

Title III Year 2 LEA Improvement Plan Addendum

Directions: Provide information requested for each cell in the outline. The cells expand to allow space needed for narrative responses under each item. **All Title III Year 2 LEAs must submit a copy of this IPA to their regional COE lead and to CDE at LEAP-ITLEIIIYear2@cde.ca.gov**

ROWLAND UNIFIED SCHOOL DISTRICT

1. **Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Title III Annual Measurable Achievement Objectives (AMAOs)** (Five page maximum for this item).

A. Analysis of Data Based on CELDT, CST, CMA, CAPA, and CAHSEE, and Problems Found.

After reviewing district-wide achievement data: AMAO 1 and 2 (CELDT), CST, ELSSA, CAHSEE, CMA and CAPA, and through the review of the Master Plan for English Language Learners, RUSD determined that English learners are making adequate progress in AMAO 1 and 2. Through the analysis of data and evaluations from out of district educational consultants, site observations conducted by regular district-wide walkthroughs, and including recommendations from parent leadership - DELAC, RUSD identified the following factors to sustain growth in English Language Development and address our failure to meet the AMAO 3 target: **Accountability, for teaching and learning, Instructional Coherence, clearly defined and identified district-wide, and Cultural Proficiency, knowing and appreciating the ethnicities and backgrounds of our students.**

In 2008, the AMAO 1 target was 50.1%, RUSD achieved 55.5% making annual progress on the CELDT. The AMAO 2 target in 2008 was 28.9% and RUSD achieved 35.7% attaining English proficiency on the CELDT. In 2008, AMAO 3 target was 34% and RUSD achieved 35.6% of proficiency in ELA CST.

In 2009, the AMAO 1 target was 51.6%, RUSD achieved 62.3%. In AMAO 2 the target was 30.6%, RUSD achieved 42.3%. The AMAO 3 ELA CST target was 45.0% and RUSD English Learners subgroup failed to meet the target with 39.0% proficiency.

In 2010, the AMAO 1 target was 53%, RUSD achieved 59%. For AMAO 2, the target was 17% for students of less than 5 years and 41% for students of 5 years or more. RUSD achieved 27% for students of 5 years and less, and 48% for students of 5 years and more. The AMAO 3 ELA CST target was 56.0% and RUSD English learner (EL) subgroup failed to meet the target with 41.8% proficiency.

The 2010 CAHSEE 10th grade Long Term English Learners (LTELs) results show 13% proficient in ELA and 29% proficient in mathematics. However, RFEP 10th grade student results on the CAHSEE show 77% proficient in ELA and 82% proficient in mathematics which indicates RUSD reclassification criteria support on-going success of RFEPs. Based on ELSSA data, 57% of students scoring English proficient on CELDT were also proficient and advanced on ELA CST and 66% of ELs who are proficient on CELDT scored proficient/advanced on math CST. Through the ELSSA, we identified the need to further analyze the CST data in ELA and mathematics of LTELs, in order to support the intermediate level English learner with strategic and intensive interventions utilizing SBE adopted and approved material. Based upon the identified achievement gap, the district will continue to investigate professional development practices to support LTELs. Additionally, the reclassification criteria needs further systemic application throughout the district.

In addition, RUSD has found the need to further analyze and cross-reference the CMA and CAPA data to identify whether English learners who receive Special Education services are meeting the AMAOs in English language arts and mathematics. This cross-reference report will

expedite our analysis to provide recommendations on services, classroom instruction and supplemental materials for special education teachers of English learners.

B. Strengths and Weaknesses of Current Plan:

We attribute the progress of our English Language Learners to district-wide practices (Thinking Maps-Path to Proficiency, ELD/SDAIE instruction, GLAD, SBDI), focusing on interventions (Language Appraisal Team, Catch-Up Plan, tutoring), and implementing targeted professional development (EL Instructional Support Leads). However, through our analysis of the ELSSA, CST data and district-wide walkthroughs we have identified action steps to address our needs.

i. Instructional Program Implementation:

Weakness:

RUSD identified the need that we must establish instructional coherence through a **systemic approach** in **district-wide practices** for improved efficacious instruction, by good-first teaching and methodology that will meet the educational needs of all levels of English learners across the content areas. Our current organizational structure has the combination of decentralization and centralized efforts. This organizational structure both supports and hinders the equity and equality of programs for all students, especially our English learners. Therefore, this places the need for the systemic approach of district-wide practices.

