2020–21 Every Student Succeeds Act
Comprehensive Support and Improvement Prompts Form

The instructions for completing this form will begin on page 2.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ducor Elementary School District	Isidro Rodriguez - Superintendent	superintendent@ducor.k12.ca.us; 559-534-2261

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Ducor Elementary School

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
● Be informed by all State indicators, including student performance against State-determined long-term goals; Be based on a school-level needs assessment; Include evidence-based interventions; and Identify resource inequities, which may include a review of LEA and school-level budgets, and address those inequities through implementation of the plan.
○ The school-level team performed a Fidelity Inventory Assessment (FIA) which took all State indicators, school-level budgets, and resource allocation into consideration. The team scored a 28/55 (42%) and realized a need to invest in a systematic process for addressing gaps in ELA learning and wraparound support to address chronic absenteeism and social emotional learning.   The district declined 10.1 points in the 18-19 year with all subgroups in red for ELA. In the same year, chronic absenteeism increased by 8.4%, with Hispanic and SED subgroups scoring red and English Learners scoring green.
● Describe the LEA's planning and support processes to schools, including the LEA's improvement model, frameworks, requirements, and/or evidence-based strategies used to develop CSI plans.
○ The school utilized the FIA assessment to gather high-level evidence around various aspects of school. This was coupled with a root cause analysis to get behind the challenges the data surfaced. To address

ELA inequities, the team utilized State and local data to identify a key learner-centered problem, problem of practice, an evidence-based strategy to address those challenges, and a plan to assess the extent to which the strategies are impacting student learning. For example, to address the dilemma-- *Students inconsistently address the writing prompt directly* -- the team adopted a school-wide focus of: Use freewrites prior to writing assignment to generate ideas and then translate into formal writing. This was coupled with coaching for freewrites for teachers, ongoing observations for implementation, and regular assessment in the form of benchmark data gathering. This process revealed many challenges including the lack of a comprehensive ELA program that regularly uses data to inform instruction. Currently, the team is working ot separate the work into two general strands: intervention and core instruction. The intervention includes an assessment reading screener (Acadience), a supporting curriculum (95%), and a literacy coach to support teachers with small group instruction. The core support includes an adoption of a data system (Illuminate) to generate common core ELA benchmarks, a supporting curriculum (Fountas and Pinnel to supplement current adoption), and an improvement expert to support implementation. From these early observations, the team will focus on RL and RI 2 strands to develop a learner-centered problem and problem of practice. Similar to the writing practices, the team will select an instructional strategy. It will be followed by regular professional learning and ongoing coaching for teachers. With a "strong evidence base" indicator per the What Works Clearinghouse, teachers will learn how to provide intensive, systematic instruction on foundational ELA skills.

- ○ The team also plans to invest in direct counseling and youth development support with an outside vendor to closely monitor attendance and implement research-based strategies to address social emotional and mental health supports. Team members were recently informed of the Attendance Works self assessment and are considering implementing this upon return of in-person schooling.
- ○ The above practices are grounded in the MTSS framework that distinguishes support services as Tier I (all), Tier II (some), and Tier III (few).

- ● Include a discussion of the LEA's local context and its process for engaging stakeholders and schools in evidence-based planning and decision making.

- ○ The school MTSS team consists of the superintendent, academic coach, counselor, life skills coach, and three teachers that represent different grade spans. Each teacher both communicates the work of the MTSS Team to their respective grade-level teams. Additionally, they solicit input and feedback about the work of the team. At times, all staff are invited to meetings to ensure equitable voice in larger decisions. Plans are shared with various stakeholder groups, including students and parents. Groups have an opportunity to weigh in directly through surveys, interviews, or meetings. The prework for the SPSA plan was developed and reviewed by parents, students, and the community via the traditional LCAP process. In

the prework, community members were particularly concerned about not having a systematic way to understand student learning progress across the district. There is a scheduled school site council and ELAC/DELAC review of the draft SPSA in November. Information gleaned from this meeting will be used to make modifications to the plan.

