

District Name: Torrance Unified School District

CD Code: 19650600000000

Torrance Unified School

District Program Improvement Plan 2011-2013
Revised November 2014

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.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>As we update our district LEA plan and our PI plan (for years 3 & 4), our data analysis has shown a steady growth in both the Academic Performance Index (API) and Adequate Yearly Progress (AYP) scores up to 2013. The Torrance Unified School District (TUSD) has four subgroups with a history of an achievement gap. Two of those subgroups (Hispanic and Socioeconomically Disadvantaged (SED), African American or Black and Students with Disabilities (SWP). Closing the achievement gap in our district with these four subgroups continues to be our focus, and the main focus of this updated plan. Our accountability goal will continue to be to raise the proficiency level of all students, to establish baseline performance data for all subgroups in mathematics and ELA.</p> <p>An additional focus for 2013-2014 and 2014-2015 is Common Core implementation in ELA and math, along with CAASPP readiness.</p>	<p>Superintendent, Chief Academic Officer, Senior Directors Elementary & Secondary, Directors of Curriculum, State and Federal Projects, and Special Education and District Program Improvement (PI) Committee</p>	<p>November, 2014 – June 2016</p>	<p>NA</p>	<p>NA</p>
<p>Additional discussions based on the results of our needs assessment indicate a need for:</p> <ul style="list-style-type: none"> • Continued professional development on instructional materials, especially implementing common core utilizing both core and supplemental materials (second sources). • Additional strategic support in effective teaching and learning to identify best practices based on classroom observations. • Implementation of an algebra readiness course 	<p>District PI Committee</p>	<ul style="list-style-type: none"> • June 2014-June 2016. • August 2014-June 2016 • August 2014-June 2016 	<p>See questions 3 and 5 for specific funding break-down</p>	<p>Title I and Title II</p>

<p>TUSD became a year 1 PI district in 2011 based on AYP mathematics Hispanic/Latino, SED and SWD (See question 2). Results from our 2011 needs assessment determined that the district has limited school-level or district-level math support. To address the achievement gap in mathematics, the district will:</p> <ul style="list-style-type: none"> • Continued to provide a 1.5 FTE to PI year three sites for intensive secondary mathematics instruction in 2014-2015 • Expand math coaching in CGI utilizing lead teacher mentors and coaches (2014-2015) • Revise, administer, and analyze the results of multiple common assessments (benchmarks) in grades K-8 mathematics classrooms. Implement instructional changes based on the results of these assessments. (see LEA Plan) 			<p>August, 2014-September 2016 July 2014-June 2016 October 2014-May 2016</p>	<p>\$150,000.00 \$500,000.00 NA</p>	<p>Title 1 Common Core Title I Title II</p>
<p>All levels of administrators (elementary, middle, and high school) will participate in professional development on instructional best practices, data analysis (including pilot school city data for Algebra 1 and Algebra 2), and common assessment/benchmark design and implementation (For specific research strategies, see question #3. For specific professional development descriptions, see question #5).</p>	<p>Chief Academic Officer, Senior Directors Elementary & Secondary, Directors of Curriculum and State and Federal Projects, and District PI Committee</p>	<p>January 2014 – June 2015</p>	<p>NA</p>	<p>Title II</p>	
<p>Additionally, all levels of administrators, along with site teacher leaders will participate in monthly common core unit planning for ELA, Science, HSS, and technology. In turn, teacher leaders and administrators will train, collaborate, and implement with entire staff, a progressive model to implement the common core.</p>	<p>Chief Academic Officer, Senior Directors Elementary & Secondary, Directors of Curriculum and State and Federal Projects, and District Resource Teachers for Assessment.</p>	<p>January 2014-June 2015</p>	<p>NA</p>	<p>Title I PI Grant Title II Common Core Grant</p>	

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.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>A more focused approach in terms of strategies and curriculum are needed to meet the needs of the following subgroups:</p> <p>Black or African American in mathematics and ELA</p> <ul style="list-style-type: none"> • 2012 AYP math score/2013 goal 49.5%-54.5% 52.5% • 2012 AYP ELA score/2013 goal 62.0%-67% 55.2% <p>Hispanic/Latino subgroup in mathematics:</p> <ul style="list-style-type: none"> • 2012 AYP math score/2013 goal 54.8%-59.8% 56.9% • ELA safe harbored 59.1% <p>Socio-economically disadvantaged subgroup in mathematics:</p> <ul style="list-style-type: none"> • 2012 AYP math score/2013 goal 56.0-61.0% 58.2% • ELA safe harbored 58.4% <p>Students with Disabilities subgroup in mathematics:</p> <ul style="list-style-type: none"> • 2012 AYP math score/2013 goal 52.7-57.7% 57.4% • 2012 AYP ELA score/2013 goal 56.1-61.1% 57.1% <p>Note: these subgroups are now a significant subgroup at several schools as well as a significant subgroup at the district level, however, without CAASPP data there is no 2014 measurement.</p> <p>EL-See goal 6 and our Title III Plan</p>	<p>Chief Academic Officer, Senior Directors Elementary & Secondary</p> <p>Directors of Curriculum, State and Federal Projects, and Special Education</p>	<p>Sept. 2014 – June 2015</p>	<p>NA</p>	<p>NA</p>