Strength:

In our effort to provide a more cohesive and aligned instructional focus, we have created a new structure, a district Instructional Cabinet (IC), that will lead the district in providing direction, focus and evaluation of RUSD instruction. This IC was formed in the Fall of 2009 and includes 25 members which reflects district-wide representation. IC serves as the DSLT within the LEA Program Improvement Addendum. The areas of focus of the IC are RtI², defining efficacious instruction and an assessment aligned to our standards through a new adopted platform. IC has completed research and a new Data Management System has been recommended for purchase and implementation. The design of the IC meetings is collaborative, purposeful and committed to improving our instructional focus as we share information and learn together to better serve the instructional needs of our EL students.

The LEA has formed two Communities of Practice (CoPs) to study the impact of 1) The 12 Brain/Mind Learning principles and 2) Long Term English Learners (LTEL). These two studies will enhance our effort to move away from teacher directed instruction that focuses primarily on memorization or replication, to a challenging and empowering social environment that elicits English learners' interests, purpose and meaning as they have access to a rigorous academic and linguistic program. Furthermore, it promotes the connections of content and standards that are taught through having students experience their emotions, expand thinking and stimulate imagination which immerses the English learner. This will support the teacher in developing lessons which provide students with extensive opportunities to summarize, analyze, reflect and engage in active learning. Our on-going plan is to continue this study and application and to expand teacher use of strategies throughout the district to support ELs and RFEPs in their programs.

ii. Instructional Strategies:

Weakness:

RUSD needs to further define and identify what is necessary to increase instructional coherence district-wide in order to close the achievement gap for English learners. The district recognizes that efficacious teaching with universal access approaches must include the following: scaffold the study of academic language, develop well-planned and specific course language objectives, appropriately group by language proficiency levels to provide optimal teaching and learning, and design lessons that are interactive and purposeful to connect students to content area mastery. We have these practices/approaches in place, but we must continue to make them systemic, district-wide and to get deeper and better in our practice. In addition, we need to identify systemic, strategic and intensive interventions in ELA and math.

Strengths:

Teachers provide support and intervention strategies to improve achievement for EL students in language arts, ELD and mathematics aimed at supporting the success of English learners through the following: lesson study design, Thinking Maps-Path to Proficiency for English Learners, Write From the Beginning and Write for the Future, Guided Language Acquisition Design (GLAD), Pictorial Math, Cognitive Guided Instruction (CGI), West Ed Mapping the Standards, and Standards Based Differentiated Instruction (SBDI). These research-based approaches are effective practices meeting the needs of ELs and promote content access and learning through high expectations, linguistic support, prior learning and personal schema to enable them to learn ELA, ELD and mathematics with understanding. Moreover, the strategies that are scaffolded within the lesson provide the opportunity to learn the language and lexicon of these three content areas which are imperative for English learners. Through our analysis of AMAOs 1, 2 and 3, the scaffolding for learning the language of mathematics is especially important, therefore, vocabulary skills, syntax, semantics, and discourse features are needed in all lessons in order for ELs to learn mathematics in a deeper way. All of the above research-based strategies provide EL students with the opportunity to develop their potential. In addition, through the use and monitoring of the Catch-Up/ReCoup Plan, teachers can identify additional support for English learners and/or RFEPs in Mathematics, English Language Arts and ELD.

iii. Professional Development:

Weakness:

RUSDs Professional Resource Center and Instructional Services Division were eliminated at the district office level, which resulted in decreased personnel and resources to serve all schools.

Strength:

Rowland Unified District provides staff development for teachers, principals, administrators, and other school or community-based personnel at the district and site levels. This professional development is based on formal and informal performance data such as CELDT, CST/ELA and CAHSEE, and classroom walkthroughs. Meetings with Instructional Cabinet, English Language Instructional Support Leads (ELISL), GLAD Institute, SBDI Coaches, School Instructional Leadership, and through Principal's K-12 meetings provide opportunities for discussions based on data analysis of EL student needs.

