

District Name: New Haven Unified School District

CD Code: 01-61242

LOCAL EDUCATIONAL

AGENCY PLAN ADDENDUM TEMPLATE

*The Elementary 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 Plan Addendum template to address the items below. Type your responses in the expandable text boxes.*

*Please submit your completed Addendum by e-mail to [LEAP@cde.ca.gov](mailto:LEAP@cde.ca.gov) and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.*

*The Plan Addendum, which must be submitted to the California Department of Education (CDE) no later than January 13, 2011, is required to:*

- 1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.**

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. (First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspl.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspl.asp</a> .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Since the last revision of the LEAP in June 2008, students in the District as a whole and in most subgroups have continued to demonstrate improved achievement on the annual report of Adequate Yearly Progress (AYP). However, these gains have not kept pace with rising state and federal achievement targets, and an achievement gap still remains between subgroups. Data appears below. The focus of the LEAP has remained substantially as written, particularly the focus on Literacy (Writer's Workshop, Balanced Literacy, Critical Literacy and--at the</p>				

high school level--Reading Apprenticeship), providing interventions for struggling students, and closing the achievement gap (see LEAP, p. 94). There have been many changes in details of implementation, but the overall direction has remained consistent. Refinements have included adoption of the Seven Essentials for Continuous Growth and Improvement (listed below), and the creation of a broader leadership team through the formation of Instructional Leadership Teams at every school in the District, with the support of the Ball Foundation.

The Seven Essentials ensure that the District:

- Provides District-Wide Instructional Foci;
- Uses Data to Inform Instructional and Professional Development Decisions;
- Implements a Targeted Professional Development Plan to Grow and Strengthen Instruction;
- Learns and Uses Research-Based Best Instructional Practices;
- Creates and Maintains Effective and Safe Learning Environments;
- Aligns Resources (Human, Time, Money) Toward Instructional Focus and Student Learning;
- Involves Parents and Community in Student Learning, Assessments and Learning Supports

AYP Data (percent of students scoring proficient or higher):

ELA	Spring 08	Spring 09	Spring 10	Change
Target	34	45	56	
Districtwide	52.6	56.4	57.8	5.2
Black/Afr Am	37.8	44.0	44.4	6.6

Asian	68.1	73.2	74.5	6.4
Filipino	62.1	66.2	67.6	5.5
Hispanic/Latino	37.2	42.3	42.0	4.8
Nat Haw/Pac Isle	47.2	54.3	58.9	11.7
White	63.7	63.0	68.0	4.3
Two or More	na	na	60.7	na
Socioec Disadv	35.7	39.1	43.2	7.5
Eng Learn	39.7	43.8	45.5	5.8
Stu w/Disab	26.8	36.2	33.8	7.0

Shaded did not make AYP even with "Safe harbor"

Math	Spring 08	Spring 09	Spring 10	Change
Target	34.6	45.5	56.4	
Districtwide	54.6	55.4	56.7	2.1
Black/Afr Am	34.6	38.2	38.8	4.2
Asian	75.4	76.2	75.1	-0.3
Filipino	65.1	66.7	65.0	-0.1
Hispanic/Latino	38.3	40.1	43.6	5.3
Nat Haw/Pac Isle	49.7	53.0	53.7	4.0
White	60.1	58.3	59.8	-0.3
Two or More	na	na	64.5	na
Socioec Disadv	40.3	40.2	45.0	4.7
Eng Learn	48.4	48.5	51.6	3.2
Stu w/Disab	29.7	34.7	34.2	4.5

Shaded did not make AYP even with "Safe harbor"

As a result of reviewing student achievement, it was determined that more resources needed to be focused on Literacy. New initiatives are described below. Both new

and continuing initiatives are also described in sections 1-8 of this LEAP Addendum.

Reading Apprenticeship (West Ed)

- High school personnel receive Reading Apprenticeship training
- Cathleen Kral works with administrators and literacy teams; provides individual teacher feedback
- Monthly check-ins with site administrators

District Task Force to review and revise grading policies and practices

- Assemble task force
- Work with Leadership and Learning consultant to construct agendas and learning activities
- Facilitate interface between Targeted Leadership and work of Task Force
- Propose new approach to grading to the Board

Develop outreach and support programs focusing on post-secondary options (college-going culture) beginning in Kindergarten

- Facilitate bi-weekly 6-12 counselor meetings
- Strengthen partnership with colleges / universities
- Track graduate admissions to 2- and 4-year colleges

