

## Schoolwide Title I Planning and Implementation

The Marysville Joint Unified School District (MJUSD) has devoted a multitude of resources to generate high levels of academic achievement in core areas for all students, especially those who are not demonstrating proficiency in meeting the federal and state academic content and achievement standards. As a program improvement district, we continue to review our policies and procedures to strengthen instructional strategies, provide high quality and ongoing professional development, attract highly qualified teachers, and increase parental involvement. District-wide and site-level efforts have included teachers in decisions about the use of academic assessment information for the purpose of improving student achievement. Categorical resources have been directed to provide effective, timely, and additional assistance for students who have difficulty mastering the standards at proficient and advanced levels.

In conjunction with the Sacramento County Office of Education (SCOE), the district continues to analyze student data and identify strategies to strengthen the educational program by focusing time, energy, and funding on improving the achievement of our low-performing students. A District Support Team has been assembled to provide support and data for all staff so they can continue to focus instruction in the areas of need. The District Support Team is comprised of the Superintendent, Executive Director of Educational Services, Director of Pupil Services, Director of Child Development, Director of Categorical Programs, Coordinator of Attendance and Discipline, Coordinator of K-12 Educational Programs, and Coordinator of Success Through After-school Recreation and Studies (STARS).

The district continues to work closely with the SCOE to help provide teacher and administrator training in the area of English language arts, English language development, and mathematics. Through our relationship, we continue to train in curricular needs as well as data analysis. Coaching is provided for teachers to support high quality instruction.

The administrative team is focusing on strength-based leadership. Working with the Youth Development Network, the Gallup StrengthFinder program revealed specific strategies for school administrators to lead with their top five strengths and plot the strengths of their site-level team based on their four domains of leadership. Research shows the most effective leaders are always investing in strengths. In the workplace when an organization's leadership fails to focus on individual's strengths, the odds of an employee being engaged are dismal 1 in 11 (9%). But when an organization's leadership focuses on the strengths of its employees, the odds soar to almost 3 in 4 (73%). When leaders focus on and invest in their employees' strengths, the odds of each person being engaged goes up eightfold. Strength-based leadership development will continue with Target Success.

Link the above engagement statistics to the classroom and it is easy to see an exponential increase in student achievement when teachers are coached on teaching to their strengths. A few sites have commissioned the Youth Development Network to work with their teaching staff on strategies outlined in Teach with Your Strengths: How Great Teachers Inspire their Students to draw a correlation between strength-based teaching and student achievement.

During the 2011-12 school year, district and site administrators engaged with Education for the Future supported by CSU Chico. Education for the Future supports systemic change in schools and districts for increased student learning. School and district portfolios help continuously improve learning organizations by focusing efforts on using data to answer the following questions: Where are you now? Where do you want to be? How did you get to where you are? How are you going to get to where you want to be? Is what you are doing making a difference? Site leadership was coached through the process of organizing, analyzing, presenting, and maintaining demographics, perceptions, student learning, and student processes to facilitate the process. Select schools in the district have extended their contract with Education for the Future to continue their work into the 2012-13 school year.

High quality and ongoing professional development in core academic areas, English learner teaching methods, student engagement strategies, high quality first instruction, Response to Intervention and Instruction, differentiated instruction, professional learning communities, and the integration of technology to support learning and specific student needs continue to be a focus of the district. The MJUSD continues to support professional development tied to data analysis. Assessment of students' academic needs must lead to subsequent adjustment of teaching strategies to meet the needs on a timely basis.

Standards-based benchmark assessments in ELA and mathematics are given every 12 weeks for K-1, six weeks for grades 2-8 (including Algebra), and every nine weeks for grades 9-12. Teachers are encouraged and professional development supports the use of Edusoft to assist in analyzing district benchmarks and teacher-created standards-based assessments. Professional development also supports teachers in using this data to immediately provide intervention strategies based on student need. Site budgets reflect the academic needs to provide all students with high quality instruction to reach proficiency in all grade-level standards with a pinpoint focus on English language arts and mathematics. Categorical resources are directed to providing complimentary learning aids and interventions for educationally disadvantaged students according to schools goals and executed through the single plan for student achievement that has been developed in conjunction with stakeholders and approved by the Site Council.

Academic growth of student subgroups continues to be monitored at both the site and district level. Scientifically based research strategies are a cornerstone of strengthening the core academic program in schools. Intensive intervention classes are provided and monitored to ensure that grade level standards are scaffold based on student academic needs and student acquisition levels to accelerate proficiency in all core classes.