The staff development goal is to effectively teach ELs by equipping teachers with knowledge, skills and disposition. This training provides teachers with time and support to integrate ELD into the curriculum seen as a teacher responsibility necessary for the academic success of English learners. RUSD's staff development includes collaboration sessions, coaching and calendared planning time. During the

sessions, standards-based differentiated lessons are created. The staff development goals include; teachers are knowledgeable regarding EL proficiency levels, research-based approaches for closing the achievement gap for ELs, teachers planning based upon the EL standards and content standards and continuing the study of cultural proficiency. Our staff development has been created through the collaboration of directors, consultants, and teachers.

iv. Parental Participation:

Weakness:

We have come to recognize that cultural proficiency is a key factor that impacts student learning. RUSD would benefit from being more intentional and prescriptive with the needs of EL students as we increase parent participation in the following areas: site leadership, parent education opportunities, No Child Left Behind criteria, data information, CELDT, CAHSEE, and ELD levels to support homework, and self-esteem.

Strengths:

We believe that parent involvement is critical to the success of students. Parent involvement affects and supports accountability, instructional coherence, and cultural competency. We recognize that parent involvement/education is needed to impact academic achievement and to support the advancement of long term English learners to fluent proficient English speakers.

Our LEA is rich with multiple cultures and ethnicities. As a result, the district has created opportunities for professional development in the area of providing insights about values, attitudes, and habits of students, parents, ourselves, community members and how these contribute to the district/school culture. Parent involvement and outreach strategies help EL parents become active participants in the education of their children by providing cooperative links with parents and schools in the district through parent education classes and ELD through the CBET Program. Parents support their child's learning through family literacy/math nights, parent meeting by school and district, parent conferences, ELAC/DELAC, Even Start, Morning Break Club, child care at meetings, Community Counseling Support, Family Resource Center, and other site-based support programs. The LEA assists parents with monitoring their children's progress through technology provided through school websites and home-link which are provided in multiple languages. Parent meetings, resources and communiqués are provided in English, Spanish, Chinese, and Korean as needed. The overall goal is to provide strong parent involvement that result in success for academic achievement for ELs and positive interaction and partnership between home and school. RUSD prides itself in district-wide Community of Caring, safety and literacy.

C. Factors Contributing to Failure to Meet AMAO(s):

There is a need for augmenting the accountability of student's results for English learners from all stakeholders in the LEA. The impact of this need for accountability affects the implementation of skillful and appropriate instruction, which affects equity for all English learners to have access to a high quality education. Although we have a specific delineated Master Plan for English learners to guide our work, it requires implementation district-wide and the Improvement Plan Addendum for the LEA will provide additional specificity and support.

Historically, we have been decentralized with research-based approaches and this has both benefited and hindered the performance of our EL subgroup. Our Plans do reflect a vision for reform and advocacy for English learners and through on-going conversations and reflections on our current system (via leadership meetings, surveys, and educational consultants) we have identified the need to further develop our accountability through the identification of a core set of District Priorities that reflect our Strategic Plan to "transform teaching and learning." Implementation of agreements of efficacious instruction, research-based approaches to support first best teaching and English Learner

instruction will be supported by a system of professional development that RUSD is in the process of institutionalizing. New functions and structures have been created to support adult learning and a more unified PreK-12 approach to serve students. Therefore, we support Communities of Practice, School Instructional Leadership (SIL) Teams, professional development days, District-Wide Learning Walks, and address issues related to accountability during K-12/district administrators' meetings.

ELSSA identified the need for rigorous, on-going professional development to enhance teaching and learning for all English learners, especially LTELs who remain at the intermediate level or who are not scoring proficient on the CAHSEE, CST ELA and CST math. Our future professional development plan for teachers of English learners needs to include the findings from the CoP focusing on LTELs. Our plan is to conduct research to identify who our LTELs are and incorporate research-based best practices to support their language and academic development in order to attain reclassification. RUSD intends to connect the priorities in the district to advance the entire system with effective mechanisms that capture and disseminate learning for transfer into the classroom and across all content areas. We are committed, as a K-12 system, to hold ourselves accountable in our daily practice to address the language, academic needs and strengths of our EL students to ensure that we provide them with a program that is both of equality and equity. Through the district work of SIL, CoPs, IC, and monthly K-12 administrators meetings the closing of the achievement gap for English learners will remain a priority of topics.

D. Conclusions from Analysis that Inform Program Modifications:

Through the analysis of ELSSA, and longitudinal study of AMAOs 1 and 2, from 2007- 2010, we have begun the study of Long-Term English Learners through the reading of Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners. Although data tells us that our LEA is mirroring the state's data for LTEL, we have made it a district priority to study the practice and implications of the needs of our LTEL through the reading of the publication by all site and district administrations, a cadre of teachers, English Learner Instructional Support Leads (ELISL), and through an additional Community of Practice (CoP) entitled Long Term English Learners. The current study is including, Cum reviews, data analysis, student interviews, monthly meetings and a report of findings from the University of Southern California doctoral students' dissertation report.

