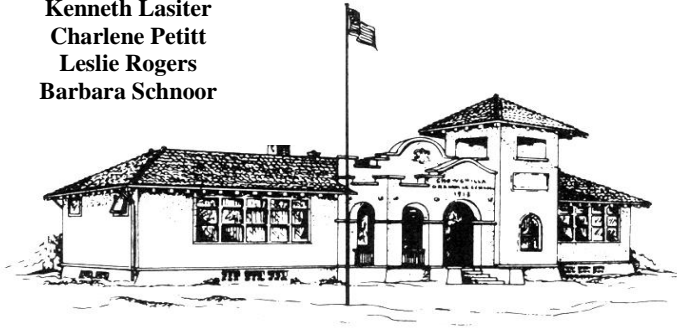


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2015-2016 End-of-Year Evidence of Progress

1. *Summarize the LEA Plan strategies and actions implemented during 2015-2016 including a description of local evidence used to determine effective implementation.*

Chowchilla Elementary School District (CESD) continued to focus on 4 specific areas in an effort to increase the academic proficiency of our students.

- **Writing-** CESD has implemented Lucy Calkins', Units of Study in grades K-6 and writing instruction incorporated into the use of Google docs in grades 5-8. As reading and writing are tied to language development we have infused research based components of Project GLAD, such as interactive journals and charts, such as sentence patterning charts, cooperative strip paragraphs and pictorial input charts. Ongoing professional development (PD) occurs in an effort to provide teachers and administration time to calibrate their review and scoring of student work. These PD opportunities also allow for staff to problem solve issues which may arise in the classroom.

2015-2016 all grade levels showed significant gains through the writing rubric. Calibration support will be provided through Monday Professional Development. Instructional coaching support has been implemented.

- **Reading** – CESD is moving towards providing small group instruction in reading. Guided Reading Intervention support has been implemented district wide. Reading labs in grades 1-8 are in place to support struggling students in reaching grade level proficiency. Kinder provides small group reading interventions as well.

2015-2016 Reading support was created at each site throughout the district, student data is collected to monitor progress and inform instruction. Between 20-90 percent of the students served through reading intervention now read within 6 months of grade level. Instructional coaching support was implemented.

- **Math** – Eight years ago CESD began working with CSU Fresno's Math Department to implement Cognitively Guided Instruction (CGI). K-2 were the first grade levels to make the shift. Currently, 3rd – 8^h grades have received one to three years of training. Four half day trainings are embedded into the school day with release time covered through substitutes; grade level lead teachers meet an additional half day to work on trouble areas at each campus in addition to receiving leadership training. We are involved with Making – It-REAL in connection with Madera County Office of Education. There is a district-wide math coach in place to support CGI instructional practices through demonstrations, modeling and coaching.

2015-2016 Students demonstrated large gains through math rubrics. Professional development will continue to be a focus on most campuses. Instructional coaching support has been implemented. Students surveyed most often referred to math when asked to recount a great lesson they were apart of where they learned something memorable.

- **Student Engagement** – All staff have received Day 1 of the Cooperative Structures training. Additional lead staff have attended all 5 days of the Cooperative trainings and work with staff through every Monday’s early release time on a new Cooperative Structure which can be then used in the classroom. New staff are enrolled in Kagan trainings during their first year. A district-wide coach is also in place to support staff in increasing student engagement through these proven structures.

2. An analysis of the LEA’s progress towards student achievement goals in the LEA Plan based on local assessment data.

- **Writing-** CESD created grade level/genre specific writing rubrics to track student progress. We are in the process of putting a system in place where the rubric scores are tracked via beginning of the year (BOY) and end of the year (EOY) data points. We have Data Driven Classroom (DDC) in place as a data warehouse to which every teacher has access. Student data has been entered for many, but not all students. Overall growth on the data we have shows a wide spread of gains by grade level on our 4 point rubric. *See attached data file.* We continue to refine our rubrics to better measure student progress in specific areas. We have seen great gains in writing proficiency through student writing samples; however we are still working on methods of recording the progress. Our students are now outperforming peers from neighboring districts in writing competitions.
- **Reading** – Reading labs provided support to nearly 550 students last year in grades 1-8. Many students were exited out of the intervention labs reading at grade level. We have moved to entering reading levels into DDC in order to better track student reading proficiency at the district level. Our data revealed the following:

Reading Intervention Table 2013-2014 School Year

Grade	# Intervention Students Served	% of intervention Students within <6 months of grade level	# Exited Intervention Students	% of intervention Students within <6 months of grade level
1-2	124	0	45	36%
3-4	118	0	57	48%
5-6	79	0	20	25%
7-8	110	0	5	4%