All English learners receive a systematic, regular, and explicit English Language Development program based on ELD standards as the core and as a structure to build toward attaining ELA grade level standards. An EL Leadership Team consisting of principals whose sites are in Program Improvement and the Educational Services Department is working with a consultant from SCOE to delve into effective instructional strategies to reach EL students at all educational levels. Sites have the ability to identify goals that support the implementation of tailored supplemental EL strategies thorough their categorical allocations dedicated specifically to English learners.

The district has assembled a task team consisting of teachers, site administration, and district administration to delve into the unusual pattern of achievement for the Students with Disabilities subgroup.

Teaching and learning needs are continually redefined and restructured based on data. Consistent and aligned use of state adopted K-8 and board approved 9-12 curriculum and pacing guides at all grade levels with systematic interventions for students not proficient with grade-level standards is the standard. Data driven planning and decision making based on individual student needs is paramount in structured teacher planning time that occurs throughout the district to adapt instruction.

The district and sites continue to evaluate programs using a variety of tools such as the District Assistance Survey, Academic Program Survey, Education Benefit Process, analysis of API, APY, and local assessments. Parents, students, and staff are also surveyed to provide insight on strengths, challenges, and implications related to demographics, perceptions, student learning, and school processes that will be woven into the district vision and mission development.

The MJUSD Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement contributes greatly to student achievement and a positive school environment. The district and schools work to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

School compacts outlining school, family, and student responsibilities are utilized to solicit buy in from all stakeholders. The compact reflects the committed level of dedication required for students to attain success. Such compacts support the district's belief that students benefit from the educational partnerships of school, family, and student.

Back-to-school meetings invite parents/guardians onto school campuses to answer questions and open communication while encouraging them to be an active part of their child's education. This positive interaction sets the foundation for a proactive family/school relationship. Schools realize it is especially important to establish positive communication with parents/guardians of low-achieving students so they are comfortable requesting additional services for their students.

School Messenger is another tool employed by schools to foster strong relationships among staff and parents. School Messenger helps keep parents/guardians well informed and connected. It enhances parent involvement, attendance, emergency notification, and implementation of surveys.

Monthly newsletters outline school activities and school updates to foster active and involved families.

## Edgewater Elementary School

**School Site Council Members:** Lori Guy, Principal; Ashleigh Couch, Parent; Crystal Peters, Parent; Sheila Grimsley, Parent; Melissa Burnes, Parent; Brenda Franks, Parent; Celeste Guess, Classroom Teacher; Nicole Nakamura, Classroom Teacher; Sandy Wilcox, Classroom Teacher; Rebecca Knudson, Other School Staff

**District Assistance Team:** Gay Todd, Superintendent; Lennie Tate, Executive Director of Educational Services; Toni Marquez, Director of Pupil Services; Kathy Woods, Director of Child Development; Jami Larson, Director of Categorical Programs; Jolie Carreon, Coordinator of Attendance and Discipline; Amy Stratton, Coordinator of K-12 Educational Programs; and Ashely Vette, Coordinator of STARS

All teachers at Edgewater Elementary School are highly qualified to teach their subject and hold the appropriate credentials to teach English learners.

Edgewater Elementary School schedules articulation days every 6 weeks to coincide with the release of the elementary district benchmark assessments. The articulation days are designed to help Edgewater teachers successfully implement standards-based education to address specific learning gaps identified through the data. Teachers collaborate on how they can more effectively align standards, assessment, accountability, and curriculum to ensure all students meet grade level expectations. Teachers pool resources to establish best practices and share effective teaching strategies for differentiating instruction. Time is also allocated at monthly staff meetings to highlight effective practices and/or grade level collaboration.

Interventions are broken down and reconstructed based on specific student needs. Students are grouped with others demonstrating similar sub-strand weaknesses and teachers who excel in that teaching area are paired to maximize teaching and learning during intervention time. Grade levels have adopted strategies that allow strength-based teaching to be the center focus. Second grade matches intervention time with student needs and utilizes para educators to help facilitate small group learning. Third grade remains self-contained during the school day, and offers after-school tutoring for students who require an extended learning day to master core concepts. Para educators support third grade through pull-out Read Naturally intervention during their workshop time. Fourth through sixth grade teachers group students for an intervention period based on academic need allowing movement between all grade-level classrooms to ensure effective intervention lessons are reaching the right target of students, are taught by the right teacher, and infuse para educators into the equation to create smaller groups making it easier to check for understanding.

Intervention time and strategies focus on Language Arts since it is the foundation that all learning is based upon. Read Naturally is supported with a pullout program during classroom workshop time that utilizes para educators to help reteach concepts. A modified RTI model has been implemented schoolwide to provide RSP support and enrichment during traditional classroom intervention time.