RUSD has purchased the CDE publication of Improving Education of English Learners: Research-Based Approaches. It is our intention to study the research and to identify best approaches/practices that we have in place and additional ones that are found to be effective for English learners in order to modify our instructional program. We acknowledge that this is critical to our success with EL students and with our vision to ensure that the identified best approaches become systemic and skillfully applied to all instructional programs. We have found the following ELD practices/instruction are in place: ELD includes carefully scaffolded interactive activities; ELD employs all four domains of listening, speaking, reading and writing; ELD instruction includes form, function and fluency and includes purpose of language to produce meaning and to enhance communication. It is critical that the LEA must 1) ensure that quality ELD is provided to every EL student and 2) continue to address and ensure that we provide language learning opportunities to ELs in all content areas.

Through our analysis of data, conversations with educational consultants, parent leadership groups (DELAC) and regular school site visitations, we know we are providing a quality program to many of our English learners. We also understand it is important that we maintain consistency with our delivery of services to all our students, daily teaching and learning, and parent partnerships. As we modify our systemic approaches for instruction, we recently adopted essential priorities for teaching and learning: 1) strengthen first, best instruction, EL instruction, and response to intervention (RtI^2); 2) implement district-wide agreements about efficacious instruction and support for teaching and learning; 3) build cultural proficiency across the system (LEA) to improve teaching and learning. The key focus areas of Accountability, Instructional Coherence, and Cultural Proficiency were selected to drive and support our district/site work as we address the imperative need to close the achievement gap, support great first teaching, and the success of all English learners.

Educational activities to improve English proficiency and academic achievement ROWLAND UNIFIED SCHOOL DISTRICT <i>*Revised: Per CDE letter 5-21-11 & LACOE 6-15-11</i>	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
<p>2. Describe scientifically based strategies to improve English-language Development (ELD). (AMAOs 1 and 2)</p> <p>a. Monitor the daily implementation of ELD instructional delivery by teachers (described in 1) for all EL students to ensure ELD standards, language levels and the scaffolding of appropriate curriculum is used to support the student's linguistic and academic needs.</p> <p>b. 1. ELD will be daily with no more than two levels per grouping for a minimum of 30 minutes in grades K-6 through the implementation of Into English or Avenues. In addition, WestEd document will be used as a supplemental tool to correlate ELD/ELA standards. <i>*Revised</i></p>	<p>January 2011 through June 2012</p> <p>January 2011 through June 2012</p>	<p>Principals & Learning Directors</p> <p>Principals & Learning Directors</p>	<p>\$ -0-</p> <p>\$ 1,000 Title III-LEP • WestEd documents as needed</p>	<p>Monitoring weekly and quarterly in the following areas:</p> <ul style="list-style-type: none"> • ELD Instructional Level Report • EL Instructional Assignment Compliance Form (With Principal's signature) • Informal and Formal Observations • Lesson Plans • Report Card Monitoring • English Learner Folder Documentation • ELD Matrix • Training Agendas <p>Monitoring weekly and quarterly in the following areas:</p> <ul style="list-style-type: none"> • ELA Instructional Level Report • EL Instructional Assignment Compliance Form (With Principal's