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Culturally Relevant and Responsive Pedagogy (using a set of research based instructional strategies that incorporate students background knowledge and cultural lens in order to make content meaningful to students (Lindsey and Roberts 2006; Marzano, 2010) will be implemented through professional development for administration and teachers.	Chief Academic Officer, Senior Directors Elementary and Secondary Schools	January 2014 – June 2015	\$20,000	Title I PI Grant
<p>To help guide the discussion of effective practice, both for administrative and teacher professional development, classroom observations and debriefs will focus on:</p> <ul style="list-style-type: none"> • Clear learning objectives/learning targets • Teaching, modeling, and demonstrating • Guided, active practice • Checking for understanding/formative assessments <p>(Schmoker, 2011).</p>	Site Administrators	September 2013 – June 2015	NA	NA
<p>To provide guidance on how district, school and classroom leaders can improve student achievement and to guide the collaborative professional learning community (PLC) discussions on what students need to know, how we will know if they know it, and what we will do if they don't we are:</p> <ul style="list-style-type: none"> • Redefining Middle School Site PLC structure and goals • Refining curriculum maps • Revising common assessments for all core areas • Ensuring that all common assessments are given in all core areas and PLC discussions around the results of these assessments are occurring on an on-going basis.. • Developing common benchmark assessments providing an additional layer of structure and support for the collaborative discussion <p>(Marzano & Dufour, 2011).</p>	Chief Academic Officer, Senior Directors Elementary & Secondary, Directors of Curriculum and State and Federal Projects, and District, Site Administrators	September 2014 – June 2015	\$350,000	Central Supplemental Title II

<p>Additionally, emphasis within professional development include:</p> <ul style="list-style-type: none"> • Read to infer/interpret and draw conclusions. • Support arguments with evidence • Resolve conflicting views encountered in source documents • Solve complex problems with no obvious answers <p>(Schmoker, 2011).</p>	<p>Chief Academic Officer, Senior Directors Elementary & Secondary, Directors of Curriculum and State and Federal Projects, and District, Site Administrators</p>	<p>September 2014 – June 2015</p>	<p>See question 5 for professional development cost breakdown</p>	<p>Title I PI Grant Title II Common Core Grant</p>
<p>Infuse ELA unit design to include a greater use of non-fiction/expository text and specifically having students analyze and interpret a minimum of two or more texts.</p>	<p>Chief Academic Officer, Senior Directors Elementary & Secondary, Directors of Curriculum and State and Federal Projects, Accountability Resource Teachers and District, Site Administrators</p>	<p>Monthly lead teacher/administrator training September 2014-June 2015 including monthly PLC for all ELA, Science, HSS, and Tech teachers</p>	<p>See question 5 for professional development cost breakdown</p>	<p>Title I PI Grant Title II Common Core Grant</p>
<p>Data-driven decision making models will be utilized to assist schools in accessing data, analyzing data, interpret, and apply the results of the interpretation for instructional improvement (Bernhard, 2009; Fullan, 2010; Odden & Archibald, 2009; Shen & Cooley, 2008).</p>	<p>Chief Academic Officer, Senior Directors Elementary & Secondary, Directors of Curriculum and State and Federal Projects, and District</p>	<p>Fall Training and on-going implementation via the School Site LCAP's</p>	<p>NA</p>	<p>NA</p>
<p>Assessment for learning emphasis throughout administrative and teacher professional development to improve student engagement and achievement (Stiggins, 2008).</p>	<p>Chief Academic Officer, Senior Directors Elementary & Secondary, Directors of Curriculum and State and Federal Projects,</p>	<p>Summer 2014 – June 2015 intensive admin. training; fall teacher training;</p>	<p>See question #5 for teacher cost breakdown</p>	<p>Title I PI Grant Title II Common Core Grant</p>

	and District	ongoing elementary principal training (monthly)		
Increase the opportunities for instructional coaching opportunities in mathematics classrooms (Hargreaves & Shirley, 2009; Odden, 2009; Odden & Archibald, 2009; Odden & Picus, 2008).	Chief Academic Officer, Senior Directors Elementary & Secondary, Director of Curriculum, Secondary Math Coaches	January 2014 – June 2015	See question #1	Title I PI Grant Title II Common Core Grant Base Grant