Intervention strategies are reviewed every 6 weeks to ensure they are effective and moving students toward mastery. Success is guaranteed through student engagement. Intervention approaches are designed to be highly interactive.

Articulation is infused with feedback from retired master teachers who continue to volunteer their time to improve education. In addition to the non-threatening observations from retired master teachers, peer support is incorporated to demonstrate lessons and provide mentoring. The district Coordinator of K-12 Educational Programs participates in articulation to help teachers disaggregate data to tailor teaching. It is powerful to see teachers leading data-driven discussions to drive instructional goals.

Smartboards have increased student engagement and allowed teachers to check for understanding in an immediate manner. Teachers with extensive Smartboard training share mini-lessons at staff meetings to demonstrate how to integrate technology into their lessons and tap students' interest.

Accelerated Reader web-based trainings are also woven into staff meetings to help teachers discover the extent of information that can be gleaned from the individualized supplemental reading program that helps teachers manage and monitor student's independent reading practice. Accelerated Reader supports the RTI framework by facilitating differentiated practice and provides a stream of data for evaluating instruction. The Accelerated Reader program facilitates a shared investment for encouraging students to take ownership of their education and has created a strong common bond.

More than half of the teaching staff is trained in Project GLAD strategies which provide a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills.

Most importantly, a supportive environment at Edgewater Elementary School allows not only students to thrive but also creates a collaborative and cohesive teaching unit that works toward common goals both schoolwide and within grade levels. Strong grade-level teams and off the clock articulation provides interactive support from fellow teachers and the principal.

Parent involvement is evident on many levels at Edgewater Elementary School. Parents volunteer to help supervise the playground during recess. They assist with PE by providing activity stations. In grades three, four, and five they provide music enrichment and theatrical instruction. A host of parents regularly volunteer in classrooms.

The PTO is actively involved and remains accountable to education. They select their projects based on student outcomes. Educational field trips that have been eliminated from district funds have been maintained through the PTO to facilitate hands-on learning. They also enthusiastically support teachers when applying for mini-grants through the Marysville Joint Unified School District Education Foundation. The PTO supports the arts at Edgewater Elementary. They recently were awarded a mini-grant from Walmart to purchase a keyboard and sheet music that parent volunteers incorporate into enrichment activities. The PTO encourages parents to be part of their child's education. In fact, they have financially invested in helping parents who have committed to classroom support by helping cover the cost of fingerprinting.

The School Site Council meets monthly to provide input and monitoring of the categorical funding and academic goals that drive the school.

The library is open after school for parents to actively engage in the Accelerated Reader program and demonstrate that reading and life-long learning is a critical investment. This partnership between home and school ignites student enthusiasm and produces increased academic achievement. The Yuba County Library is a community partner in learning and supports the school library.

A solid relationship with Yuba Community College often places students in classrooms. College students not only observe teaching strategies and classroom management, but they also function in a volunteer capacity.

Successful transitions from early childhood programs to the Edgewater Elementary schoolwide program are facilitated in various manners. Kindergarten teachers engage in open communication with preschool teachers. Preschool and kindergarten teachers observe students in their current classroom setting. Kindergarten teachers attend IEP meetings for incoming students.

Teachers are included in decisions regarding the use of academic assessments at Edgewater. Sacramento County Office of Education consultants work with teachers to hone strategies to integrate current and ongoing assessment data that describes student achievement. The Educational Services Department provides all teachers with data from Edusoft and other state and federal measures to assist teachers in making strategic adjustments to the methods they use to reach specific subgroups and students who are not making sufficient gains. In addition, ongoing support is provided to teachers to encourage them to pull data from Edusoft and other student tracking systems to maximize the learning time.

English learners are provided with English language development instruction that incorporates standards-based instruction to close the achievement gap. Word recognition, vocabulary development, reading comprehension, and speech are critical components of reading instruction for EL students. The Indian Education Program at the Marysville Joint Unified School District provides tutoring for students of Native American decent. Migrant Education provides wrap around services for migrant students. ELAC provides valuable insight to the School Site Council when making major purchases that compliment the core instructional program to serve English learner students.

The schoolwide designation will allow Edgewater to capitalize on the flexibility to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.

## **Loma Rica Elementary School**

**School Site Council Members:** Kathleen Hansen, Principal; Judy Knolle, Parent; Debbie Mallen, Parent; Heather Barnes, Parent; Thomas Rowan, Parent; Rebecca Saffold, Parent; Darlene Waddle, Parent; Lisa Messick, Classroom Teacher; Anne Covert, Classroom Teacher; Susan Bumgardner, Classroom Teacher; Tobin Covert, Classroom Teacher; Vicki Favela, Other School Staff.