<p>2. In grades 7-12, EL students will be double-blocked to receive ELD instruction and Language Arts at levels 1, 2 and 3 using core program, High Point. In addition, WestEd document will be used as a supplemental tool to correlate ELD/ELA standards. Level 4 and 5 are mainstreamed into English SDAIE using the SBE materials. *Revised</p>	<p>January 2011 through June 2012</p>	<p>Principals & Learning Directors</p>	<p>\$ 1,000 Title III-LEP</p> <ul style="list-style-type: none"> WestEd documents as needed 	<p>signature)</p> <ul style="list-style-type: none"> Informal and Formal Observations Lesson Plans Report Card Monitoring English Learner Folder Documentation ELD Matrix Training Agendas Master Schedule
<p>c. The Bilingual department and ELISL K-12 will build systemic capacity through the collaboration/coaching in designing, modeling, and reflecting on ELD lessons to identify and practice effective research-based approaches to ensure optimum learning for English learners. *Revised</p>	<p>February 2011 May 2011 July 2011 October 2011 February 2012 May 2012</p>	<p>Director, Curriculum/Bilingual Education & Principals</p>	<p>\$ 10,000 Title III - LEP</p> <ul style="list-style-type: none"> Supplemental Materials: such as Reparable Harm and CDE; Research Based Approaches Consultant for EL teachers 	<ul style="list-style-type: none"> Agenda & Sign-In Sheets Video Lesson Design Cluster Observations Schedule Observation Scripting Form Lesson Debrief Form
<p>d. The Bilingual department and ELISL will promote and enhance the use of ELD electronic lessons (E-Tools) at the school sites to support instructional lesson design through language and content standards to promote language proficiency and content mastery in ELD and language arts K-12. *Revised</p>	<p>February 2011 May 2011 October 2011</p>	<p>Director, Curriculum/Bilingual Education</p>	<p>\$ 1,000 Title III - LEP</p> <ul style="list-style-type: none"> Extra Duty Pay for EL teacher: coaching and lesson study design 	<ul style="list-style-type: none"> Agenda & Sign-In Sheets Bilingual Department Calendar District Calendar Lesson Design Video
<p>e. Create a Community of Practice (CoP) focusing on Long Term English Learners (LTEL) K-12, to research and identify who the LEAs (LTELs) are and possible contributing factors to their</p>	<p>Monthly January 2011 Through June 2012</p>	<p>Director, Curriculum/Bilingual Education & Director,</p>	<p>\$ 2,000 Title III - LEP</p> <ul style="list-style-type: none"> Supplemental Materials: such as, CDE 	<ul style="list-style-type: none"> Agenda Sign-In Sheets Notes Books Reference Materials, Literacy

<p>longevity as an English learner. *Revised</p> <p>2. As a result of our research findings regarding our LTELs, an action plan will be developed to support their achievement in ELD, ELA and math and to identify additional support to decrease the number of LTELs.</p> <p>f. Design and calendar a systemic plan of articulation and collaboration between general education and special education teachers and support staff in order to ensure appropriate leveled standards-based ELD leveled instruction, ELD language domains</p>	<p>October 2011 Through June 2012</p> <p>March 2011 Through July 2011</p>	<p>Curriculum/ Staff Development/ Student Assessment</p> <p>Director Curriculum/Bilingual Education & Director, Special Education</p>	<p>publication, EL reference books Extra Duty Pay: to study, analyze data and plan</p> <p>\$ 2,000 ELAP c/o</p> <ul style="list-style-type: none"> Supplemental Materials Extra Duty Pay Teacher Training Collaboration <p>\$ 1,000 Title I</p> <ul style="list-style-type: none"> Supplemental Materials Extra Duty Pay Collaboration 	<p>Network,</p> <ul style="list-style-type: none"> Presentations & Hand-outs Action Plan <ul style="list-style-type: none"> District Bilingual Calendar District Curriculum Calendar Special Education Calendar Agenda & Sign-In Sheets Informal Principal and Director Observations Principal's Formal Observations
<p>Monitoring by Regional COE</p>				
<p>3. Describe scientifically based strategies to improve academic achievement in reading/language arts (R/LA). (AMAO 3)</p> <p>a. Design and calendar a systemic plan of articulation and collaboration between general education and special education teachers and support staff in order to ensure access to the core and appropriate leveled standards-based ELA instruction, language domains,</p>	<p>July 2011 through July 2012</p>	<p>Director, Curriculum/Bilingual Education & Director, Special Education</p>	<p>\$ 2,000 EIA-LEP</p> <ul style="list-style-type: none"> Supplemental Materials Extra Duty Pay Collaboration Teacher Training 	<ul style="list-style-type: none"> District Bilingual Calendar District Curriculum Calendar Special Education Calendar Agenda & Sign-In Sheets Informal Principal and

