

Cotati-Rohnert Park Unified School District
 2013-2014 LEA PLAN SUMMARY
 3/8/13

Leadership Commitment

In order to increase achievement and retain students, we will enact evidence-based instructional strategies to support and engage all learners, implement K-12 curricula aligned to the Common Core Standards and calibrated to the rigor of state and national measures, and use formative and summative assessments for ongoing monitoring of students' growth.

Required State of California and Federal Goals:

Goals 1A & 1B Improve Proficiency in English Language Arts and Mathematics

Strategy: **Instructional Time Aligned to State Framework Recommendations**

The school/district provides standards-aligned, basic core instructional programs in English language arts, English language development, and mathematics in every classroom for every student, including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.

The school/district provides standards-aligned or CCSS-aligned ELD/ELA and mathematics intensive intervention programs. These programs are being implemented as designed in every intervention classroom with materials for every identified student.

Ensure Instructional Minutes Match State Framework Recommendations for Benchmark, Strategic, and Intensive Students			
Action Steps	Site Implementation Plan	Proposed Expenditure	Proposed Funding
Administrators and teachers audit and revise instructional schedules to allow benchmark (including universal access time), strategic, and intensive instruction		NA	NA
Administrators revise elementary prep schedules to ensure uninterrupted, daily instruction in ELA and math		NA	NA
Provide Strategic and Intensive Instruction			
Action Steps	Site Implementation Plan	Proposed Expenditure	Proposed Funding
Purchase materials and train teachers in Tier II/strategic ELA and math support and high school credit	Lexia: \$45,000 Dreambox: \$40,000	\$184,000	EIA-Lottery

recovery/unit recovery	Aventa: \$99,000		
Purchase materials and train teachers in Tier III/intensive ELA and math intervention	Reading Intervention Program and Training (4-10) Mathematics Intervention Program and Training (4-10)		EIA-Lottery
Purchase classroom technology to support Tier II instruction	Purchase tablet computers for each elementary classroom to support use of blended instructional tools for Tier II - \$400 X 5 classroom X 100	\$200,000	Title I-Title III or donations over time
District provides intervention coordinator for PI Year III-IV Site	Estimated cost 1.0 FTE	\$100,000	Title I-Title III
Purchase Criterion online writing; provide staff training, to support CCSS aligned writing and the use of technology in assessments.	Estimated materials costs = \$58,500 Estimated training cost = \$3,000	\$61,500	Title III

Strategy: Lesson Planning Guides Aligned to Common Core State Standards (CCSS)

District prepares, distributes, and monitors the use of annual district standards-aligned pacing for each grade level (K-10) for the CCCS ELA and mathematics program in order for all teachers at a grade level to implement a common sequence of instruction and assessment

Transition from 1997 Standards Aligned Pacing and Materials to CCSS Aligned Instruction			
Action Steps	Site Implementation Plan	Proposed Expenditure	Proposed Funding Source
Grade levels and departments review the CCSS aligned pacing for ELA and math and identify where materials and lesson content in existing texts match the standards and identify areas where there are gaps or existing content is misaligned.		NA	NA
Grade levels and departments identify or develop instructional units and resources to teach the depth of knowledge and complexity of the CCSS.		NA	NA
Purchase Everyday Math (3-5) and train teachers in implementation of program	Everyday Math (3-5) = \$108,000 K-5 Teacher Training = \$ included Teacher Training = (60 teachers, 1 day training w/subs = \$7,200)	\$115,200	EIA-Lottery

Administrators and teachers monitor instructional pacing to ensure that each grade level offers a common instructional sequence.		NA	NA
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Strategy: Student Achievement Monitoring System & Regular Collection of Summative and Formative Data

District uses an ongoing assessment and monitoring system that provides timely data from common assessments based on locally-adopted, CCSS-aligned ELA, ELA, and mathematics core and intervention programs. Student achievement results are used to inform teachers and principals on student placement, diagnosis, progress and the effectiveness of instruction.

District requires and supports the regular collection and analysis of common formative and summative assessment data to establish instructional priorities, inform classroom instruction, appropriately place and exit students from intervention programs, and monitor student progress in core and intervention programs.