<p>and continuing initiatives are also described in sections 1-8 of this LEAP Addendum.</p> <p>Reading Apprenticeship (West Ed)</p> <ul style="list-style-type: none"> <li>• High school personnel receive Reading Apprenticeship training</li> <li>• Cathleen Kral works with administrators and literacy teams; provides individual teacher feedback</li> <li>• Monthly check-ins with site administrators</li> </ul> <p>District Task Force to review and revise grading policies and practices</p> <ul style="list-style-type: none"> <li>• Assemble task force</li> <li>• Work with Leadership and Learning consultant to construct agendas and learning activities</li> <li>• Facilitate interface between Targeted Leadership and work of Task Force</li> <li>• Propose new approach to grading to the Board</li> </ul> <p>Develop outreach and support programs focusing on post-secondary options (college-going culture) beginning in Kindergarten</p> <ul style="list-style-type: none"> <li>• Facilitate bi-weekly 6-12 counselor meetings</li> <li>• Strengthen partnership with colleges / universities</li> <li>• Track graduate admissions to 2- and 4-year colleges</li> </ul>	<p>Director of K-12 Instructional Programs</p> <p>Aug-June, 2010</p> <p>Aug-June (Monthly)</p> <p>Director of K-12 Instructional Programs</p> <p>August, 2010</p> <p>Aug-June, 2010 (Monthly)</p> <p>Spring, 2010</p> <p>Director of K-12 Instructional Programs</p> <p>Aug-June</p> <p>December-June</p>	<p>Consultant</p> <p>WestEd Training</p> <p>Consultant Subs</p> <p>None</p>	<p>\$40,000</p> <p>\$15,000</p> <p>\$30,000</p> <p>\$0</p>	<p>IDEA (ARRA)</p> <p>IDEA (ARRA)</p> <p>Title III, EIA</p>
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GATE Committee to identify an accurate and equitable identification process	Director of K-12 Instructional Programs	Hourly pay for teachers	\$2500	Title II
<ul style="list-style-type: none"> <li>Assemble task force</li> <li>Facilitate committee's learning and research</li> <li>Coordinate outreach/feedback sessions with extended NHUSD community</li> <li>Propose new GATE identification process to Superintendent</li> </ul>	August, 2010 Aug-Dec, 2010 (Bi-weekly) December, 2010	Substitutes	\$2,100.00	SELPA Funding
Implement the Revised Student Success Team (SST) process.	Director of Student Intervention Services, Director of Special Education	Substitutes	N/A	N/A
<ul style="list-style-type: none"> <li>Meet with administrative team for final revision of SST, Intervention Plans, and SST Follow Up Format</li> </ul>	August 2010	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Provide professional development to the administrative teams on revised elementary and secondary SST process.</li> </ul>	August 2010	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Provide staff development on the revised SST process.</li> </ul>	September 2010	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Train Drop Out Prevention Specialists on the Revised SST process.</li> </ul>	September 2010	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Site administrators train Special Education Staff with revised SST process</li> </ul>	September 2010	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Division of Teaching and Learning to train psychologists in updated SST process.</li> </ul>	September 2010	Substitutes	\$2,100.00	N/A
<ul style="list-style-type: none"> <li>School sites begin to implement revised SST process.</li> </ul>	October 2010	N/A	N/A	N/A

<ul style="list-style-type: none"> <li>• Division of Teaching and Learning to attend SST's at school site</li> </ul>	November 2010 to June 2011	N/A	N/A	N/A
<p>Critical Literacy</p> <ul style="list-style-type: none"> <li>• Continue to support Hillview Crest Elementary K-5 in Critical Literacy and introduce and support Emanuele Elementary, Kitayama Elementary, and Searles Elementary in Critical Literacy strategies</li> </ul>	<p>Consultants: <i>Just Think Literacy</i> Directors Principals Coaches Teachers</p> <p>August 16th through August 25th, 2010</p>	Consultant Fee	\$205,200	Title I ARRA EIA
<ul style="list-style-type: none"> <li>• 2010-2011 Critical Literacy Summer Institute Grades Kindergarten – 5th Grade</li> </ul>	August through Sept 16, 2010	Consultant Fee	\$ 34,200	Title I
<ul style="list-style-type: none"> <li>• Principals and ILTs will develop and implement professional development plans to support teachers with continued Critical Literacy</li> </ul>	September, 2010 through May, 2011			
<ul style="list-style-type: none"> <li>• Principals will provide time for Grade Level Meetings for K- 5 Grade Level Team planning</li> </ul>	September, 2010 through May, 2011			
<ul style="list-style-type: none"> <li>• Critical Literacy staff will provide professional development for K-5 teachers 3 hours per month</li> </ul>	September, 2010 through May, 2011			
<ul style="list-style-type: none"> <li>• Critical Literacy staff will provide 1 to 1 coaching for principals for 6 hours per month</li> </ul>	Schedule to be determined			
<ul style="list-style-type: none"> <li>• Chief Academic Officer and Directors and peers</li> </ul>				

