

PI Year 3 LEA Plan Evidence of Progress (2012–13)  
End-of-Year Submission: September 2013  
Local Educational Agency: Turlock Unified School District 50-75739  
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1. Summarize the LEA Plan strategies and actions implemented during 2012–13, including a description of local evidence used to determine effective implementation.

## TUSD Action Plan 2012~2013

### TUSD Strategic Plan Alignment

If teachers fully implement SIOP components in their classroom instruction, then they will demonstrate specific SIOP strategies with ratings of 3 or higher as evidenced by walk through visits and confirmed by a rise in student achievement on benchmark assessments (ELA, ELD, Math, Science and Social Studies).

**Action 1: Educational Services and Stanislaus County Office of Education assisted with the monitoring of the implementation and integration of the SIOP components**

Focus on SIOP implementation in 2012-2013 as follows:

- TUSD Educational Services and TUSD Instructional Coaches walked with site administrators at every school. Every secondary school site was visited by a content specialist from SCOE who walked with the site administrator in charge of that content. In addition, SCOE staff walked in selected ELD classrooms and in selected special education classrooms each month with identified district staff.
- SCOE staff visited each school site for a half day visit in the following months: September, October, November, December, January, February, March, and May.
- Administrators, Educational Services and Instructional Coaches staff will collect walk through data on their IPAD and send that data each month to the District Office. Walk through data was analyzed monthly. All reports and charts were sent electronically to sites.
- 11 SCOE staff members participated in the monthly walks at all of the 14 school sites. In addition to the 14 school sites, SCOE staff walked sites with a focus on ELD/SDAIE instruction and Special Education instruction.
- TUSD Educational Services and SCOE staff supported the implementation of Professional Learning Communities at sites where the Principal has indicated a need for assistance. SCOE

staff will serve as an instructional coach and mentor to the Principal and his/her team as they lead their teachers in the learning.

## TUSD Professional Learning Communities 2012-2013

### PLC Expectations/Norms

- Each school site formed a School Leadership Team (SLT).
- For newly created PLCs, each SLT member was a PLC lead teacher.
- For previously established PLCs, please consider how to align SLT members and PLC leads.
- Each school site developed PLCs that will be grade level and/or content specific.
- Schools may have additional PLC lead teachers who are not SLT members.
- Those sites with more PLC lead teachers than SLT members, must meet with all PLC lead teachers in addition to SLT meetings/trainings.
- Each principal facilitated a PLC lead teacher training prior to the first SCOE SLT training (September 18 or September 20).
- District Office will support principals with their PLC training but will not facilitate.
- The content of the PLC lead teacher trainings remained consistent across the District (content provided by SCOE).
- Principals and PLC lead teachers met to establish their PLC schedule for the 2012-2013 school year (this may be accomplished at SCOE SLT training September 18/20, before that training, or shortly thereafter).
- Principals presented an overview of the PLC initiative and their site's 2012-2013 PLC meeting schedule to their entire staff in October.
- Principals met with PLC lead teachers prior to each scheduled PLC meeting (a minimum of 7 times Sept, Oct, Nov, Jan, Feb, March and May) to calibrate, review data, frontload goals/tasks/agendas, and prepare for the upcoming PLC meeting to acclimate them to the process and expectations.
- Principals will meet with PLC lead teachers monthly a minimum of 1-2 weeks before the monthly PLC meeting (a minimum of 7 times Sept, Oct, Nov, Jan, Feb, March and May).  
**FRONTLOAD**