Alignment of Benchmarks and Instructional Pacing			
Action Steps	Site Implementation Plan	Proposed Expenditure	Proposed Funding
District leadership teams facilitate the revision of instructional pacing and district benchmark assessments to ensure that instruction is aligned to the rigorous standards measured by the CST and the emerging CCSS-aligned SMARTER Balanced assessment items.	Release time for assessment development = Illuminate contract for ongoing assessment development, standards alignment and pacing support =		
District leadership teams develop assessments for each benchmark period based on CCSS-aligned pacing.	Release time for assessment development = 3 days for 40 teachers @ 120/sub day	\$14,400	Title I – Title III
District leadership teams and site teachers implement ongoing performance assessment and re-engagement protocols in mathematics using SVMII and MARS tasks	Annual membership for SVMII=\$5000 Copies of MARS tasks = \$5000	\$10,000	
District leadership teams review CCSS aligned pacing and benchmarks at the end of the 2013-14 school year. Revisions are made as needed. Additional SMARTER-Balanced aligned assessment items are incorporated.	Release time for assessment review and realignment for 2013-14 = 200 teachers x 1 sub day@120	\$24,000	
Purchase annual contract for Illuminate assessment system	Estimated cost for Illuminate System	\$35,000	Title I – Title III

Each grade level (2-11) will administer CST, EAP or CAHSEE diagnostic six weeks prior to the state testing windows. Grade level teams will meet to review test data and plan targeted instruction for students performing below proficiency.	Estimated cost for benchmark copies = \$20,000 Estimated cost for release time for assessment review = 3 days X 200 teachers X120/day = \$72,000	\$92,000	
All elementary classrooms will use DIBELS for screening and progress monitoring as outlined by the University of Oregon/DIBELS	Estimated cost for DIBELS copies = \$20,000 K-1 release time each quarter for assessments = 40 teachers X 4 days X 120 sub/day =\$19,200	\$39,200	Title I – Title III
District provides all site administrators, teachers, and counselors with professional development and ongoing support on the Illuminate data management system and accurate entry and retrieval in data system		NA	NA
District and site administrators monitor teacher application of data on an ongoing basis to ensure that data are effectively applied to inform instructional decisions and improve classroom instruction.		NA	NA
District provides all teachers with training in student goal setting, progress monitoring, data analysis, intervention placement, and monitoring of students placed in interventions.		NA	NA
District employs and designates staff to support the data management system at the district and at all school sites.	Assessment and Accountability Coordinator	\$65,000	Title I – Title III

Strategy: Ongoing Instructional Assistance/Coaching in ELA and Mathematics

District provides ongoing coaching to all teachers of RLA/ELD and mathematics core and intensive intervention instruction for grades K-10.

Ongoing Teacher Training and Coaching			
Action Steps	Site Implementation Plan	Proposed Expenditure	Proposed Funding
KAM Consulting to continue classroom, site, and district professional development in implementation of district adopted ELA/ELD programs, the implementation of the CCSS, and evidence based reading and writing instruction.	KAM Contract for Coaching and Professional Development (all sites & district, including multiple dates per site)	\$150,000	Title I - Title III

District and North Bay Math Project personnel provide five days of coaching in state-adopted CCSS aligned mathematics units and additional classroom coaching	<p>Consultant costs for 5 days of training for each of 4 units x 3 consultants per day (500 per consultant) = \$30,000</p> <p>Release time for trainings = 5 days X100 teachers X 120 sub/day = \$60,000</p>	\$90,000	Title I – Title III
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Strategy: Structured Collaboration Time

District supports one-hour structured collaboration meetings (preferably two) per month at each site in order for subject matter/course level teachers to analyze, discuss, and utilize the results of district assessments of student progress in the instructional programs in use at each school. Collaboration guides placement, instructional planning and delivery, and student progress monitoring.