- Describe stakeholder groups that were included and how the LEA used their feedback to develop the CSI plan.
  - The stakeholder groups that were included include the leadership team, students, parents, bargaining units, teacher professional learning teams, classified staff workgroup, and the school board. Feedback from these groups was used in a number of ways including: (1) gather first-hand, end-user data; (2) analyze the data gathered; (3) review and modify problems of practice based on local evidence; (4) review and modify theories of action; (5) review and make decisions on specific resource investments connected to the theories of action.
- Describe the LEA's needs assessment, including the type(s) of data and information that were examined and how these data informed development of the CSI plan.
  - The needs assessment included a system-wide FIA assessment, State indicators, root cause analysis, and a data inquiry process. In the data inquiry process, teacher perception data, student interview data, benchmarks, and actual student work were used. The team also used various attendance reports from the student information system.   These data artifacts were utilized to develop problems of practice in specific areas (ELA intervention, ELA core, attendance) and theories for how to address the challenges.
- Describe the way(s) in which the LEA identified resource inequities and how resource inequities are being addressed through implementation of the CSI plan.
  - Through a thorough analysis of the resource inequities via the FIA assessment, stakeholder feedback sessions, and co-creation with teachers and counseling support providers, the team decided to focus on three key areas:
    - **Systems work and data:** A consultant will utilize an MTSS framework to facilitate a FIA needs assessment and root-cause analysis, leveraging state and local data. The team will focus on literacy and supplement current math efforts. The facilitator will help the team narrow its focus, progress monitor, and build artifacts to support changes in practice. Two new data systems will be adopted to help understand progress on both intervention and core instruction fronts.
    - **Professional learning/coaching and curriculum:** The team will invest in regular professional learning with ongoing coaching for teachers. With a "strong evidence base" indicator, teachers will learn how to provide intensive, systematic instruction on foundational ELA skills. A group of teachers

have already been trained on Acadience assessments. Additionally, curriculum will be purchased to supplement the current state adoption.
- ■ **Direct services:** The team plans to invest in direct school counseling and life skills support from outside vendor to closely monitor attendance and implement research-based strategies to address social emotional learning.

- ● Consider including a discussion of the types of resource inequities identified.
  - ○ **Systems work and data:** There was no systemic framework by which to decide on instructional challenges and address them in a targeted way. There is currently no system-wide data system for ELA.
  - ○ **Professional learning/coaching and curriculum:** Staffing and resources are extremely limited and do not provide for a robust system of training and coaching for teachers.
  - ○ **Direct services:** There are not permanent staff that focus their efforts on social or behavioral challenges students and families are experiencing, because the district cannot afford it. The district will use funding to enhance its current vendor's efforts to address these challenges. In the midst of a pandemic, this has become an important challenge to address.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

- ● Describe the LEA's process for monitoring and evaluating implementation of the CSI plan, including how the LEA is monitoring and evaluating the effectiveness of the selected evidence-based interventions to improve student outcomes.
  - ○ Per the inquiry process, the LEA will monitor and evaluate effectiveness of its plan using short-, medium-, and long-term student outcome measures. For ELA, these include regular exit tickets, Illuminate and Acadience benchmarking, and CAASPP outcomes respectively. This is coupled with regular classroom observations for RL2 and RI2 to inform adaptations in teaching practice with individual teachers and across the school. A similar cadence will be created for math instruction.
  - ○ The FIA assessment will be administered in January or February 2021 to understand how the system has shifted its practices.
  - ○ To understand chronic absenteeism, the superintendent will work directly with counselor and life skills coach using the student information system. Students will be assessed for individual needs according to a

	dashboard that tracks absenteeism at red, yellow, and green levels. Summative data will be tracked using the CA school dashboard.
●	Describe the types of data and information the LEA is collecting and analyzing to inform ongoing decision making.
	○ See above.
●	Include in the descriptions how the LEA is partnering with stakeholders to monitor and evaluate implementation and effectiveness of the CSI plan.
	○ The MTSS Team will meet monthly to assess the progress of the instructional shifts. The absenteeism work will be folded into this meeting process. Also, the superintendent will share regular updates with parents groups, at board meetings, through the staff bulletin, and in all staff meetings. The LEA will use its regular LCAP stakeholder feedback systems to monitor implementation of the plan, report progress, and evaluate ongoing needs. A focus document will be created that captures the learning journey of the school team.
●	Consider including a description of the supports, resources, services (e.g., Webinar, guidebook, training, coaching, forums, etc.) the LEA is using to build school and stakeholder capacity for continuous improvement.
	○ **Improvement consultant:** The team is contracting an improvement expert to support instructional improvement practices. This individual has deep expertise in system improvement. The improvement consultant will facilitate and/or co-facilitate MTSS meetings to help identify a specific and narrow problem of practice with ELA instruction and use the data tools to progress monitor common core and remediation/acceleration efforts.
	○ **Teacher training and coaching:** Various instructional trainers and coaches will be utilized to build the capacity of individual teachers and teacher teams. The coaching and training will be deliberate and centered on the school's instructional focuses.
	○ **Data-based decision making and teams:** whether connected to attendance or academics, the school will use data and improvement tools to help identify and implement Tier I and Tier II supports. These decisions will be made in meetings with all staff and the MTSS team.

Instructions

California Department of Education
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