- Principals will meet with PLC leads immediately following each PLC meeting to reflect, recap, discuss, and provide feedback for future PLC content, focus, and expectations (substitutes will be provided). **REFLECTION**
- PLC lead teachers met formally and informally with teachers throughout the school year.
- Every site administrator (Principal, AP, Dean) was assigned to oversee a minimum of one PLC and to participate in the analysis and reflection of data and serve as a resource for question and needs.
- Administration will provide PLCs with all of the necessary data, materials, and reflection documents/notes to help establish, foster, and maintain a collaborative, data-driven, student-centered, curriculum-based tone and conversations.
- Principals established one process and one feedback form for their site PLCs.
- **Action 2: Facilitation of Monthly DAIT meetings**
- Stanislaus County Office of Education met once each month with Educational Services to create and draft the agenda and documents for the DAIT meeting. Monthly DAIT meetings included a certificated staff member from each site, Educational Services, an elementary and secondary site administrator, SCOE representation. Topics covered included data analyzes of benchmarks, CST, CAHSEE, CELDT and walk through data.
- **Action 3: Year 4 School Leadership Team (SLT) Training**
- Focus on School Leadership Teams as the stewards and monitors of quality implementation of the TUSD Strategic Plan (Differentiated Instruction and Student Engagement). Leadership themes will focus on actions that are linked to effective instruction, SIOP implementation plans, coaching support, and Walk Through Card trends & data.
- Administrators and coaches will participate in a one day SLT Kick-Off to set the stage for the SLT workshops for 2012-2013, building off of the work of Dr. Anthony Muhammad's book, "The Will to Lead, the Skill to Teach" (TUSD will purchase for SLT members).
- Schools will participate in three full-day trainings, co-planned with Turlock staff and facilitated by SCOE staff to align the work of the SLT teams with the District's focus on implementation and alignment to the TUSD Strategic Plan (Differentiated Instruction and Student Engagement). Use the data from the district (to include but, not limited to; CST and benchmark data for ELA, Math and ELD) to monitor student achievement gains in relation to the implementation of SIOP instructional strategies in the classroom. Provide training in the change process, Professional Learning Communities application and leadership. Complete and apply Working at the Speed of Trust to build the capacity of SLTs as Professional Learning Communities.

- o Cohort 1/Year 5 Schools - Cunningham, Earl, Julien, Osborn, Turlock High, Turlock Junior High
- o Cohort 3/Year 4 Schools - Pitman High School, Dutcher, Crowell, Brown, Medeiros, Roselawn, Wakefield and Walnut
- o Year 1 Cohort will be eCademy Charter at Crane School. Workshops will be customized and delivered to the staff on selected Fridays when students are not in attendance.
- **Action 4: Professional Development in the use of A+RISE as a tool to utilize in the full implementation of the SIOP components**
- SCOE will provide a professional development workshop series on the appropriate use of A+RISE as a tool to select instructional strategies to implement the components of the SIOP model.
- Workshops to be located at either the Turlock High Career Center or eCademy Charter at Crane School Professional Development Center.
- One day for new hires in elementary schools and any other staff members who were unable to attend the workshop during the 2011-12 school year (October).
- One day for new hires in secondary schools and any other staff members who were unable to attend the workshop during the 2011-12 school year (October).
- **Action 5: Creation of the District Common Core Implementation Plan**
- 98 certificated staff members attended SCOE training of new Common Core State Standards
- Team members developed the Common Core High 5

**ALL TUSD STAKEHOLDERS UNDERSTAND, BELIEVE, AND CONSISTENTLY COMMUNICATE COMMON CORE**

1. TUSD's Common Core State Standards transition plan includes ongoing, incremental professional development and collaboration.
2. Standards emphasize depth over breadth, leading to creativity and higher-level thinking for students to become college and career ready.
3. Literacy is embedded across all content areas.
4. A growth mindset is essential for all stakeholders.
5. Rigorous and relevant SIOP instruction supports Common Core

	Spring 2013 (May)	Summer 2013 (June-July)	Fall 2013 (Aug-Dec)	Spring 2014 (Jan-May)	Summer 2014 (June-July)	Fall 2014 (Aug-Dec)	Spring 2015 (Jan-May)	2015/2016	2016/2017
1. CCSS Leadership PD									
2. Walk-Through Tool Alignment									
3. PLC Structures/Process									
4. Initial CCSS Training for ALL Staff									
5. Math & ELA Scope/Sequence									
6. Math & Literacy Professional Development									
7. Curriculum Maps				Create 7-12	Create TK-6	Create TK-6			
8. TK-6 Report Cards									
9. Benchmarks				Create 7-12	Create TK-6	Ongoing Revisions	Ongoing Revisions		
10. CCSS-Aligned Curriculum Map, Benchmark, & Report Card Review								→	
	CST Assessments			Tentative Final CST Assessment		Tentative availability of Math materials for review	CCSS Smarter Balanced Assessment		Tentative availability of ELA/ELD materials for review

- Analyze the 2012–13 LEA performance on summative assessment data, including a description of progress towards student performance goals in ELA and mathematics.

## AYP and API Results Summary

### Spring 2009 to Spring 2013

#### English Language Arts – AYP

- Over the last five years the District and all subgroups have shown slow but steady growth. The District has increased 4.8%, White 4.1%, Hispanic 5.9%, English Learners 4.6%, Socio Economically Disadvantaged (SED) 7.3%, and Special Education 5.1%, respectively.
- The Hispanic, English Learner, and SED students have increased their percentages at a greater rate than the White subgroup, demonstrating that the achievement gap is narrowing.
- However, in the Spring of 2013, 65.5% of the White subgroup scored proficient or advanced, while only 43.9% of the Hispanic, 33.4% of the English Learner, and 44.7% of the SED subgroups scored proficient or advanced. This illustrates that there is still an achievement gap in English Language Arts.