<p>will support Critical Literacy strategies through walk-through feedback to principals and ILTs</p> <ul style="list-style-type: none"> <li>• Director of Instructional Support will support principals through walk-throughs and mentoring sessions</li> <li>• Provide ongoing Critical Literacy professional development for Literacy Coaches K-5 (walk-throughs and coaching ) by Director of Instructional Support</li> <li>• Director of Instructional Support , principals, coaches, and teachers will use NWEA and CST data to determine next steps and adjust professional development as needed</li> </ul>	<p>October, 2010 through May, 2011 October 2010-May, 2011</p> <p>January, 2011</p> <p>January, 2011</p> <p>NWEA Dates October, 2010 December, 2010 February, 2011 June, 2011</p> <p>CST Dates August, 2011</p>		
<p>Targeted Leadership</p> <ul style="list-style-type: none"> <li>• Each site will continue the roll and use of an Instructional Leadership Team (ILT) meetings throughout the year and practice collaborative leadership strategies aligned to the NHUSD Seven Essentials for Continual Growth</li> </ul>	<p>Consultants District Administrators Principals Coaches Teachers</p> <p>September, 2010</p>	<p>Consultant</p> <p>Substitute cost</p>	<p>\$18,000 \$18,000 \$18,000 \$32,000 \$32,000 \$32,000</p> <p>Title II Title III EIA Title II Title III EIA</p>

<ul style="list-style-type: none"> <li>• 100% of K-12 sites will have an instructional intervention plan that is based on the ILTs review of the NWEA and CST data</li> <li>• Instructional Leadership Teams will have professional development lead by Enid Lee to support them in looking at current practices through an equity lens and the development and use of equity strategies in the district, schools and classrooms.</li> <li>• Instructional Leadership Team members will participate in 7 walk through cycles to observe instructional practices and support the school administrator with constructive feedback.</li> </ul>	<p>May, 2010</p> <p>October 1, 2010</p> <p>October 1, 2010 through May, 2011</p>	<p>Consultant Fees</p>	<p>\$60,000</p>	<p>Title I Title III EIA</p>
<p>Title I Funding</p> <ol style="list-style-type: none"> <li>1. Title I ARRA Funding has been received for use in 2009-10 and 2010-11. It will be utilized as indicated in the columns to the right.</li> <li>2. In keeping with the District's Program Improvement status, Title I funds for professional development will be used for districtwide initiatives.</li> </ol>		<p>Assistance to schools identified for Program Improvement to support coaching and other needs</p> <p>Assistance to schools not identified for Program Improvement to support coaching, interventions and other</p>	<p>\$137,933</p> <p>\$504,677</p>	<p>Title I ARRA</p> <p>Title I ARRA</p>



			needs		
			Professional Development	\$185,485	Title I ARRA
			Parent Involvement	\$9,641	Title I ARRA
			Support for homeless students	\$5,000	Title I ARRA
			Reserved for administration	\$86,841	Title I ARRA
			Reserved for indirect costs	\$34,893	Title I ARRA

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at <a href="http://www.cde.ca.gov/ta/ac/ay/aypreports.asp">http://www.cde.ca.gov/ta/ac/ay/aypreports.asp</a> .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>Reading Apprenticeship (West Ed)</b></p> <ul style="list-style-type: none"> <li>Teachers have 10% increase in students meeting growth targets on NWEA in 10-11 compared to 09-10, and 20% increase among lowest performing subgroups.</li> <li>Teachers have 10% increase in students scoring proficient or advanced on ELA CST, and 20% increase among lowest performing subgroups.</li> </ul>	<p>Director of K-12 Instructional Programs June, 2011</p>	<p>Consultant WestEd Training</p>	<p>\$40,000 \$15,000</p>	<p>IDEA (ARRA) IDEA (ARRA)</p>

<p><b>GATE Committee to identify an accurate and equitable identification process</b></p> <ul style="list-style-type: none"> <li>• Under new identification process, GATE representation of students from historically-underserved subgroups is within 5% of district wide representation</li> </ul> <p><b>Develop outreach and support programs focusing on post-secondary options (college-going culture) beginning in Kindergarten</b></p> <ul style="list-style-type: none"> <li>• Increase by 20% the number of students taking SAT among all subgroups</li> <li>• Increase by 20% the number of historically-underserved groups passing honors/advanced courses</li> </ul>	<p>Director of K-12 Instructional Programs June, 2011</p> <p>Director of K-12 Instructional Programs June, 2011</p>	<p>None</p> <p>\$0</p>	<p>\$2500</p>	<p>Title II</p>
<p><b>Academic Interventions</b></p> <p><b>Goal(s) / Student Performance</b></p> <ul style="list-style-type: none"> <li>• 10% increase in students being identified as proficient or advanced in ELA and Math as measured by the CST.</li> <li>• 20 % decrease between the lowest performing subgroup and our highest performing subgroup (Requiring a 30% increase in proficiency in ELA from our lowest performing subgroups.</li> <li>• Stronger growth than norm group growth in reading NWEA for all subgroups performing below proficient.</li> <li>• 50 % decrease in retentions.</li> </ul>	<p>Director of Student Intervention Services June 2011</p> <p>June 2011</p> <p>June 2011</p> <p>June 2011</p> <p>June 2011</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>

