

Title III Year 2 LEA Improvement Plan Addendum Outline Template

Directions: Provide information requested for each cell in the outline. The cells expand to allow space needed for narrative responses under each item. **All Title III Year 2 LEAs must submit a copy of this IPA to their regional COE lead and to CDE at LEAP-TITLEIIIYear2@cde.ca.gov.**

- **Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Title III Annual Measurable Achievement Objectives (AMAOs)** (Five page maximum for this item).

A. Analysis of data based on CELDT, CST, CMA, CAPA, and CAHSEE, and problems found.

Through data analysis conducted as part of the English Learner Subgroup Self Assessment (ELSSA), we have determined the following:

- New Haven Unified School District (NHUSD) met its targets for Annual Measurable Achievement Objective (AMAO) 1 – Percentage of English Learners Making Annual Progress In Learning English. NHUSD has continually grown and met its targets over the last four years from 2006-2007 to 2009-2010. NHUSD continues to make steady progress in this indicator.
- NHUSD met its targets for Annual Measurable Achievement Objective (AMAO) 2 – Percent of English Learners Attaining English Proficient Level on the California English Language Development Test (CELDT).
- NHUSD has consistently met its Annual Measurable Achievement Objective (AMAO) 3 – Adequate Yearly Progress for English Learner sub group at the LEA Level for the California Standards Test (CST) in regards to the participation criteria.
- NHUSD did not meet Annual Measurable Achievement Objective (AMAO 3) in 2008-2009 when 43.8% of English Learners were identified as proficient in English Language Arts (ELA) and the target was 45.0%. In 2009-2010, NHUSD did not meet the Annual Measurable Achievement Objective (AMAO 3) target for English Learners in ELA where 45.5% of English Learners were identified as proficient in ELA and the ELA target was 56.0%. In Mathematics, 51.6% of English Learners were identified as proficient and the Mathematics target was 56.4%.
- There has been a steady increase in the percentage of English Learner students who are identified as proficient in both English Language Arts (ELA) and Mathematics from 2006-2010.
- There is a strong correlation between CELDT, CST, CMA, CAPA and CASHEE results for NHUSD English Learners.
- The problems found are that the rate of increase in the number of proficient English Learners for both ELA and Mathematics has not been sufficient to continue to meet the increasing targets. Additionally, there are 675 English Learners who have been identified as being in the program for six or more years. 268 of them (39%) have not achieved expected growth in their English Language Development and are classified as “Beginning”, “Early Intermediate” or “Intermediate”.

B. Strengths and weaknesses of current plan:

i. Instructional program implementation:

Strengths:

- Through working with Targeted Leadership, NHUSD has created and supported Instructional Leadership Teams (ILT's) at every school site in the district. Instructional Leadership Teams visit all schools in order to provide data / specific feedback regarding the implementation of the site's instructional focus area. This is scheduled to occur nine times during the course of the school year. The area of focus is differentiated by school site. Feedback is provided by having members of the Instructional Leadership Teams from all schools, K- 12, participate in Learning Walks in each of our schools and provide the hosting site with immediate feedback from what was observed.

- NHUSD is beginning to utilize Teachscape as an electronic data collection tool to support Learning Walks. This enables us to create classroom observational tools, collect data from multiple sources, identify instructional trends observed in our classrooms and inform the development of the district and site professional development to enhance instructional practices.

- The removal of teacher recommendations as part of the enrollment criteria for entry into Mathematics courses at the middle and high schools has resulted in an increase in the number of English Learners enrolled in higher level math classes. At the middle schools, English Learners are able to enroll in companion mathematics classes in order to support their academic progress and achievement. At the high schools, English Learners are able to enroll in an additional support class prior to the start of the school day. English Learners enrolled in these higher level mathematics classes are additionally supported through tutoring services as needed.