<p>and specially designed academic instruction in English (SDAIE).</p> <p>b. The English Language Instructional Support Leads (ELISL) K-12 will design, model, and reflect on SDAIE lessons to address research based approaches to support the language needs of EL students in order to access content standards for understanding and application in language arts and reading across content areas. *Revised</p> <p>c. Develop an action plan for K-12 systemic intervention using the ELD standards as the on-ramp/access to the core for English language learners in ELA.</p> <p>d. The Bilingual department web-link will be shared district-wide to inform and support teachers and the community regarding program options, effective best practices, resources and lesson study design to provide increased access to ELA.</p> <p>e. Convene a Language Appraisal Team to provide academic, behavioral, or IEP language goal support through the Language Appraisal Team and develop an individualized Catch-Up/ReCoup Plan that is monitored at interim grade</p>	<p>February 2011 May 2011 October 2011 February 2012 May 2012</p> <p>June 2011 Through December 2011</p> <p>Annually January 2011 Through June 2012</p> <p>July 2011</p>	<p>Director, Curriculum/Bilingual Education</p> <p>Director, Curriculum/ Staff Development/ Student Assessment</p> <p>Director, Curriculum/Bilingual Education</p> <p>Director, Curriculum/Bilingual Education</p>	<p>\$5,500 Title III - LEP</p> <ul style="list-style-type: none"> • Supplemental Materials • Extra Duty Pay: to study, analyze data and plan • Teacher Training • Substitutes <p>\$ 5,000 Title I</p> <ul style="list-style-type: none"> • Supplemental Materials • Extra Duty Pay • Teacher Training • Substitutes <p>\$ -0-</p> <p>\$ 1,000 EIA-LEP</p> <ul style="list-style-type: none"> • Supplemental Materials • Extra Duty Pay • Teacher Training • Substitutes 	<p>Director Observations</p> <ul style="list-style-type: none"> • Principal's Formal Observations • Agenda & Sign-In Sheets • Video • Lesson Design • Cluster Observations Schedule • Observation Scripting Form • Lesson Debrief Form • Reflection Form • District Curriculum Calendar • IC Calendar • RTI Plan • Agenda & Sign-In Sheets • Agenda and Sign-In Sheets • Video • Lesson Design • District and Curriculum Calendar • Agenda & Sign-In Sheets • District Bilingual Calendar • District Calendar • Copies of Master Plan
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<p>c. The district will provide information regarding math supplemental resources (math games, manipulative, computer software) and materials for principals to share with teachers to increase math proficiency levels.</p> <p>d. In order to support a deeper disaggregated analysis of student needs, Data and Assessment will cross-reference the CMA and CAPA data to identify whether English learners who receive Special Education services are meeting the AMAOs in English language arts and math.</p>	<p>February 2011 Through June 2012</p> <p>March 2011 September 2011</p>	<p>Director, Curriculum/Bilingual Education</p> <p>Director, Curriculum/ Staff Development/ Assessment</p>	<p>\$ 500 Title I</p> <ul style="list-style-type: none"> Supplemental Materials <p>\$ -0-</p>	<p>In Sheets</p> <ul style="list-style-type: none"> Principal's Agenda & Sign-In Sheets Archive Copies of Materials Data Report Agenda and Sign-In Sheets
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Monitoring by Regional COE Lead