<ul style="list-style-type: none"> <li>• 100% of our sites will have intervention plans based on the needs of their students.</li> <li>• To ensure that 100% of students who have a Multiple Measure score of Far Below Basic, Below Basic and students who have been retained have access to academic interventions.</li> <li>• 100% of our K-12 school sites to update their completed Intervention Plans for Spring 2011 and submit to Division of Teaching and Learning. This includes the comparative data that will be used to determine the effectiveness of the intervention.</li> </ul>	<p>October 2010 December 2010 March 2011</p> <p>September 2010</p> <p>March 2011</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>
<p><b>Continue to work with DELAC to Review and Revise EL Master Plan for Implementation in 2011-2012.</b></p> <p><b>Goal(s) / Student Performance:</b></p> <ul style="list-style-type: none"> <li>• Meet the requirements set by the State for EL Proficiency (100% increase in our EL proficiency rate)</li> <li>• To meet AMAO 1, AMAO 2 and AMAO 3 for Title 3 compliance.</li> </ul> <p><b>Implement the Revised Student Success Team (SST) process.</b></p> <p><b>Goal(s) / Student Performance:</b></p>	<p>Director of Student Intervention Services</p> <p>Director of Student Intervention Services, Director of Special Education</p>	<p>See Item 6A</p> <p>See Item 6A</p> <p>See Item 6A</p> <p>N/A</p>	<p>\$1,098,515.00</p> <p>N/A</p>	<p>See Item 6A</p> <p>See Item 6A</p> <p>See Item 6A</p> <p>N/A</p>

<ul style="list-style-type: none"> <li>To implement revised SST process at 100% of school sites.</li> <li>5% decrease in the number of initial assessments in Special Education.</li> <li>50% decrease in the number of retentions.</li> <li>Initial assessments will be proportionate to District demographics.</li> <li>Decrease the number of FBB, BB and retained students by 10%.</li> <li>No longer be disproportionate in Special Education per CDE State Guidelines.</li> </ul>	<p>October 2010 – June 2011</p> <p>June 2011</p> <p>June 2011</p> <p>June 2011</p> <p>June 2011</p> <p>June 2011</p> <p>June 2011</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>
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**3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.**

<p>Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.</p> <p><b>Reading Apprenticeship (West Ed)</b></p> <ul style="list-style-type: none"> <li>Teachers will learn best practices to strengthen secondary students' comprehension strategies across all disciplines</li> </ul> <p><b>District Task Force to review and revise grading policies and practices</b></p> <ul style="list-style-type: none"> <li>Teachers will study best practices and implement action research to develop more consistent, equitable, and accurate assessment and grading systems</li> </ul>	<p>Persons Involved/Timeline</p> <p>Director of K-12 Instructional Programs June, 2011</p> <p>Director of K-12 Instructional Programs June, 2011</p>	<p>Related Expenditures</p> <p>Consultant WestEd Training Consultant Subs</p>	<p>Estimated Cost</p> <p>\$40,000 \$15,000 \$30,000</p>	<p>Funding Source</p> <p>IDEA (ARRA) IDEA (ARRA) Title III, EIA</p>
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**4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.**

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassessmentpi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassessmentpi.asp</a> .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>Reading Apprenticeship (West Ed)</b></p> <ul style="list-style-type: none"> <li>• High school personnel receive Reading Apprenticeship training</li> <li>• Cathleen Kral works with administrators and literacy teams; provides individual teacher feedback</li> <li>• Monthly check-ins with site administrators</li> </ul>	<p>Director of K-12 Instructional Programs Aug-June, 2010 Aug-June (Monthly)</p>	<p>Consultant WestEd Training</p>	<p>\$40,000 \$15,000</p>	<p>IDEA (ARRA) IDEA (ARRA)</p>
<p><b>District Task Force to review and revise grading policies and practices</b></p> <ul style="list-style-type: none"> <li>• Assemble task force</li> <li>• Work with Leadership and Learning consultant to construct agendas and learning activities</li> <li>• Facilitate interface between Targeted Leadership and work of Task Force</li> <li>• Propose new approach to grading to the Board</li> </ul>	<p>Director of K-12 Instructional Programs August, 2010 Aug-June, 2010 (Monthly) Spring, 2010</p>	<p>Consultant Subs</p>	<p>\$30,000</p>	<p>Title III, EIA</p>
<p><b>Develop outreach and support programs focusing on post-secondary options (college-going culture) beginning in Kindergarten</b></p> <ul style="list-style-type: none"> <li>• Facilitate bi-weekly 6-12 counselor meetings</li> </ul>	<p>Director of K-12 Instructional Programs Aug-June December-June</p>	<p>None</p>	<p>\$0</p>	