- Middle and high school mathematics teachers meet quarterly to ensure horizontal and vertical alignment of the mathematics curriculum. A review of qualitative data is conducted to inform adjustments made to the implementation of instructional strategies in order to meet specific student's academic needs.

- There is a district wide focus on Equity in Instructional Practices correlated with Targeted Leadership and Instructional Leadership Teams (ILT)'s. Additionally, there has been a creation of a district Equity Task Force. The desired result is a systemic utilization of an equity lens through which explicit differentiation of instructional practices is provided for students, including English Learners.

Weaknesses:

- There is a lack of professional development focusing upon differentiation of instruction / best instructional strategies to meet the academic needs of English Learners who have been identified as "Intermediate" in English Language Arts and Mathematics. This weakness was determined through data analysis of the English Language Learner Subgroup Self Assessment and the number of students identified as being in the English Learner Program for six or more years (675 students) as well as feedback collected from the English Learner Task Force.

- Ensuring that teachers utilize SBE- adopted / approved materials for English Language Development is an identified area of weakness as determined through the survey data of the English Learner Subgroup Self Assessment.
- ELA and ELD instruction for English Learners is not completely aligned with the Reading/ Language Arts Framework and the California English Language Arts Standards.
- There is a lack of criteria for grouping English Learners for ELD instruction in self contained classrooms.
- The criteria for providing ELD in a mainstream English class is not clearly defined, implemented and monitored. This is an identified area of weakness as determined through the survey data for the English Learner Subgroup Self Assessment.

ii. **Instructional strategies:**

• **Strengths:**

- Through the district's Strategic Plan and focus on literacy, there have been district wide efforts to implement research based instructional strategies to accelerate the progress of our students reaching proficiency. Some of those strategies include: Critical Literacy, Balanced Literacy - Shared Reading and Guided Reading, Writer's Workshop and Reading Apprenticeship. Through conferring with students, which is embedded within these strategies, teachers are able to differentiate and individualize instruction for English Learners and supplement the ELA core.
- NHUSD has trained a cadre of literacy coaches to provide on-site, on going professional development to ensure the effective implementation of literacy based instructional strategies in all classrooms.

• **Weaknesses:**

- There has not been a district wide professional development focused upon the implementation of research based mathematics instructional strategies.

iii. **Professional development:**

• **Strengths:**

- NHUSD has offered a variety of professional development opportunities to enhance the proficiency rates of English Learners. Examples include: Stanford University / Association of California School Administrator's Association English Learner Institute for School Leaders (ESC Staff and James Logan HS Administration and Staff), Accelerated Literacy Learning for Balanced Literacy – Shared Reading and Guided Reading, Columbia University Teacher's College and Accelerated Literacy Learning Professional Development for Writer's Workshop, and the New Teacher's Center professional development for Accountable / Academic Talk.

- Each school site has an identified area of instructional focus and has organized to provide professional development to support their focus area that is also in alignment with the district's literacy initiatives.

- District level, school site level and Instructional Leadership Team Learning Walk observations ensure that the district wide and site specific professional development and implementation of research based instructional strategies are successful.

- 107 teachers (17.9%) have participated in SB472 English Learner, Reading Language Arts and / or Mathematics Professional Development. There are no teachers likely to be trained this year or next.

- **Weaknesses**

- Providing professional development to teaching staff and counselors to closely monitor and support the academic progress of long-term English Learners who are achieving below grade level performance in Reading / Language Arts and Mathematics.

- Professional development focusing upon differentiated instructional strategies which would specifically target English Learners moving from the intermediate level to proficient and advanced levels are lacking.

- NHUSD does not have a district wide focus in providing professional development in the area of Mathematics.

- iv. **Parental participation:**

- **Strengths:**

- The Division of Teaching and Learning has planned to provide parent classes to support their students in the acceleration of their literacy skills.

- The Division of Teaching and Learning has created a district Equity Task Force.

- Interpreters are provided for parents to ensure their engagement and active participation.

- NHUSD offers Family Literacy and Math Nights for parents and students.