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.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Identify and provide intervention for at-risk students in elementary , middle, and high school in the form of: <ul style="list-style-type: none"> • Intervention during the school day • Intervention before and after the school day • Extended School Year & Jumpstart summer learning opportunities • Including technology based interventions (Achieve3000 & ALEKS) 	Senior Directors Elementary & Secondary, Site Administrators	On-going including Summer 2015	Varied per school based on need District Title I PI Grant contribution = \$300,000	Title 1 Title I PI Grant Central Supplemental
Investigate monthly PLC professional development for middle school mathematics teachers to ensure alignment with algebra readiness and effective teaching practices are consistently utilized.	Director of Curriculum and Site Administrators	January 2014-June 2015	NA	NA
Provide daily active practice within mathematics classrooms	Site Administrator Classroom Teacher	Daily	NA	NA
Provide and review daily objectives/learning targets in every mathematics classroom	Site Administrator Classroom Teacher	Daily	NA	NA
Provide frequent checks for understanding within each mathematics classroom	Site Administrator Classroom Teacher	Daily	NA	NA
Work with secondary schools to improve college going culture on each campus	Chief Academic Officer, Senior Director, Secondary Schools, Site Administrators	On-going 2013-2015	Varied per school based on need	Central and Site Supplemental Base Grant Student Achievement
Continue college going culture planning team to meet at least two times during the school year to monitor progress	Senior Director, Secondary Schools	September 2013 - June 2015	NA	NA

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>Continued implementation of Cognitively Guided Instruction (CGI) professional development focused on understanding how children develop mathematical ideas. 17 of 17 sites have teachers that have initial implementation of CGI instructional practices.</p> <ul style="list-style-type: none"> • Professional development by UCLA Center X and CGI Certified Instructors. • All sites will have initial experience with CGI training opportunities. • Collaboration time by grade level 1 day/week (PE days) 	Senior Director Elementary Director of Curriculum	August 2014 Winter 2015 2014-2015 (district supported) Summer 2014 2014-2015 (district supported)	\$90,000	Site Title 1, Student Achievement Common Core TEF Donation
Ongoing professional development after initial CGI training to develop the teacher's understanding and language of effective CGI math instruction to support teacher growth and implementation.	Senior Director Elementary Director of Curriculum	August 2014-June 2015 and ongoing	Varied per site	Student Achievement Common Core
Coaching teachers in effective CGI instruction for pedagogical improvement and improving learning outcomes for all students. Coaches focus on developing teachers as effective practitioners who contribute to high performing school communities.	Senior Director Elementary, Director of Curriculum	August 2014-June 2015 and ongoing	Varied per site	Student Achievement TEF donations
Provide CMAST intensive training, collaboration, and coaching for 2 elementary schools, 8 middle schools, and 4 high schools through Loyola Marymount University (LMU).	Senior Director Secondary, Director of State and Federal Projects	August 2014-June 2015 and ongoing	See below	Common Core

Provide ongoing CMAST professional development, coaching, and collaboration at three middle school sites (sites have completed the first two-year training module) by providing each site with a coaching period for their teacher leader (coach).	Senior Director Secondary, Director of State and Federal Projects	August 2014-June 2015 and ongoing	\$260,000	Common Core TEF Donation
Provide monthly planning and processing CMAST collaboration for 14 participating schools.	Senior Director Secondary, Director of State and Federal Projects	September 2014-June 2015	NA	
Professional Learning Community (PLC) and staff development days will be utilized for on-going professional development in mathematics and ELA including the growing emphasis on the implementation of the common core standards.	Site Principals	Monthly September-June	NA	NA

6. English Learners

a. For LEAs in Title III Status and Title I Program Improvement (PI) Status, please check below:

X

b. *Include specific academic achievement and English Language Proficiency goals, targets, and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB.*

Please describe those goals and targets.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>TUSD has continued to meet AMAO 1 and 2 in ELA and math (therefore specific data for CELDT is not included), but did not meet receive AMAO 3 data due to the suspension of CST testing. Specific exit criteria includes:</p> <ul style="list-style-type: none">• Passing the CELDT test with an overall of Advanced or early advanced with no subsections below an Intermediate.• Scoring at least PROFICIENT on the ELA part of the CST, has been <u>temporarily replaced</u> with a local TUSD student writing assessment.• Teacher recommendations (Running Records, ELD Benchmarks and grades are a part of this)• Parent recommendation/consultation	Director, State and Federal Projects, Program Specialists, Literacy Resource Teacher, School Principals			
The specialized Leveled Literacy Intervention Program (LLI) has been utilized at the elementary level for EL for many of our schools. In our main EL support program, students will receive a double dose of guided reading instruction both during the school day, for extended learning time after the school day, and in the summer, as appropriate	Director, State and Federal Projects, Program Specialists, Literacy Resource Teacher, School Principals	September 2014-June 2015	See question 7 for site intervention costs	Title 1 Student Achievement Supplemental
Specialized training and implementation of guided reading instruction continues for grades K-12 ELD teachers and includes	Director, State and Federal Projects,	July 2012 – June 2015		Title III LEP