<ul style="list-style-type: none"> <li>Strengthen partnership with colleges / universities</li> <li>Track graduate admissions to 2- and 4-year colleges</li> </ul>	<p>Director of K-12 Instructional Programs</p> <p>August, 2010</p> <p>Aug-Dec, 2010 (Bi-weekly)</p> <p>December, 2010</p>	<p>Hourly pay for teachers</p>	<p>\$2500</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Title III</p>
<p><b>GATE Committee to identify an accurate and equitable identification process</b></p> <ul style="list-style-type: none"> <li>Assemble task force</li> <li>Facilitate committee's learning and research</li> <li>Coordinate outreach/feedback sessions with extended NHUSD community</li> <li>Propose new GATE identification process to Superintendent</li> </ul>	<p>Director of Student Intervention Services</p> <p>August 2010</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><b>Develop Site Based Academic Intervention Plans</b></p> <ul style="list-style-type: none"> <li>Create template for revised Academic Intervention Plans.</li> </ul>	<p>September / October 2010</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<ul style="list-style-type: none"> <li>Sites to identify students who scored Far Below Basic on their multiple measures AND who were retained in 2009-2010 in order to identify case load of students to receive Beginning of the Year Academic Interventions.</li> </ul>	<p>September / October 2010</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<ul style="list-style-type: none"> <li>Tier 2 Academic Interventions begin for students whose Multiple Measure score is Far Below Basic AND students who were retained in 2010-2011.</li> <li>Sites complete Beginning of the School Year Intervention Plans and submit to Division of Teaching and Learning. This includes the comparative data that will be used to determine the effectiveness of the intervention.</li> </ul>	<p>October 29, 2010</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<ul style="list-style-type: none"> <li>Sites to submit completed Beginning of the Year Intervention Plans by providing data related to the effectiveness of the interventions to the Division of Teaching and Learning.</li> <li>Sites to identify students who did not make expected progress in the Beginning of the Year Interventions and provide Tier 3 Interventions.</li> <li>Provide Tier 2 Academic Interventions for students who scored as Below Basic on their Multiple Measures.</li> <li>Sites complete Fall 2010 Intervention Plans and submit to Division of Teaching and Learning. This includes the comparative data that will be used to determine the effectiveness of the intervention.</li> <li>Sites to submit completed Fall 2010 Intervention Plans by providing data related to the effectiveness of the interventions to the Division of Teaching and Learning.</li> <li>School sites to update their intervention plans for Spring</li> <li>Sites to submit completed Spring 2011 Intervention Plans by providing data related to the effectiveness of the interventions to the Division of Teaching and Learning.</li> </ul>	<p>October 25, 2010</p> <p>October 25, 2010</p> <p>October 25, 2010</p> <p>October 31, 2010</p> <p>December 17, 2010</p> <p>January 13, 2011</p> <p>March 31, 2011</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>
<p><b>Continue to work with DELAC to Review and Revise EL Master Plan for Implementation in 2011-2012.</b></p> <p><b>Specific Actions</b></p> <ul style="list-style-type: none"> <li>Provide updated ELPA Resource Binders, including revised EL Master Plan to school sites.</li> </ul>	<p>Director of Student Intervention Services</p> <p>August 2010</p>	<p>See Item 6A</p> <p>N/A</p>	<p>\$1,098,515.00</p> <p>N/A</p>	<p>See Item 6A</p> <p>N/A</p>	<p>See Item 6A</p> <p>N/A</p>