- Zangle Connect is part of our student information system that enables parents to have access to the academic progress of their students.

- School Messenger phone system enables the district and each school site to contact families via phone and multiple languages.

- District wide parent surveys.
- Comprehensive Parent Education classes are offered to NHUSD parents through the NHUSD Adult School.

- **Weaknesses**

- Ensuring articulation between the district’s Migrant Education program and the District English Learner Advisory Committee.

C. Factors contributing to failure to meet AMAO(s):

- The rate of increase of English Learner’s proficiency in ELA and Mathematics does not exceed the percentage of increase in yearly targets.
- English Learners identified as “Intermediate” not making sufficient progress to move into Proficient and Advanced. While staff has been provided with explicit data to identify the students who have been in the English Learner program for six or more years, the lack of professional development to target this student population has been identified as a specific contributing factor leading to insufficient progress of English Learners.
- The lack of professional development of effective instructional strategies in Mathematics has been identified as a contributing factor leading to the insufficient progress of English Learners.

D. Conclusions from analysis that inform program modifications:

While the New Haven Unified School District has consistently made gains in AMAO 3 from 2006—2010, our rate of increase in the percentage of students who score as proficient did not meet the rate of increase established by our yearly targets. Two hundred and sixty eight (268) students have been in the English Learner program for six or more years continually score as “Far Below”, “Below”, or “Intermediate” and have not made expected progress to “Proficient” or “Advanced”. We conclude that ongoing coaching and professional development will accelerate the academic progress of our English Learners. We also conclude that the district’s expansion of our research based literacy initiatives (Critical Literacy, Balanced Literacy - Shared Reading and Guided Reading, Writer’s Workshop and Reading Apprenticeship) will continue to accelerate the progress of our English Learners. As a result of the establishment of Instructional Leadership Teams using an equity lens for professional development and conducting Learning Walks at each school site, we are able to provide feedback to each school site’s instructional focus. In addition, there needs to be established district wide professional development focused on the implementation of effective instructional strategies in the area of Mathematics. We are currently providing professional development for all 5th through 8th grade math and all algebra teachers in the district. The professional development will be nine full days and will be provided by the Mathematics Education Collaborative (MEC).

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports
<p>2. Describe scientifically based strategies to improve English-language Development (ELD). (AMAOs 1 and 2)</p> <p>2.1 Round 2 - Division of Teaching and Learning to receive coaching support from Stanford University as a continuance from participation in the Stanford English Learner Institute for School Leaders held in June 2010. This provides district wide support focused on the implementation of scientifically based strategies to improve English-Language Development and to ensure the implementation of the district's English Learner Master Plan and Title 3 Improvement Plan Addendum.</p> <p>2.2 Round 3 - Division of Teaching and Learning to receive coaching support from Stanford University as a continuance from participation in the Stanford English Learner Institute for School Leaders held in June 2010. This provides district wide support focused on the implementation of scientifically based strategies to improve English-Language Development and to ensure the implementation of the district's English Learner Master Plan and Title 3 Improvement Plan Addendum.</p> <p>2.3 Round 1 - James Logan High School to receive coaching support from Stanford University as a continuance from participation in the Stanford English Learner Institute for School Leaders held in June 2010. This provides school site support</p>	<p>February 2011</p> <p>April 2011</p> <p>February 2011</p>	<p>Scott Pizani</p> <p>Scott Pizani</p> <p>Ramon Camacho</p>	<p>\$2000.00</p> <p>Title 2 / Title 3 (\$1000.00)</p> <p>Title 2 / Title 3 See above</p> <p>Site funds (\$1000.00)</p>	<p>ELD Progress Monitoring:</p> <p>Completed 7-5-11</p> <p>Completed 7-5-11</p> <p>Completed 7-5-11</p>