Planning of Structured Collaboration Time			
Action Steps	Site Implementation Plan	Proposed Expenditure	Proposed Funding
Administrators and teachers are trained in the use of district protocols for structured collaboration in order to ensure constructive dialogue around student achievement data and on the implications of the data for classroom instruction.	(RPCEA Waiver needed for secondary)	NA	NA
District leadership teams develop local protocol for facilitation and reporting of structured collaboration meetings		NA	NA
District administrators collaborate with site administrators and teachers to develop a timetable for (twice) monthly grade-level or course/department meetings in which teachers collaboratively discuss and analyze student achievement data, plan lessons, and share materials and instructional strategies.		NA	NA
District and site administrators visit/monitor teacher collaboration meetings on an ongoing basis to ensure that they follow local protocol and lead to constructive dialogue around student achievement data and the implications of the data for classroom instruction.		NA	NA

Strategy: **Monitoring of Program Implementation**

District prepares, distributes, and monitors the use of annual district standards-aligned pacing for each grade level (K-10) for the CCCS ELA and mathematics program in order for all teachers at a grade level to implement a common sequence of instruction and assessment

Monitoring Tools and Regular Classroom Walkthroughs			
Action Steps	Site Implementation Plan	Proposed Expenditure	Proposed Funding
District and site administrators have developed and use observation protocols to monitor and report about effectiveness of program implementation across sites.	Observation protocol licenses and data tools =22 administrators X 400/device = \$8,800 Software license = \$3,000	\$11,800	TBD
District and site administrators and conduct regular classroom walkthroughs and informal observations to monitor implementation of the grade-level, standards-aligned, adopted curriculum including adherence to the use of effective instructional practices.		NA	NA

Required State and Federal Goals

Goal 2A: Increase Annual Progress in Learning English

Goal 2B: Increase English Proficiency

Goal 2C: Increase Academic Proficiency of English Language Subgroup

Strategy: **Revise EL Program K-12**

Implement an EL program design that is based on current, research-based evidence related to effective practices in English learner program design, instructional services implementation, and program evaluation the meets state and federal guidelines.

Define English Language Development Program			
Action Steps	Site Implementation Plan	Proposed Expenditure	Proposed Funding
Define and describe the ELA program at the elementary, middle, and high school levels, including time allotted as well as interventions according to language proficiency levels and longevity in the EL program		NA	NA
Using the EL intervention lists provided by Key Data System, site principals and teacher leaders will develop individual support plans for students who failed to meet the AMAO for language development. Principals will conduct case review meetings each quarter to monitor students failing to meet AMAO 1.	Key Data Systems Data Contract = \$20,000 (All data services)	\$20,000	Title I- Title III
Grades will be eliminated from the reclassification criteria and the student records clerk will provided updated lists to each site. Principals will conduct case review meetings each quarter to monitor students pending reclassifications.		NA	NA
Instructional schedules will be revised to ensure specified daily time for ELD instruction for each classroom with English learner students. Principals will work with staff to develop plans for grouping and instructing students based on their language proficiency level.		NA	NA
In collaboration meetings, teachers will use assessment data to modify instruction for intermediate English learners using strategies, including SDAIE, to support both students' proficiency in English and their subject area content		NA	NA

knowledge.			
Revise Middle School ELD/ELA curricula		TBD	TBD
Use Organizing Thinking Maps, Student Discourse, Productive Group Work, Gradual Release of Responsibility, and Active Student Engagement strategies to support access to core instruction.		NA	NA
Teacher teams will meet for horizontal and vertical articulation of ELD curricula, assessments, and instructional pacing to ensure alignment of content and practices system-wide with CCSS for ELD.		NA	NA
District leadership teams and site administrators will develop and implement multiple measures assessments to monitor EL students' linguistic and academic development.		NA	NA
Using data provided by principals and gleaned from analyses and the Key Data EL intervention lists, each grade level at each site will develop a watch list for students pending reclassification and for students who did not progress. These lists will be reviewed regularly during structured collaboration time.		NA	NA
Develop a classroom observation protocol that addresses full implementation of the adopted ELD materials. Conduct regular classroom observations and provide timely feedback to classroom teachers in the implementation of the adopted curriculum.		NA	NA
Plan and coordinate professional development for CCSS-aligned ELD standards.		NA	NA

Required State of California and Federal Goals:
Goal 2E: Increase Parent and Community Participation