**District Assistance Team:** Gay Todd, Superintendent; Lennie Tate, Executive Director of Educational Services; Toni Marquez, Director of Pupil Services; Kathy Woods, Director of Child Development; Jami Larson, Director of Categorical Programs; Jolie Carreon, Coordinator of Attendance and Discipline; Amy Stratton, Coordinator of K-12 Educational Programs; and Ashely Vette, Coordinator of STARS

With limited categorical resources, Loma Rica Elementary School is strategic in designing a program that strengthens the core academic program and improves the quality and quantity of learning time while addressing the academic needs of all students in the school. Parents and staff have been instrumental in helping guide the targeted academic interventions for Loma Rica Elementary.

Accelerated Reader ranks at the top of the ballot in terms of strategic interventions to support English language arts. Accelerated Reader encourages substantial differentiated reading proactive to create strong readers and build a solid foundation for learning. Based on each student's independent reading level, the program helps teachers and resource specialists set personalized goals for each student, and select books that are difficult enough to keep students challenged, but not too difficult to cause frustration. It helps teachers monitor students' vocabulary growth, literacy skills development, and reading skills. AR directly compliments the RTI method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. The underpinnings of the RTI model of early intervention, frequent progress monitoring, and increasingly intensive research-based instructional interventions is packaged through the interactive Accelerated Reader program that allows students to progress at their own individual pace after reading and comprehension concepts are mastered.

All teachers at Loma Rica Elementary School are highly qualified to teach their subject and hold the appropriate credentials to teach English learners.

Monthly minimum days are dedicated to teacher articulation at Loma Rica Elementary School. They are designed to help teachers successfully implement standards-based education to address specific learning gaps identified through the data. Teachers collaborate on how they can more effectively align standards, assessment, accountability, and curriculum to ensure all students meet grade level expectations. Teachers pool resources to establish best practices and share effective teaching strategies for differentiating instruction. Benchmark assessment data is dissected to identify grade-level standards that are causing students to struggle. Standards are discussed to determine if the whole class would benefit from reteaching or if small group interventions would be more appropriate to allow tailored instruction to meet varied student needs. Categorical dollars are used to hire an additional staff member whose primary role is to monitor proficient and advanced students during parts of a

lesson so that the classroom teacher is able to provide targeted, small group instruction to students who are struggling with specific standards. Informal teacher conferences occur regularly, as a result.

Each teacher meets with the principal at 6 week intervals to review teaching strategies and ensure reteaching to mastery is occurring to prepare students for the accumulative CST. Twenty percent of the principal's time is spent walking through classrooms observing instruction, student engagement, and learning.

The current professional development program centers on innovative technology to enhance instruction. Smartboards and projectors are now in all classrooms. Through collaboration with another foothill elementary school, a master teacher specializing in technology and education has inspired teachers to create engaging lessons infused with technology that creates relevant learning experiences for today's students. Fully utilizing available technology to enhance the learning environment is a professional development priority.

CaliforniaStreaming will be integrated into articulation days to show teachers how to search for educational, standards-driven digital content. CaliforniaStreaming contains thousands of California standards-based video, images, audio, print resources and podcasts in all core disciplines. The instructional aids will engage students learning with digital media that support the standards. Teachers work collaboratively to share ideas and build lessons that support the standards and will enhance students' learning through the use of this digital medium.

During the 2012-13 school year, teachers at Loma Rica Elementary School will also be incorporating strength-based teaching into their program of professional development to create an environment that is engaging and effective.

The Site Council is an informed group of stakeholders that reviews benchmark data, standardized test scores, and academic goals. It is the main parent artery and holds a significant responsibility for approving the site plan and directing categorical dollars to academic interventions that are bringing students to grade level. Lively discussions are an aspect of the job as stakeholders feel strongly about student success.

The PTA works to support academic activities that bring education to the forefront of families. They are instrumental in the Open House, Back to School Night, and the Science Fair. Two performing arts presentations are funded each year. The PTA covers a wide variety of activities that support academic success in all subject areas.

Monthly school newsletters and SchoolMessenger keep parents abreast of activities, homework help tips, and opportunities to become an active partner in their child's education.

Student study teams bring together a large team of professionals to help identify student needs. The team consists of everyone who has collaborated to assist in seeing the student's needs are met. Along with the parent, school psychologists, speech and language therapists, administration, and grade level teachers all participate. These meetings allow academically at risk students to be looked at individually and academic interventions to be paired with their needs.