<p>focused on the implementation of scientifically based strategies to improve English-Language Development and to ensure the implementation of the district's English Learner Master Plan and Title 3 Improvement Plan Addendum.</p> <p>2.4 Round 2 - James Logan High School to receive coaching support from Stanford University as a continuance from participation in the Stanford English Learner Institute for School Leaders held in June 2010. This is to provide school site support focused on the implementation of scientifically based strategies to improve English-Language Development and to ensure the implementation of the district's English Learner Master Plan and Title 3 Improvement Plan Addendum.</p>	<p>April 2011</p>	<p>Ramon Camacho</p>	<p>Site funds See above</p>	<p>Completed 7-5-11</p>
<p>3. Describe scientifically based strategies to improve academic achievement in reading/language arts (R/LA). (AMAO 3)</p> <p>Critical Literacy:</p> <p>3.1: Provide on-going monthly professional development and administrative coaching to Hillview Crest Elementary for the implementation of Critical Literacy which provides for written and oral language development and academic vocabulary and accountable talk for English Learners (Year 2).</p>	<p>September 2010 to June 2011</p>	<p>Geri Isaacson</p>	<p>\$599,100.00</p> <p>Title 1 (ARRA) (51,300.00)</p>	<p>Completed 7-5-11</p>

<p>3.2: Provide monthly professional development and administrative coaching to Emanuele, Searles and Kitayama Elementary for the implementation of Critical Literacy which provides for written and oral language development and academic vocabulary and accountable talk for English Learners (Year 1).</p>	<p>September 2010 To June 2011</p>	<p>Geri Isaacson</p>	<p>Title 1 (ARRA) (\$171,300.00)</p>	<p>Completed 7-5-11</p>
<p>3.3: Provide ongoing monthly professional development and administrative coaching to Hillview Crest (Year 3) and Emanuele, Searles and Kitayama Elementary for the implementation of Critical Literacy which provides for written and oral language development and academic vocabulary and accountable talk for English Learners (Year 2).</p>	<p>9-11-11 9-21-11 9-22-11 9-23-11 9-30-11 10-20-11 10-21-11 10-26-11 10-27-11 10-28-11 11-16-11 11-17-11 11-18-11 12-2-11 1-11-12 1-12-12 1-25-12 1-26-12 1-27-12 2-2-12 2-22-12 2-23-12 2-24-12 3-14-12 3-15-12 3-28-12 3-29-12 3-30-12 5-23-12 5-24-12 5-25-12</p>	<p>Geri Isaacson</p>	<p>Title 1 (\$205,200.00)</p>	

3.4: Provide monthly professional development and administrative coaching to Alvarado, Eastin and Pioneer Elementary for the implementation of Critical Literacy which provides for written and oral language development and academic vocabulary and accountable talk for English Learners (Year 1).

9-8-11
9-9-11
9-14-11
9-15-11
9-16-11
9-29-11
9-30-11
10-20-11
10-21-11
11-8-11
11-9-11
11-10-11
12-1-11
12-2-11
12-14-11
12-15-11
12-16-11
1-13-12
1-18-12
1-19-12
1-20-12
2-2-12
2-15-12
2-16-12
2-17-12
3-15-12
3-16-12
3-21-12
3-22-12
3-23-12
4-18-12
4-19-12
4-20-12
5-16-12
5-17-12
5-18-12
5-23-12
5-25-12
6-6-12
6-7-12
6-8-12

Geri Isaacson

Title 2 / Title 3 /
EIA
(\$171,300.00)

Elements of Balanced Literacy – Shared and Guided Reading:

\$15,000.00

3.5: Provide professional development and Grade Level collaboration for Eastin, Pioneer and Alvarado Elementary on Balanced Literacy - Shared and Guided Reading.

9-22-11
10-25-11
1-24-12
2-14-12
3-15-12

Geri Isaacson
/ Scott Pizani

Title 2 / Title 3 /
EIA
(\$10,000.00)

3.6: Provide on going literacy coach support for the implementation of Balanced Literacy - Shared and Guided Reading.