Action Steps	Site Implementation Plan	Proposed Expenditure	Proposed Funding
Educational Summit – K-12 Articulation, Communication, and Connection	Estimated substitute costs for 40 teachers for four days.	\$19,200	Title II
Kindergarten Intake and Orientation	T-shirts = \$3,200 Kindergarten screening by teachers during May or August = 20 teachers X 3 days @120 sub/day = \$7,200	\$10,400	Title I
Evaluate District Outreach Efforts : Building on baseline data collective by the Community Advisory Committee and interdistrict transfers data, conduct ongoing analysis of district outreach efforts with respect to vision, goals, and increasing student enrollment		NA	NA
Parent Activities and Workshops: School sites offer parent activities and workshops, such as family literacy workshops, math/science events, and college scholarship information nights on a regular basis		NA	NA
Monitoring of Parent Involvement: District and school administrators monitor level of parent involvement at the district and in all schools.		NA	NA
District Goals for Parent Involvement: District and schools have specific parental involvement goals and provide technical assistance for implementing family involvement programs.		NA	NA

Required State of California and Federal Goals:

Goal 3: Highly Qualified Teachers

All students in the district will be taught by highly qualified teachers.

Action Steps	Proposed Expenditure	Proposed Funding
Fully Credentialed, HQ Teachers	TBD	Title II

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Required State of California and Federal Goals:

Goal 5 A: Increase Graduation Rates & Goal 5B Decrease Drop Out Rates

Strategy: **Strengthen Academic Supports for At-Risk Secondary Students**

District provides systematic supports for students who are at-risk of disengagement or drop out.

Implement Blended Learning Tier II Program at RCHS			
Action Steps	Site Implementation Plan	Proposed Expenditure	Proposed Funding
District will integrate alternative education model into comprehensive high school so that students may participate simultaneously in credit recovery and original credit using blended learning.	2 FTE	Existing district staff	Existing staffing budget
Provide beyond the bell opportunities for credit or unit recovery for middle school students and after school homework support for struggling middle school students	For high school, existing district staff will be used to support implementation of this action. Middle schools will be funded on an hourly basis.	\$30,000	TBD
Use online provider for 24/7 learning opportunities/credit recovery to provide high school students with access to credit recover options to accelerate learning and prevent failure.	Curriculum purchase included in 1A & 1B above.	NA	NA
Integrate AVID K-12			
Action Steps	Site Implementation Plan	Proposed Expenditure	Proposed Funding
Provide teacher training, curriculum materials and coaching for the implementation of AVID at the high schools, middle school and JR/WR elementary school site.	Membership, training, and materials costs	\$43,995	Title I-Title III
First Four Days			
Implement team building, assessment, and safety planning at each school site during the first four days of school.	\$3,000 per site X 10 sites	\$30,000	Title I-Title III
Tier II Strategic Support for Secondary Students			
Add 4 Academic Support Sections at RCHS	Estimated costs for the proposed sections.	\$80,000	TBD
Add 4 Academic Support Sections at LJMS/TMS	Estimated costs for the proposed sections.	\$80,000	TBD

Goal 5C: Increase Enrollment in AP Classes

Strategy: **Outreach and Education**

Provide parent and student education and outreach to ensure familiarity with Advanced Placement program options at our high schools.

Strategy: **Use Academies to Promote Advanced Study**

Use emerging high school academies model to assist students, and English language learners in particular, in pursuing advanced study in fields of specific interest.

Action Steps	Site Implementation Plan	Proposed Expenditure	Proposed Funding
Provide parent and student education through evening events, the middle and high school guidance programs and one-one outreach to ensure knowledge of AP offerings.	Plans to be determined.	NA	NA
Integrate AP in each Secondary Academy Outcomes	Plans to be determined.	NA	NA

The following goals were added for PI Corrective Action 6 but are addressed within the content outlined for Goals 1-5.

Goal 61C: Proficiency of High Priority Students

Goal 61D: Effective Teaching and Administration

Goal 61E: Involvement, Implementation, Monitoring

Goal 61F: Support Schools in Corrective Action

TOTAL ESTIMATED PLAN COST: \$1,505,695

NOTE: This plan was developed prior to decision to fully implement CCSS K-12. Significant technology and curricular purchases needed to ensure alignment of curriculum with CCSS. Additionally, funds for Rtl program implementation did not anticipate the breadth of program implementation. Additional ELA intervention curricula needed for 4-8 intervention and 4-12 math intervention curricula needed. Sections to cover intervention also needed moving forward.

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