work on assessing, providing specific, targeted reading instruction, and monitoring student progress	Program Specialists, School Principals			Site Supplementa l
Several middle schools continue to participate WRITE, WestEd study on implementing targeted writing instruction for students at level 3, 4, and 5 in EL proficiency	Site Administrators	August 2014- June 2015		Grant funded
Schools will utilize professional development in the 2011-2012 year to collaborate on instructional strategies to help the students not making adequate progress in acquiring English.	Program Specialists Secondary ELD Program Coordinators	At least quarterly September-June 2011-2012	NA	NA
Monitor ELD program effectiveness at all levels through monthly ELD Leadership Team and ELD Coordinator sessions.	Director, State and Federal Projects, Program Specialists, Literacy Resource Teacher, School Principals	September 2014 – June 2015	\$4000	Title III LEP
Expand Emergency Immigrant Elementary Summer School to all levels at all school sites, and explore additional opportunities for Emergency Immigrant students throughout the school year	Senior Directors Elementary & Secondary, Director State and Federal Projects, Program Specialists, School Principals.	September 2014 – August 2015	\$500,000	Title III EI Site & Central Supplementa l Funding

7. Incorporate, as appropriate, activities before school, after school, during the summer, and 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
<p>We will provide extensive extended learning time that may include the following:</p> <ul style="list-style-type: none"> • Before and after school intervention for at-risk students • Technology based interventions (Achieve 3000) • During the summer, students may be offered <ul style="list-style-type: none"> ◦ Jumpstart and Extended School Year in August to enhance preparation and to close learning gaps. ◦ All school levels offer ELD summer programs for EL students, as appropriate • During the summer, students will be offered <ul style="list-style-type: none"> ◦ Special Education summer school is provided, per IEP ◦ District sponsored emergency immigrant Summer programs ◦ Algebra/algebra readiness intervention <p>A conscious effort was made to allow school flexibility in the design of extended learning time to optimize both formative and summative assessments of students so that schools could provide the best program based on the needs of their students. Students are selected for classes based on the results of Running Record reading level scores, CELDT scores, AND initial benchmark scores in ELA and/or mathematics. Intervention teachers keep pre-post test data on each student and that data is utilized in deciding on next steps for students. Because we are such a large district, a one size fits all model will not provide the flexibility for school to provide what is best for their students and school.</p>	Senior Directors Elementary & Secondary, Director State and Federal Projects, Director Special Education, Site Administration	September 2014-August 2015	Varies per site Also, reference response in Question #4	Title 1 Title III Student Achievement Local Donation Funds (per school) General Fund Title III EI Title 1

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8. 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
District will work with LACOE to identify best practices for school site council trainings to ensure parental involvement strategies are brainstormed with parents on school site council.	Director of State and Federal Projects	Fall 2014	NA	NA
District will provide DELMAC training to ensure parents of EL students are provided with parental involvement strategies.	Director of State and Federal Projects, ELD Program Specialists	Fall 2014	\$1000.00	Title III LEP, Central Supplemental
District will offer K-12 Spanish Parent Night fully in Spanish to educate parents on supports, services and programs.	Director of State and Federal Projects, ELD Program Specialists	Winter 2015	\$6000.00	Title III LEP, Central Supplemental
District will hold an English Learner parent Conference to provide parents with the opportunity at multiple learning opportunities in areas that interest them.	Director of State and Federal Projects, ELD Program Specialists, School Principals	Quarterly at a minimum	Translations and Staffing Approximately \$5000.00	Title III LEP, Central Supplemental
<p>Schools will increase communication with parents via a number of methods which may include:</p> <ul style="list-style-type: none"> • Telephone • E-blasts • Electronic communication • Website postings • Postal mailings • Primary language translations <p>Schools will offer appropriate parent nights to help students achieve proficiency on all core content standards</p>	School Principals	Quarterly	Varied per school \$1000-\$5000	PTA donations, Title 1, Site Supplemental Funding, Student Achievement

Secondary schools will offer college and career ready parent nights to work with students and parents to ensure high school graduation, completion of college ready A-G course requirements, and career ready rigorous programs.	Senior Director, secondary schools School Principals	Quarterly	\$500-\$1000 per site	Site Supplemental Funding, Student Achievement
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