9-9-11
10-7-11
11-4-11
12-2-11
1-5-12
2-3-12
3-2-12
4-13-12
5-11-12

Geri Isaacson
/ Scott Pizani

Title 2 / Title 3 /
EIA
(\$5000.00)

Writer’s Workshop

\$136,040.00

3.7: Provide on going professional development for Literacy Coaches focused upon supporting the implementation of Writer’s Workshop (K-8) including conferring in order to research student writing and differentiate English Learner instruction.

Monthly Meetings
December 2010
to
June 2012
9-9-11
10-7-11
11-4-11
12-2-11
1-5-12
2-3-12
3-2-12
4-13-12
5-11-12

Scott Pizani

Title 3 / EIA
(\$27,000.00)

<p>3.8: Provide the opportunity for staff from James Logan High School to visit middle schools to observe Writer's Workshop and identify what would be needed in order to consider implementation for 2011-2012.</p>	<p>3-29-11 5-19-11</p>	<p>Scott Pizani</p>	<p>Title 3 (\$3240.00)</p>	<p>Completed 7-5-11</p>
<p>3.9: Spring On Demand Writing K-5 to collect samples of student writing and differentiate instruction for English Learners.</p>	<p>3-30-11 to 4-1-11</p>	<p>Scott Pizani</p>	<p>Title 3 / EIA No Cost</p>	<p>Completed 7-5-11</p>
<p>3.10: Provide professional development for Middle Schools focused upon the implementation of genre units of study for Writer's Workshop. (6th Grade – Literary Essay) (7th – 8th Grade Realistic Fiction)</p>	<p>3-22-11 2-29-11 4-12-11 4-19-11 4-26-11 5-3-11 5-10-11</p>	<p>Scott Pizani</p>	<p>IDEA (ARRA) (\$25,200.00)</p>	<p>Completed 7-5-11</p>
<p>3.11: Conduct a District wide Writing Celebration.</p>	<p>6-1-11</p>	<p>Scott Pizani</p>	<p>East Bay Community Grant Foundation Funding (\$1000.00)</p>	<p>Completed 7-5-11</p>
<p>3.12: K-2 Writer's Workshop Summer Institute</p>	<p>8-15-11 8-16-11 8-17-11 8-18-11</p>	<p>Scott Pizani</p>	<p>East Bay Community Grant Foundation Funding (\$12,000.00)</p>	

<p>3.13: Provide on going professional development for Literacy Coaches focused upon supporting the implementation of Writer’s Workshop (K-8).</p>	<p>9-9-11 10-7-11 11-4-11 12-2-11 1-5-12 2-3-12 3-2-12 4-13-12 5-11-12</p>	<p>Scott Pizani</p>	<p>Title 3 / EIA (\$16,200.00)</p>	
<p>3.14: Fall On Demand Writing K-8 to collect samples of student writing and differentiate instruction for English Learners.</p>	<p>10-5-11 to 11-5-11</p>	<p>Scott Pizani</p>	<p>Title 3 / EIA No Cost</p>	
<p>3.16: Spring On Demand Writing K-8 to collect samples of student writing and differentiate instruction for English Learners.</p>	<p>3-1-12 to 4-20-12</p>	<p>Scott Pizani</p>	<p>Title 3 / EIA No Cost I</p>	
<p>3.18: Conduct a District wide Writing Celebration.</p>	<p>5-29-11</p>	<p>Scott Pizani</p>	<p>East Bay Community Grant Foundation Funding (\$1000.00)</p>	
<p>Reading Apprentice 3.19: Provide monthly professional development for high school staff focused upon the implementation of scientifically based strategies to improve academic achievement in language arts, oral language development, academic talk and academic language through Reading Apprenticeship.</p>	<p>December 2010 To June 2011</p>	<p>Joe Feldman</p>	<p>\$55,000.00 IDEA (ARRA) (\$55,000.00)</p>	<p>Completed 7-5-12</p>

