

BOARD AGENDA ITEM

September 10, 2013

SUBJECT:

Improvement Status Under Title III of No Child Left Behind

BACKGROUND INFORMATION:

According to the No Child Left Behind Act of 2001, the SC Department of Education must hold LEAs that receive Title III funds accountable for meeting the Annual Measurable Achievement Objectives (AMAOs) developed for English Language Learners. The SCDE determined the AMAO status for the school year 2012-13 based on three target criteria, including Progress toward English Language Proficiency, Attaining English Language Proficiency, and making Adequate Yearly Progress (AYP). The 2013 AMAO targets set by the SCDE are based on the performance of ELL students on the ELDA (statewide English Language proficiency assessment) as well as their performance on state administered achievement assessments.

ADMINISTRATIVE CONSIDERATION:

The Division of Instruction and Accountability has reviewed and analyzed the data and subsequently developed an improvement plan, as required by legislation. The Plan includes activities to support program improvements that will enable the district to meet the AMAO 3 target areas.

RECOMMENDATION:

For informational purposes and approval of the submission of the Title III Improvement Plan as required by the legislation.

ATTACHMENT:

Title III Improvement Plan

PREPARED BY

Mr. King Laurence
Mrs. Jeanie Glover
Mrs. Mary McGuire

District Name: Aiken County

**TITLE III DISTRICT IMPROVEMENT YEARS 2 and 3
LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM TEMPLATE**

The Elementary and Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116[c][7][A]), requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this LEA Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Please submit your completed LEA Plan Addendum by emailing the completed document to Crystal Fields (cfields@ed.sc.gov)

The LEA Plan Addendum must be submitted to the SCDE no later than **September 15, 2013**. The LEA Plan Addendum should:

- 1. Identify fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of ELLs, including a determination of why the prior LEA Plan failed to bring about increased academic achievement for this subgroup.**

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of ELLs). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.

1) 2013– Elementary Math/PASS AMA O Target- 635 mean score ACSD/LEP - 632.6 not met (-2.4)	3) 2013 – High School ELA/HSAP AMA O Target – 226 mean score ACSD/LEP – 225.0 not met (-1) <i>*2012 mean score-218 (+7 improvement)</i>
2) High School Graduation Rate 2013 AMA O Target – 74.1 ACSD/LEP - 64.0 <i>*2012 rate-61.0 (+3 improvement)</i>	

ELLs are in need of acquiring English language proficiency skills while mastering content class objectives. Assisting them in this process will become an academic priority. There will be an increased emphasis on differentiated instruction and the accommodations process in mainstream/content classes with technical assistance and administrative support provided, including increasing principal oversight. Additional guidance, direction, and training will be provided to mainstream/content teachers in this process. Although appropriate content class accommodations have been documented, there will be additional focus on insuring correct follow-through of this process. Elementary/middle ESOL teachers will identify the specific weaknesses of their students on PASS, meet with grade level teams to discuss individual students' needs and appropriate content accommodations for each student, and determine how to enable students to successfully meet content objectives. High school ESOL teachers will meet with the English departments to determine the ELA skills needed for HSAP success, as well as the appropriate content accommodations process for each student. Additionally, high school ESOL teachers will meet individually with each student before and after school on multiple occasions throughout the year to promote and support ongoing academic success, as well as the goal of graduation (The Walk Talk).

2. Include specific, measurable achievement goals and targets for student groups identified as not meeting Annual Measurable Achievement Objectives (AMAOs), specifically addressing ELLs.

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AMAOs. (For AMAO 3, refer to the SCDE ESEA Reports Web page at <http://ed.sc.gov/data/esea/>.)

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| 1) PASS 2014 – Elementary Math
AMAO Target – 640 mean scale score | 3) HSAP 2014 – High School ELA
AMAO Target – 229 mean scale score |
| 2) High School Graduation Rate 2014
AMAO Target- 75.1 | |

3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, specifically addressing ELLs.

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

Local professional development at each school will offer increased opportunities for more effective language acquisition strategies for all teachers, including the accommodation process and differentiated instruction for the LEP subgroup. The district Title III partner teacher will provide school based professional development for mainstream teachers that focuses on making appropriate content accommodations and/or modifications, thereby making course content more manageable. Additionally, teachers will become more knowledgeable on how language acquisition and mastering content objectives work simultaneously. Improved communication between ESOL and content teachers will be prioritized, realizing the importance of these teachers working as a team to ensure student success. This process will be facilitated by implementing multiple Learning Forward strategies, a previous year-long professional development that included all ESOL teachers. Additionally, ESOL teachers will continue to meet with grade level departments, gaining knowledge on CCSS per grade level, individual students' needs, and sharing appropriate accommodations needed for ESOL students. There will also be increased involvement of ESOL teachers at all assigned schools, thereby giving the ESOL program more visibility, validity, and substance. This will be accomplished by encouragement, support, and meaningful interaction between district administration, school administration and all teachers.