Reading Intervention Table 2014-2015 School Year

Grade	# Intervention Students Served	% of intervention Students within 6 months of grade level	# Exited Intervention Students	% of intervention Students within 6 months of grade level
Kinder	23	100	0	0%
1-2	133	69	0	52%
3-4	151	9	62	41%
5-6	85	0	13	16%

Reading Intervention Table 2015-2016 School Year

Grade	# Intervention Students Served	% of intervention Students within 6 months of grade level	# Exited Intervention Students	% of intervention Students within 6 months of grade level
Kinder	93	84%	14	90%
1-2	118	68%	1	58%
3-4	160	56%	23	70%
5-6	92	16%	3	20%
7-8	Site has moved using Lexile levels moving forward			

- **Math** - CGI, which is more closely, aligned to the Common Core Standards calls for a shift in instructional pedagogy. We are working to bring all staff up to instructional proficiency in the implementation of CGI. Coaching support has been put in place and layers of Professional development have been implemented. CAASPP Scores will be reported as soon as they are released by the state.
- **Student Engagement** – Suspension and expulsion rates have decreased and teachers report an increase of student engagement within the classroom. Administrative observations also reflect an increase of student time on task and the use of cooperative structures in place within each of our classrooms. Attendance is up by .55% and Chronic absenteeism is down to 13.2%

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.

- **Educational Services Report to CESD Board**– At each board meeting the Assistant Superintendent of Educational Services reports to the Board any recent events which have occurred or are in the process of implementation that support student achievement or professional development opportunities for staff which are contained in the LEA Plan. See notes below.

Date	Event Reported	Connects to LEA Plan
07/13/15	Summer staff training for ELA/EL Strategies	Reading and Writing Goals
	Summer staff training for Reading Strategies	Reading and Writing Goals
	Summer staff training for CGI Strategies	Math Goal
	Summer staff training Cooperative Structures	Student Engagement
08/10/15	Literature Circle Professional Development	Reading, Writing Goals
	Content Specific Leadership Training	Reading, Writing, Math Goals
	Admin Training on Coaching	Reading, Writing, Math Goals
08/24/15	Contracted Service ESL and Parenting Skills	Parent Involvement
	PD Conference	Math Goal
	PD efforts at each campus explained	Reading, Writing, Math Goals
09/14/15	Sufficiency of Materials Resolution	Reading, Writing, Math Goals
	PD support in Math at Stephens and Fuller	Math Goal
	ELD Support for LTELs	Reading and Writing Goals
09/28/145	Contracted Services for CASENEX & SES	All Goals
	CISC Leadership Symposium	All Goals
10/12/15	Explained UC Merced Writing Project	All Goals
	CAASPP Institute	All Goals
10/26/15	LCAP and SPSA	Reading, Writing, Math Goals
	Math Night Math Goals	Math Goal
11/09/15	Williams County Office Report	All Goals
	Speech Contest	Reading and Writing Goals
12/14/15	Educator Effectiveness Plan	All Goals
01/13/16	Wilson Discussed Pentathlon	Reading, Writing, Math Goals
01/25/16	SARCs, LEA PLAN, Title III Plan	All Goals
	Parent Involvement Policy	All Goals
02/8/16	Parent involvement Policy	All Goal
Goals	Contract for Student Counseling	All Goals
02/17/16	Family Math and Literacy Nights	Reading, Writing, Math Goals
	Increase Staffing	All Goals

03/07/16	FPM Process	All Goals
	Attend Job Fair HQT	All Goals
	Migrant Science/Engineering Classes	All Goals
	ESL and Parenting Classes	Reading, Writing
03/16/16	Shared CGI Training at Reagan	Math Goal
	Job Fairs for HQT	All Goals
	Kingdom of Reading Event- Stephens	Reading Goal
03/22/16	School Safety Plans Adopted	
04/25/16	HQT Declaration	All Goals
	JOB Fairs Attended Status on Filling Positions	All Goals
05/23/16	Discussed 8 Priorities in LCAP, Stakeholder	All Goals
	Survey Data	
	Budget Review	All Goals
	Adopted SPSAs	All Goals
	Discussed Travel and Conference Requests	All Goals
	EL Liaison Support	All Goals
06/13/16	Discussed Travel and Conference Requests	All Goals
	Declaration of Need for HQT	All Goals
	Shared Consolidate Application Submitted	All Goals
	Submitted LCAP and LEA Plan	All Goals
	Reviewed Summer Trainings:	All Goals
	Reading, EL, Writing, Math	

Information has been shared with all CESD staff, School Site Councils, ELACS, DELACS as well as has been posted on the District Website.