<p>4. Describe scientifically based strategies to improve academic achievement in mathematics. (AMAO 3)</p>			<p>\$26, 600.00 Title 2</p>	
<p>4.1 Create partnership with Mathematics Education Collaborative (MEC) to provide professional development for math teachers focused on scientifically based mathematical strategies and provide a more visual – conceptual approach to improve academic achievement in mathematics, including targeting scientifically based differentiated instructional practices for the English Learners through oral language development and writing.</p>	<p>December 2010</p>	<p>Wendy Gudalewicz / Joe Feldman</p>	<p>No Cost</p>	<p>Completed 7-5-11</p>
<p>4.2 Provide planning and ongoing professional with the Mathematics Education Collaborative (MEC) for the implementation of scientifically based differentiated instructional mathematics strategies for English Learners through oral language development and writing.</p>	<p>8-16-11 8-17-11 8-18-11 8-19-11 8-22-11 8-23-11 8-24-11 8-25-11 8-26-11 10-11 1-12 3-12 5-12</p>	<p>Wendy Gudalewicz / Joe Feldman</p>	<p>\$20,000 Title 2</p>	
<p>4.4 Provide on going professional development and support for the implementation of scientifically based reasearch strategies with Mathematics Education Collaborative (MEC).</p>	<p>10-11 1-12 3-12 5-12</p>	<p>Wendy Gudalewicz / Joe Feldman</p>	<p>\$6,600 Title 2</p>	

<p>5. Describe scientifically based professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs.</p> <p>5.1 Working in partnership with Targeted Leadership and Dr. Enid Lee, to provide monthly professional development for Instructional Leadership Teams (ILT's) at each school site. This will include a focus on equity and the differentiation of instructional practices to meet student academic needs with a focus on the English Learner subgroup.</p> <p>5.2 Conduct district wide learning walks at each school site.</p> <p>5.3 Develop and utilize teachscape in order to collect data from learning walks at each school site in order to identify district wide instructional trends as it relates to supporting the academic achievement of English Learners and to identify and determine areas of professional development needed based upon an analysis of the data collected.</p>	<p>8-25-11 10-13-11 11-3-11 12-8-11 2-9-12 3-8-12 4-12-12 5-10-12</p> <p>10-12-11 11-2-11 12-7-11 2-8-12 3-7-12 4-11-12</p> <p>December 2010 To June 2011</p>	<p>Wendy Gudalewicz</p> <p>Wendy Gudalewicz</p> <p>Wendy Gudalewicz</p>	<p>\$250,000.00</p> <p>Title 2 / Title 3 / EIA \$144,000.00</p> <p>Title 2 / Title 3 / EIA \$94,000.00</p> <p>Title 2 / Title 3 / EIA \$12,000</p>	<p>On Going into 2011-2012</p>

<p>6. Describe parental participation and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.</p> <p>6.1 The Division of Teaching and Learning to establish Family Literacy Nights to provide families with information related to the district's literacy initiatives and how parents can assist their children with literacy activities at home.</p>	<p>January - June 2011</p> <p>September 2011 January 2012</p>	<p>Nancy George</p> <p>Rick LaPlante</p> <p>Geri Isaacson</p> <p>Scott Pizani</p>	<p>\$36,375.00</p> <p>Title 1 Parent Ed Funded See Above</p>	<p>Completed 7-5-11</p>
<p>7. If applicable, identify any changes to the Title III Immigrant Education Program.</p> <p>7.1: To incorporate representatives from the Migrant Education Program to the District's English Learner Advisory Committee to ensure district wide articulation of English Learner programs.</p>	<p>1-27-11</p> <p>5-19-11</p> <p>11-17-11</p> <p>1-26-12</p> <p>5-19-12</p>	<p>Nancy George</p> <p>Scott Pizani</p>	<p>No Cost</p> <p>No Cost</p>	