<ul style="list-style-type: none"> <li>School sites form English Language Advisory Committees (ELAC) for 2010-2011 and select site's representative to District English Language Advisory Committee (DELAC)</li> </ul>	September / October 2010	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>ELPA's to share revised NHUSD Master Plan with site ELAC's.</li> </ul>	September / October 2010	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Complete and submit the English Language Learner Subgroup Self-Assessment</li> </ul>	October 29, 2010	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Conduct DELAC meetings to ensure compliance per CDE and Title 3 regulations.</li> </ul>	November 2010 January 2011 May 2011	N/A N/A N/A	N/A N/A N/A	N/A N/A N/A
<ul style="list-style-type: none"> <li>Incorporate Migrant Education Program into DELAC meetings.</li> </ul>	November 2010 January 2011 May 2011	N/A N/A N/A	N/A N/A N/A	N/A N/A N/A
<ul style="list-style-type: none"> <li>DELAC representatives report out to site ELAC's after each meeting.</li> </ul>	December 2010 February 2011 June 2011	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Complete and submit the Improvement Plan Addendum (IPA) to the LEA plan to ensure Title 3 compliance.</li> </ul>	January 2011	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Incorporate revised EL Master Plan, Title 3 EL Improvement Plan with Local Education Plan (LEA Plan) update.</li> </ul>	January 2011	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Implement Improvement Plan Addendum for Title 3 to the LEA plan and EL Master Plan.</li> </ul>	January 2011 – June 2012	See Item 6A	See Item 6A	See Item 6A
<p><b>Implement the Revised Student Success Team (SST) process.</b></p>	Director of Student Intervention Services, Director of Special Education	Substitutes	\$2,100.00	SELPA Funding



<ul style="list-style-type: none"> <li>Meet with administrative team for final revision of SST, Intervention Plans, and SST Follow Up Format</li> <li>Provide professional development to the administrative teams on revised elementary and secondary SST process.</li> <li>Provide staff development on the revised SST process.</li> <li>Train Drop Out Prevention Specialists on the Revised SST process.</li> <li>Site administrators train Special Education Staff with revised SST process</li> <li>Division of Teaching and Learning to train psychologists in updated SST process.</li> <li>School sites begin to implement revised SST process.</li> <li>Division of Teaching and Learning to attend SST's at school site</li> </ul>	<p>August 2010</p> <p>August 2010</p> <p>September 2010</p> <p>September 2010</p> <p>September 2010</p> <p>September 2010</p> <p>October 2010</p> <p>November 2010 to June 2011</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Substitutes</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>\$2,100.00</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>
<p>Critical Literacy</p> <ul style="list-style-type: none"> <li>Continue to support Hillview Crest Elementary K-5</li> </ul>	<p>August 16th</p> <p>Consultants: <i>Just Think Literacy</i> Directors Principals Coaches Teachers</p>	<p>Consultant</p>	<p>\$205,200</p>	<p>Title I</p>

	through August 25th, 2010	Fee	ARRA EIA
<p>in Critical Literacy and introduce and support Emanuele Elementary , Kitayama Elementary , and Searles Elementary in Critical Literacy strategies</p>	August through Sept 16, 2010	Consultant Fee	Title I
<ul style="list-style-type: none"> <li>• 2010-2011 Critical Literacy Summer Institute Grades Kindergarten – 5th Grade</li> <li>• Principals and ILTs will develop and implement professional development plans to support teachers with continued Critical Literacy</li> <li>• Principals will provide time for Grade Level Meetings for K- 5 Grade Level Team planning</li> <li>• Critical Literacy staff will provide professional development for K-5 teachers 3 hours per month</li> <li>• Critical Literacy staff will provide 1 to 1 coaching for principals for 6 hours per month</li> <li>• Chief Academic Officer and Directors and peers will support Critical Literacy strategies through walk-through feedback to principals and ILTs</li> <li>• Director of Instructional Support will support principals through walk-throughs and mentoring sessions</li> <li>• Provide ongoing Critical Literacy professional development for Literacy Coaches K-5 (walk-throughs and coaching ) by Director of Instructional Support</li> </ul>	<p>September, 2010 through May, 2011</p> <p>September, 2010 through May, 2011</p> <p>September, 2010 through May, 2011</p> <p>Schedule to be determined</p> <p>October, 2010 through May, 2011 October 2010-May, 2011</p> <p>January, 2011</p> <p>January, 2011</p>	\$34,200	