#### Mathematics – AYP

- For the past 5 years the District and all subgroups showed steady growth. In Spring 2012 a slight decline occurred at the District and subgroup levels, however all subgroups still show growth over time. Spring 2013 results show a slight recovery of percentage lost in

the prior year. Over a five year period the District has increased 7.4%, White 6.8%, Hispanic 9.0%, English Learners 8.7%, SED 7.1%, and Special Education 5.8%, respectively.

- In the Spring of 2013, 63.0% of the White subgroup scored proficient or advanced, while only 45.7% of the Hispanic, 41.0% of the English Learner, 45.4% of the SED, and 28.2% of the Special Education subgroups scored proficient or advanced. This illustrates that there is still an achievement gap in mathematics.

### API

- A comparison of the difference between the base and growth API for the 2008-2009, 2009-2010, 2010-2011, 2011-2012 and 2012-2013 school years shows significant growth District wide and with all subgroups. The District has increased 51 points, White 45 points, Hispanic 60 points, English Learners 54 points, SED 71 points, and Special Education 55 points, respectively.
- The 2009-2010 school year showed the most growth with double digit increases District wide and in every subgroup. The 2011-2012 school year showed double digit growth in the White, Hispanic, English Learner, and Special Ed subgroups.
- The Hispanic, English Learner, SED, and Special Education students have shown more cumulative API growth than the White subgroup, demonstrating that the achievement gap is narrowing.

## AYP and API Data

### English Language Arts – AYP

	<b>Spr2009</b>	<b>Spr2010</b>	<b>Spr2011</b>	<b>Spr2012</b>	<b>Spr2013</b>	<b>Totals</b>
<b>District</b>	48.9%	50.8%	54.0%	55.0%	53.7%	<b>4.8%</b>
<b>White</b>	61.4%	62.4%	65.7%	66.9%	65.5%	<b>4.1%</b>
<b>Hispanic</b>	38.0%	40.7%	44.4%	45.2%	43.9%	<b>5.9%</b>
<b>EL</b>	28.8%	31.9%	36.3%	37.2%	33.4%	<b>4.6%</b>
<b>SED</b>	37.4%	39.6%	43.8%	44.2%	44.7%	<b>7.3%</b>
<b>Special Ed</b>	20.9%	21.3%	24.4%	25.3%	26.0%	<b>5.1%</b>

### Mathematics – AYP

	<b>Spr2009</b>	<b>Spr2010</b>	<b>Spr2011</b>	<b>Spr2012</b>	<b>Spr2013</b>	<b>Totals</b>
<b>District</b>	45.5%	51.9%	54.2%	52.9%	53.5%	<b>8%</b>
<b>White</b>	55.0%	60.2%	61.6%	61.8%	63.0%	<b>8%</b>
<b>Hispanic</b>	36.1%	44.0%	47.0%	45.1%	45.7%	<b>9.6%</b>
<b>EL</b>	33.4%	41.7%	44.6%	42.1%	41.0%	<b>7.6%</b>
<b>SED</b>	36.4%	43.5%	46.3%	43.5%	45.4%	<b>9%</b>
<b>Special Ed</b>	18.3%	24.9%	28.2%	24.1%	28.2%	<b>9.9%</b>

## API

	<b>Spr2009</b>	<b>Spr2010</b>	<b>Spr2011</b>	<b>Spr2012</b>	<b>Spr2013</b>	<b>Totals</b>
<b>District</b>	7	26	13	8	-3	<b>51</b>
<b>White</b>	7	21	9	11	-3	<b>45</b>
<b>Hispanic</b>	8	29	17	10	-4	<b>60</b>
<b>EL</b>	10	33	15	12	-16	<b>54</b>
<b>SED</b>	14	29	18	7	3	<b>71</b>
<b>Special Ed</b>	0	35	1	19	0	<b>55</b>

3. Provide evidence of annual communication with the local governing board regarding the implementation of LEA Plan strategies and actions, and the progress towards student performance goals in the Plan. Note: additional documents may be uploaded and attached in the "Associated Documents" section of the item.

The first board meeting in the month of October, Tuesday, October 1<sup>st</sup>, 2013. The board meeting agenda will be posted to:

<http://turlockusd-ca.schoolloop.com/onlineagenda>