring proficient or advanced in math on the 2013 CST.
- B. Priority 2 focused on establishing a process for ensuring that 100% of all teachers receive a minimum of 40 hours of training in math, ELA, and ELD. The APS also indicated the need to continue to train teachers on the California Common Core State Standards (CCCSS). The district sent teachers to CCSS phase I and phase II training in ELA and math off-site at TCOE throughout the 2012-13 school year. All but one teacher completed phase II training prior to the end of the year (94% of the staff), meeting or exceeding the 40 hour requirement in ELA and math. The following activities describe how the district continues to implement on this Professional Development Plan:
- The district contracted with TCOE to provide 20 professional development and coaching days to the certificated staff (12 days for ELA/ELD, 8 days for math). Content specialists will provide grade-span specific demonstration lessons which all teachers will observe, then receive P/D and coaching on during a 2.5 hour session after school.
 - The district will conduct a 40 hour ELA, math, and technology planning and implementation “Boot Camp” for teachers the week following the end of the 2013-14 school year with TCOE content specialists providing all Professional Development. Training will be broken up into 16 hours of ELA/ELD, 16 hours of math, and 8 hours of technology.
 - Teachers will continue to attend content specific CCCSS training through TCOE throughout the year.
- C. With so much of the district’s resources focused on providing struggling students with strategic and intensive intervention, the development of systems of Response to Instruction and Intervention (RtI²) in order to meet the instructional needs of all students is essential. In the fall of 2011 the district provided training in how to implement RtI² and ensure that students receive effective and timely instruction and intervention. These actions include:
- Training for all staff in the foundational principals of the RtI² culture such as “All students can learn”.
 - Effective use of collaboration time to use assessment results to determine interventions and drive instructional decisions.
 - Implemented strategies for establishing Professional Learning Communities focused on utilizing student data to drive instruction.
 - Utilized an analysis of state and local assessment data to plan professional development for specific grade-levels in areas of identified need.

3. Briefly describe the local assessment data and other evidence the LEA used to determine progress in these priority areas.

- A. The district's primary priority was implementing Strategic and Intensive interventions for students scoring FBB and BB on the CST. In reviewing the results of the 2013 CST, the following was noted:

	2012 CST	2013 CST	+ / - Difference
Number of Students Scoring Far Below or Below Basic in ELA	77	49	-28 (-37%)
Number of Students Scoring Far Below or Below Basic in Math	56	36	-20 (-36%)

In reviewing the disaggregated data for English Learners and socio-economically disadvantaged students, the majority of the students who exited the FBB and BB proficiency bands came from these 2 sub-groups.

- B. The focus of priority 2 was on providing staff with 40 hours of training in math, ELA and ELD. Through the end of the 2012-13 school year, MSJUESD teachers completed 479 hours of training in math and 305 hours of training in ELA/ELD. More than half of all teachers have more than 30 hours of math training and 5 have exceeded the 40 hour requirement.

Since the first strategic and intensive interventions implemented in 2012-13 were in math, the decision was made to focus staff development in that area. As demonstrated in 3A above, student achievement in math increased significantly with the focus of resources on providing staff and students with intervention programs and targeted staff development.

- C. Priority 3 focused on implementing RtI² strategies. Moving the culture and climate of the district more toward the PLC model of believing that every student can learn had a direct impact on student achievement in 2012-13. Focusing on students who were struggling resulted in the District meeting Annual Measurable Academic Objectives (AMAO's) in 17 out of 17 areas, resulting in Safe harbor status. With a focus on utilizing state and local benchmark data to drive instructional decisions during the year, students were provided with timely and targeted interventions on the specific standards with which they were struggling. Grade-level collaboration sessions focused more on improving student achievement rather than organizational issues.

2012 CST IMPROVEMENT RESULTS AS PRESENTED TO THE BOARD OF TRUSTEES ON SEPTEMBER 3, 2013

In April of 2012, all students in grades two through eight were given the CST. Results indicated the following:

1. As indicated below, all significant subgroups demonstrated increases of 5-10% in ELA.
 - The percentage of all students who scored PROFICIENT or ADVANCED increased from 42.7% to 47.7%.
 - English Learners scoring PROFICIENT or ADVANCED increased from 31.8% to 39.6%.
 - Hispanic students scoring PROFICIENT or ADVANCED increased from 41.8% to 46.4%.
 - White students scoring PROFICIENT or ADVANCED increased from 46.7% to 57.7%.
2. As indicated below, all significant subgroups demonstrated increases of 5-28% in math.
 - The percentage of all students who scored PROFICIENT or ADVANCED increased from 50.9% to 58.2%.
 - English Learners scoring PROFICIENT or ADVANCED increased from 45.5% to 58.2%.
 - Hispanic students scoring PROFICIENT or ADVANCED increased from 52% to 57.3%.
 - White students scoring PROFICIENT or ADVANCED increased from 36.7% to 65.4%.
3. The district met 17 of 17 AMAO's earning Safe Harbor status for the second time in the past three years.
4. The district's Academic Performance Index (API) increased 22 points from 765 to 787. The school's API rose 21 points to 786. Over the past three years, the school's API has increased by 62 points. The school's API from 2003 -2013 is represented in the graph below.