<ul style="list-style-type: none"> <li>• Director of Instructional Support , principals, coaches, and teachers will use NWEA and CST data to determine next steps and adjust professional development as needed</li> </ul> <p>Targeted Leadership</p> <ul style="list-style-type: none"> <li>• Each site will continue the roll and use of an Instructional Leadership Team (ILT) meetings throughout the year and practice collaborative leadership strategies aligned to the NHUSD Seven Essentials for Continual Growth</li> <li>• 100% of K-12 sites will have an instructional intervention plan that is based on the ILTs review of the NWEA and CST data</li> <li>• Instructional Leadership Teams will have professional development lead by Enid Lee to support them in looking at current practices through an equity lens and the development and use of equity strategies in the district, schools and classrooms.</li> <li>• Instructional Leadership Team members will participate in 7 walk through cycles to observe</li> </ul>	<p>NWEA Dates October, 2010 December, 2010 February, 2011 June, 2011</p> <p>CST Dates August, 2011</p> <p>Consultants District Administrators Principals Coaches Teachers</p> <p>September, 2010</p> <p>May, 2010</p> <p>October 1, 2010</p>	<p>Consultant Fee</p> <p>Substitute cost</p> <p>Consultant Fee</p>	<p>\$18,000 \$18,000 \$18,000 \$32,000 \$32,000 \$32,000</p> <p>\$60,000</p>	<p>Title II Title III EIA Title II Title III EIA</p> <p>Title I Title III EIA</p>
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<p>instructional practices and support the school administrator with constructive feedback.</p>	<p>October 1, 2010 through May, 2011</p>		
<p>Continue to provide Support for Writer's Workshop K-8</p>	<p>Consultant Coaches Teachers</p>	<p>Lit. Coach Planning Seminar</p>	<p>Title II Title III EIA</p>
<ul style="list-style-type: none"> <li>• WW Consultant to meet with Literacy Coaches and plan for Grades 3-5 Advanced Writer's Workshop Summer Institute.</li> </ul>	<p>August 2010</p>	<p>Middle School W.W.</p>	<p>\$9,000 \$8,000 \$8,000 \$45,000</p>
<ul style="list-style-type: none"> <li>• Conduct Grades 3-5 Writer's Workshop Summer Institute.</li> </ul>	<p>August 2010</p>	<p>Coaching W.W.</p>	<p>Title III EIA</p>
<ul style="list-style-type: none"> <li>• Conduct Grade Level (4<sup>th</sup>, 5<sup>th</sup>, and 3<sup>rd</sup>) Writer's Workshop Grade Level Institute.</li> </ul>	<p>August 2010</p>		
<ul style="list-style-type: none"> <li>• Conduct Middle School Saturday Academy – Writer's Notebooks / Launching Writer's Workshop (7<sup>th</sup> and 8<sup>th</sup> Grade Focus)</li> </ul>	<p>August 2010</p>		
<ul style="list-style-type: none"> <li>• Provide professional development for Literacy Coaches focused on Writer's Workshop.</li> </ul>	<p>September 2010</p>		
<ul style="list-style-type: none"> <li>• Fall 2010 On Demand Writing Samples (Elementary schools)</li> </ul>	<p>September 2010- June 2011</p>		
<ul style="list-style-type: none"> <li>• Provide middle school professional development for additional genre units of study (6<sup>th</sup> grade – Persuasive Essay, 7<sup>th</sup> and 8<sup>th</sup> Grade – Literary</li> </ul>	<p>November 2010</p>		

<p>Essay / Realistic Fiction)</p> <ul style="list-style-type: none"> <li>• Spring 2011 On Demand Writing (Elementary schools)</li> <li>• Provide middle school professional development for additional genre units of study (6<sup>th</sup> grade – Literary Essay, 7<sup>th</sup> and 8<sup>th</sup> Grade -Realistic Fiction)</li> <li>• District wide Writing Celebration</li> </ul> <p>Continue to support K-5 sites in Balanced Literacy</p> <ul style="list-style-type: none"> <li>• 2010-2011 Balanced Literacy Summer Institute – Managing Balanced Literacy Instruction No Matter What The Class Size in Grades Kindergarten – 3<sup>rd</sup> Grade</li> <li>• Provide professional development for elementary literacy coaches – K-2<sup>nd</sup> Grade. Focus on Guided Reading – Independent Reading</li> <li>• Provide professional development for K-2<sup>nd</sup> Grade Teachers. Focus on Guided Reading – Independent Reading – Alvarado Elementary, Pioneer Elementary, Eastin Elementary</li> <li>• Provide on-site coaching / Grade Level Meetings with K-2 Grade Level Teams (Eastin Elementary, Pioneer Elementary, Alvarado Elementary)</li> </ul>	<p>November 2010 – January 2011</p> <p>March 2011</p> <p>March 2011 – May 2011</p> <p>May or June 2011</p> <p>Consultants Directors Coaches Teachers</p> <p>August 16<sup>th</sup> and August 17<sup>th</sup>, 2010</p> <p>Tuesday, September 21, 2010</p> <p>Tuesday, September 21, 2010</p> <p>Wednesday, September 22 – Pioneer, Thursday, September 23 – Eastin, Friday,</p>	<p>Consultants Substitutes</p>	<p>\$18,000 \$18,000 \$18,000</p>	<p>Title II Title III EIA</p>
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<ul style="list-style-type: none"> <li>• Provide professional development for elementary literacy coaches – Grades 3-5 Guided Reading – Independent Reading</li> <li>• Provide professional development for 3<sup>rd</sup> – 5<sup>th</sup> Grade Teachers – Focus on Guided Reading – Independent Reading – Alvarado Elementary, Pioneer Elementary, Eastin Elementary</li> <li>• Provide on-site coaching / Grade Level Meetings with 3<sup>rd</sup> – 5<sup>th</sup> Grade Level Teams (Eastin Elementary, Pioneer Elementary, Alvarado Elementary)</li> <li>• Provide ongoing professional development for Literacy Coaches K-5</li> <li>• Provide professional development for elementary literacy coaches – K-2<sup>nd</sup> Grade. Continued focus on Guided – Independent Reading.</li> <li>• Provide professional development for K-2<sup>nd</sup> Grade Teachers. Continued focus on Guided - Independent Reading – Alvarado Elementary, Pioneer Elementary, Eastin Elementary</li> <li>• Provide on-site coaching / Grade Level Meetings with K- 2 Grade Level Teams (Eastin Elementary, Pioneer Elementary, Alvarado Elementary)</li> </ul>	<p>October - Alvarado Elementary</p> <p>Tuesday, October 12, 2010</p> <p>Tuesday, October 12, 2010</p> <p>Wednesday, October 13 – Eastin, Monday, October 18, Pioneer, Tuesday, October 19 – Alvarado Elementary</p> <p>November 5, 2010</p> <p>Tuesday, January 18, 2011</p> <p>January 11, 2011</p> <p>January 19, 2011</p>		
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<ul style="list-style-type: none"> <li>• Provide professional development for elementary literacy coaches – Grades 3-5. Focus – Continued focus on Guided Reading.</li> <li>• Provide professional development for 3<sup>rd</sup> – 5<sup>th</sup> Grade Teachers – Focus on Teaching Points Throughout the Balanced Day – Alvarado Elementary, Pioneer Elementary , Eastin Elementary</li> <li>• Provide on-site coaching / Grade Level Meetings with 3<sup>rd</sup> – 5<sup>th</sup> Grade Level Teams (Eastin Elementary, Pioneer Elementary, Alvarado Elementary)</li> <li>• Provide ongoing professional development for Literacy Coaches K-5</li> <li>• Chief Academic Officer and Directors and peers will support Balanced Literacy strategies through walk-through feedback to principals and ILT's.</li> </ul>	<p>January 20, 2011 January 21, 2011</p> <p>January 25, 2011</p> <p>January 25, 2011</p> <p>January 26, 2011 January 27, 2011 January 28, 2011</p> <p>February 25, 2011</p> <p>September 2010- June 2011</p>			
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**5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.**