<p>5. Describe scientifically based professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs.</p> <p>a. Continue to build capacity among the English Learner Instructional Support Leads (ELISL) through the analysis of district-wide CST, ELSSA, and AMAO data to support site-specific professional development through the support of EL consultant expert on</p>	<p>February 2011 May 2011 October 2011 February 2012 May 2012</p>	<p>Director, Curriculum/Bilingual Education</p>	<p>\$ 15,000 Title III - LEP</p> <ul style="list-style-type: none"> Supplemental Materials: Research based publications Extra Duty Pay EL Consultant 	<ul style="list-style-type: none"> Agenda & Sign-In Sheets Bilingual District Calendar Final Reflection Form Informal Walk-Through by Principals and District Leadership
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<p>research-based instructional strategies such as linguistic and cognitive scaffolding, differentiation for varied proficiency levels in ELD and SDAIE, and standards used in instructional planning to close the achievement gap. *Revised</p> <p>b. Expand expertise district-wide (K-12) in the study and use of Thinking Maps – Path to Proficiency through the use of facilitators/site practitioners to provide site professional development to increase the use of Path to Proficiency to provide EL students access to the core curriculum with academic vocabulary. *Revised</p> <p>c. The Bilingual department and ELISL will create an electronic compilation of archived lessons (S-Tools) focusing on Specially Designed Academic Instruction in English (SDAIE) lessons to make available to teachers district-wide.</p> <p>d. Train teachers in Data and Assessment to cross-reference the CMA and CAPA data to identify whether English learners who receive Special Education services are meeting the AMAOs in English language arts and math.</p>	<p>Quarterly January 2011 thru May 2012</p> <p>January 2011 Through August 2011</p> <p>April 2011 October 2011 January 2012</p>	<p>Director, Curriculum/Bilingual Education</p> <p>Director, Curriculum/Bilingual Education</p> <p>Director, Curriculum/ Staff Development/ Assessment</p>	<p>(\$5,000) • Substitutes for 22 EL teacher 4 times a year (\$8,000)</p> <p>\$ 10,500 Title III - LEP • Supplemental • Materials: PTP manuals & materials • Extra Duty Pay and collaboration for PTP facilitator training and planning for staff development</p> <p>\$ 2,000 ELAP c/o • Extra Duty Pay • Substitutes • Collaboration Time • Resource Materials</p> <p>\$ 10,000 Title II • Extra Duty Pay • Teacher Training • Substitutes • Collaboration Time</p>	<ul style="list-style-type: none"> • 3-Year Model Calendar • District/Bilingual Education Calendar • Agenda & Sign-In Sheets • Principal & Directors Informal Walk-Through • Thinking Maps Protocol <ul style="list-style-type: none"> • Agenda & Sign-In Sheets • Bilingual Department Calendar • District Calendar • Lesson Design • Video <ul style="list-style-type: none"> • Data Report • Agenda and Sign-In Sheets
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<p>e. Sustain K-12 teacher professional development by investigating techniques to support teaching and learning for English learners in the following language acquisition areas: comprehensive understanding of the five ELD levels; the four domains (listening, speaking, reading, and writing) to support the students' language acquisition for the ELD, ELA and content standards, through Language Academic Rigor Development.</p>	<p>February 2011 Through June 2012</p>	<p>Director, Curriculum/Bilingual Education & Principals</p>	<p>\$ 3,000 Title III – LEP</p> <ul style="list-style-type: none"> • Extra Duty Pay • Coaching • Supplemental Materials • Teacher Training • Substitutes 	<ul style="list-style-type: none"> • Agenda & Sign-In Sheets • Calendars • District and Site informal walk-through
<p>f. Conduct district-wide and site classroom walkthroughs via School Instructional Leaders (SIL) Teams and district office administrative teams to collect observational data regarding instruction, in order to inform decisions regarding further professional development or follow-up support, and to augment accountability.</p>	<p>March 2011 May 2011 November 2011 March 2012</p>	<p>Director, Curriculum/ Staff Development/ Assessment</p>	<p>\$ -0-</p>	<ul style="list-style-type: none"> • District Calendar • Agenda & Sign-In Sheets • Artifacts from SIL meetings • Principal and District Leadership Meeting Agenda & Minutes
<p>g. A 5-Day GLAD institute will be scheduled for teachers of English learners and follow-up collaboration will be calendared throughout the school year to support classroom implementation. *Revised</p>	<p>July 2011</p>	<p>Director, Curriculum/Bilingual Education</p>	<p>\$ 20,000 Title III–LEP</p> <ul style="list-style-type: none"> • Trainer • Extra Duty Pay for EL teachers • Supplemental Materials 	<ul style="list-style-type: none"> • Agenda & Sign-In Sheets • Informal Classroom Observations by Principal and District Leadership Teams

<p>h. The English Language Instructional Support Leads (ELISL) K-12 will collaborate on designing, modeling, and reflecting on ELD and SDAIE lessons to address the language needs in order to access ELD and ELA standards to support language and literacy.</p>	<p>February 2011 May 2011 October 2011 February 2012 May 2012</p>	<p>Director, Curriculum/Bilingual Education</p>	<p>Cost addressed in 3b</p>	<ul style="list-style-type: none"> • Agenda & Sign-In Sheets • Video • Lesson Design • Cluster Observation Schedule • Observation Scripting Form • Lesson Debrief Form
<p>i. Provide professional development of the Master Plan implementation to administrators, program specialists, and ELD chairs to address the language and academic needs of English learners not making progress.</p>	<p>August 2011 September 2011 October 2011 August 2012 September 2012 October 2012</p>	<p>Director, Curriculum/Bilingual Education</p>	<p>\$ 1,000 EIA-LEP</p> <ul style="list-style-type: none"> • Supplemental Materials • Extra Duty Pay • Teacher Training • Substitutes • Collaboration Time 	<ul style="list-style-type: none"> • Agenda & Sign-In Sheets • District Bilingual Calendar • District Calendar • Copies of Master Plan
<p>j. Create a Community of Practice (CoP) focusing on Long Term English Learners (LTEL) K-12, to research and identify who the LEAs (LTELs) are and possible contributing factors to their longevity as an English learner. This CoP study includes <u>Reparable Harm</u>, by Dr. Laurie Olson, <u>Research Based Approaches</u>, by CDE, two years of ELSSA data, and three years of AMAO 1 & 2 data.</p>	<p>Monthly January 2011 Through December 2011</p>	<p>Director, Curriculum/Bilingual Education</p>	<p>\$ 1,500 Title III - LEP</p> <ul style="list-style-type: none"> • Supplemental Materials • Extra Duty Pay • Teacher Training <p>\$1,500 Title II</p> <ul style="list-style-type: none"> • Substitutes 	<ul style="list-style-type: none"> • Agenda & Sign-In Sheets • Notes • Books • Reference Materials • Literacy Network • Presentation and Hand-Outs
<p>k. Provide professional development for teachers in the area of Standards Based Differentiated Instruction (SBDI) to meet the language needs of English learners. Teachers learn how to plan lessons using the ELD and ELA</p>	<p>January 2011 February 2011 March 2011 April 2011 August 2011 October 2011</p>	<p>Director, Curriculum/ Staff Development/ Assessment</p>	<p>\$ 250,000 Title II</p> <ul style="list-style-type: none"> • Four Coaches • One Trainer • Extra Duty Pay • Teacher Training • Substitutes 	<ul style="list-style-type: none"> • Agenda & Sign-In Sheets • Professional Development Calendar • Lesson Review • Informal Principal and