Professional development for high school ESOL teachers, focusing on strategies for improving the reading skills of LEP students, will be provided by two Reading Recovery trained ESOL teachers. It will be based on research in Reading Recovery strategies as well as second language acquisition research.

4. Specify actions to implement the identified strategies that have the greatest likelihood of improving ELLs achievement in meeting state standards.

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
1) Study Buddies: (ELLs paired with native speakers for peer tutoring opportunities). ELLs will be paired with native English speakers to assist them in cultural, social, and academic development.	ESOL teacher	Fall 2013- Spring 2014	None
2) Improved, Enhanced K-12 Parent Involvement: School based parent resource libraries will be available before, during, and after school so that parents can check out materials to assist in their child's education.	ESOL teacher	Fall 2013- Spring 2014	Title III \$5,173.00
3) 3rd-5 th grade ELA and math analysis at grade level meetings: ESOL teachers will meet with grade level chairs to discuss PASS scores, students' strengths and weaknesses, and plan accordingly.	ESOL, mainstream teachers	Fall 2013- Spring 2014	LEA
4) Content/mainstream teacher PD at each elementary school: The Title III partner teacher will provide school based PD for elementary mainstream teachers. This PD will be a hands on workshop that provides strategies and materials that mainstream teachers can use to make content more accessible to their ELLs.	Title III Partner Teacher, Title III Coordinator	Fall 2013- Spring 2014	Title III, LEA \$100.00
5) HSAP Prep Meeting: ESOL teachers will research and meet to share successful test taking strategies that can be used to increase performance on HSAP.	High school ESOL teachers, Title III Coordinator, Title III Partner Teacher	Spring 2014	Title III, LEA
6) Family Literacy Nights: ESOL teachers will host two Family Literacy Nights at each of their schools. Family Literacy Nights will be used to foster home/school relationships, assist parents in helping their students achieve academically and to encourage graduation.	ESOL teacher	Fall 2013- Spring 2014	Title III, LEA \$1,550.00

7) Student mentors: At risk ELLs will be paired with an ESOL and/or content teacher who will serve as a mentor to encourage school participation, socialization, and to provide academic support.	ESOL teacher, Content teacher	Fall 2013- Spring 2014	LEA
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5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.

Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
1) Monthly Early Release Day Meetings devoted to CCSS	ACSD	Fall 2013- Spring 2014	LEA
2) District Inservice Days focusing on school level data and plans for improvement.	ACSD	August 2013, March 2014	LEA
3) Content/mainstream Teacher Accommodations Workshops	Title III Partner Teacher	Fall 2013- Spring 2014	Title III \$100.00
4) Content Areas Accommodations Workshop/Middle-High Content Teachers	Jodi Reiss	October 2013	Title III \$5,753.00
5) Effective Reading Strategies for HSAP (Reading Instruction classes)	Brown, Davenport	October 2013	LEA
6) CCSS and ELL Training	Pearson	Fall 2013- Spring 2014	Title III \$1,200.00
7) Principles and Strategies for Teaching ESOL to Elem/Secondary Learners	ACSD/USCA	Spring 2014	SCDE, Title III \$5,500.00

6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
1) Summer Reading Lists: ELLs will be provided with one high interest/low level vocabulary book to read over the summer to encourage continuing language development.	ESOL teachers	June – Aug. 2014	\$1,500.00	Title III
2) The Walk Talk: High school students will conference with their ESOL teachers during the year to ensure that they are on track to graduate and are meeting all necessary requirements.	High School ESOL teachers	Ongoing	None	LEA

7. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
1) Parent Open Houses: Open Houses scheduled at each school to encourage active parent involvement and participation.	ESOL teacher	Fall 2013	None	LEA
2) Family Literacy Nights: Two literacy nights at each school during the school year to foster home/school connections and promote academic success.	ESOL teacher	Fall 2013 Spring 2014	\$1,550.00	Title III
5) Parent Resource Libraries: School based location for ELL parents to check out materials to support their child's education.	ESOL teacher	Ongoing	\$5,173.00	Title III
6) ESOL Parent Advisory Council: PAC will meet twice a year to discuss the ACSD ESOL program and offer suggestions on improvement.	ESOL teachers, Title III Partner Teacher	Fall 2013 Spring 2014	\$100.00	Title III

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM
ASSURANCE PAGE**

Local Educational Agency (LEA) Plan Information:

Name of LEA: Aiken County

Title III Coordinator: Mary McGuire

District Superintendent: Elizabeth Everitt, Ph. D.

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City: Aiken, SC

Zip Code: 29803

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.us

Signatures:

On behalf of LEAs, participants included in the preparation of this LEA Program Improvement Plan Addendum:

_____	Elizabeth Everitt, Ph.D	September 10, 2013
Signature of Superintendent	Printed Name of Superintendent	Date

_____	Mary McGuire	September 10, 2013
Signature of Title III Coordinator	Printed Name of Title III Coordinator	Date

By submission of the local board approved LEA PI Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.