	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. (See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassessi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassessi.asp</a>.)</p> <ul style="list-style-type: none"> <li>• Division of Teaching and Learning reviewed student benchmark performance data, CELDT data, attendance data, and disciplinary data and identified trends across the district, across grade levels and</li> </ul>	<p>Chief Academic Officer and Directors February 2010</p>			

<p>across each school.</p> <ul style="list-style-type: none"> <li>• Division of Teaching and Learning presented data to all site administrators and the administrators identified trends across the district, across grade levels and across each school. As a district leadership team we then identified areas needing improvement. (2/10)</li> <li>• Student benchmark performance data, CELDT data, attendance data, and disciplinary data were then shared with all site based instructional leadership teams (ILTs) during our monthly learning session. Each ILT reviewed the data with their grade level or department teams and determined immediate site needs. Each site developed a professional development cycle for the Spring of 2010.</li> <li>• In May the ILTs met and reviewed the district's Seven Essentials and the strategies we have identified to support the Essentials. Each ILT first ranked the Essentials one to seven with number one being the highest priority Essential to focus on for the 2010-11 school year. Each ILT then reviewed all of the supporting strategies and rated them as high priority, medium priority or low priority. All of the data from the over 125 ILT members from all school sites was compiled and three of the Seven Essentials were chosen as a focus for the 2010-11 school year. In addition the high priority strategies identified by the ILTs were used to create our current professional development plan.</li> </ul>	<p>Chief Academic Officer and Directors February 2010</p> <p>Chief Academic Officer and Directors Spring 2010</p> <p>Chief Academic Officer and Directors May 2010</p>			
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**6. English Learners**

*Title III Status and Title I Program Improvement (PI) Status: An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the expandable space below. LEAs in Title III Year 4 are required to complete the online Action Plan and need not address item 6.*



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

Through the 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.

AMAO 1: Percent of EL Students Making Annual Progress in Learning English	2006-07	2007-08	2008-09	2009-10
Target	48.7%	50.1%	51.6%	53.1%
Percent Meeting Target	55.5%	56.1%	63.2%	63.1%
Was Target Met? (Y/N)	YES	YES	YES	YES

- 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

AMAO 2: Percent of EL Students Attaining English Proficiency	2009-10
Target	17.4%
Percent Meeting Target	28.5%
Was Target Met? (Y/N)	YES

AMAO 2: Percent of EL Students Attaining English Proficiency	2006-07	2007-08	2008-09