With a focus on instruction, categorical dollars will be used to catapult learning. The schoolwide designation will allow Loma Rica to capitalize on the flexibility to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.

## **South Lindhurst Continuation High School**

**School Site Council Members:** Rocco Greco, Principal; Steve Westcamp, Classroom Teacher; Karen Engelhardt, Classroom Teacher; Kevin Sweetwood, Classroom Teacher; Bob Duggan, Classroom Teacher; Joey Hendrix, Other School Staff; Grace Inman, Community Member; Donna Cummings, Community Member; Cristobol Gallardo, Parent; Makayla Montgomery, Secondary Student; Nico Garcia, Secondary Student; Toni Espinosa, Secondary Student

**District Assistance Team:** Gay Todd, Superintendent; Lennie Tate, Executive Director of Educational Services; Toni Marquez, Director of Pupil Services; Kathy Woods, Director of Child Development; Jami Larson, Director of Categorical Programs; Jolie Carreon, Coordinator of Attendance and Discipline; Amy Stratton, Coordinator of K-12 Educational Programs; and Ashely Vette, Coordinator of STARS

Pearson NovaNET, GradPoint and Success Builder have been combined with Rosetta Stone to provide a host of intervention tools that compliment the continuation learning environment. Students aptitude levels vary and programs that allow students to advance at their individual level make it possible to work with various levels of understanding at one time. The individualized programs maximize learning and pace students for success.

Reform strategies implemented at South Lindhurst Continuation High School include:

- Flexible hours to remove barriers to education.
- Overlapping programs to make it more convenient and enticing for students to participate in both the a.m. and p.m. learning sessions.
- Reading has been stressed across all subject areas as there is a direct tie to reading levels and student success attainment.
- Intensive CAHSEE interventions position students to do well on the exit exam.
- Single subject focus to allow student to work on one subject at a time.
- Pearson's prescriptive assessments and accountability provides students a personalized path to classroom success.

All teachers at South Lindhurst Continuation High School are highly qualified to teach their subject and hold the appropriate credentials to teach English learners.

One Friday a month is reserved for best practices and ongoing dialogue with model programs. Master teachers who have achieved high rates of success with students in an alternative setting contribute to the discussion and observations. At least twice a week, a half an hour during lunch is dedicated to students' needs and the collaboration required to build successful teams to support students. After comparing notes, teachers are willing to change programs that will maximize student connectedness and performance.

Professional development will continue to center on improving the use of student achievement data to develop curricular approaches and drive instruction in core subjects to reduce the number of students failing. Improving teacher use and training of technology tools to strengthen standards-based instruction for all students is another focus of professional development that will enhance the learning environment.

Classroom interventions are designed specifically for at-risk students. Curriculum has been aligned between alternative programs to provide a seamless transition between programs. Alternative Education sees a 50% transient rate of which half of those students transition from one MJUSD Alternative Education program to another.

Enhancement components to the Pearson program include an academic success planner that is especially useful for students when tracking credit review, CAHSEE scores, and special education and 5<sup>th</sup> year senior progress.

The team of professionals caring for the educational needs of students expands beyond the classroom in Alternative Education. Teachers partner with the Principal, PASS Officer, School Psychologist, and the School Secretary to provide a perspective that embraces the whole student and makes solid links to the home. All teachers make themselves available to meet with parents/guardians to discuss academic progress and well as strategies for strengthening the home-to-school relationship.

South Lindhurst Continuation High School recently underwent a WASC self study. The continuation high school believes in the importance of accreditation as it signifies their dedication to meet an acceptable level of quality, in accordance with established, research-based WASC criteria. The WASC protocol ensures equity and fairness to all students in all schools. Earning the WASC accreditation would serve a dual purpose. It would validate the expectation that South Lindhurst Continuation High School must be worthy of the trust placed in them to provide high-quality learning opportunities with the added requirement that they clearly demonstrate they are about the critical business of continual self-improvement. WASC accreditation also allows South Lindhurst to aid students from socioeconomically disadvantaged families with a number of grants, including Cal Grants. The staff assists students in completing FAFSA applications as well as junior college and tech school applications to encourage and facilitate life-long learning.

One of the most significant contributions parents/guardians can make to the academic program is to run for the Site Council. The Site Council is made up of a variety of stakeholders which is balanced by 50% of the members representing the parent and community perspective. The Site Council is responsible for assisting in the development of the Single Plan for Student Achievement, creating a plan for categorical spending, and monitoring the success of the plan. Federal and state categorical resources are outlined in the Single Plan for Student Achievement. The schoolwide designation will allow South Lindhurst Continuation High School to capitalize on the flexibility to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.