<p>standards using ELD proficiency levels during ELA time. Support teacher learning of this approach by hiring a consultant and SBDI coaches (for schools who are implementing SBDI) to assist teachers in writing ELA and content lesson plans and in collaborating with teacher colleagues.</p> <p>f. Complete the district-wide launch of Pictorial Math in grades 4th-9th as a supplemental instructional program to support the current district-wide math adoption through LACOE math consultant.</p>	<p>November 2011 December 2011 January – April 2012</p> <p>January 2011 through December 2012</p>	<p>Director, Curriculum/Staff Development/ Assessment</p>	<ul style="list-style-type: none"> • Collaboration Time <p>\$ 113,000 Title II</p> <ul style="list-style-type: none"> • Trainer • Extra Duty Pay • Teacher Training • Substitutes • Collaboration Time 	<p>Director Observations</p> <ul style="list-style-type: none"> • Principal Formal Observation • Coaching Meeting Minutes • Coaching Anecdotal Records • Teacher Self-Assessment Rubrics • Coaching Observation Assessment Tool <ul style="list-style-type: none"> • District Curriculum Calendar • Agendas • Sign-In Sheets
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Monitoring by Regional COE Lead

<p>6. Describe parental participation and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.</p> <p>a. Quarterly DELAC, parent leadership and education meetings will be held at the district office to support parents of English learners in the following areas: Master Plan for English learners, No Child Left Behind, and research-based approaches for ELD and SDAIE. In addition, DELAC will provide recommendations to the district on the program for English learners.</p>	<p>January 2011 March 2011 May 2011 November 2011 January 2012 March 2012 May 2012</p>	<p>Director, Curriculum/Bilingual Education</p>	<p>\$ 700 EIA/LEP</p> <ul style="list-style-type: none"> • Materials • Hand-Outs • Mailings/Postage 	<ul style="list-style-type: none"> • District/Bilingual Calendar • Agenda & Sign-In Sheet • DELAC Minutes
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<p>b. All school sites will conduct a minimum of four English Learner Advisory Council (ELAC) meetings to include parents in the education of their EL students and to generate recommendations for EL programs and expenditures as per State requirements</p>	<p>Quarterly Determined by site calendar</p>	<p>Principals & Learning Directors</p>	<p>\$ 500 Site Cost EIA/LEP</p> <ul style="list-style-type: none"> • Trainers • Materials • Hand-Outs • Mailings/Postage 	<ul style="list-style-type: none"> • District/School Site Calendar • Agenda & Sign-In Sheet • ELAC Minutes • ELAC Representatives Share-Out at DELAC Meetings
<p>c. The LEA will contract with LACOE to provide parent education/outreach workshops for parents in the areas of Homework Help, Building Blocks to Algebra, Reading Success, and Self-Esteem to support students' learning.</p>	<p>January 2011 February 2011 March 2011</p>	<p>Learning Director, Special Projects</p>	<p>\$ 5,000 Title I</p> <ul style="list-style-type: none"> • Trainers • Materials • Hand-Outs 	<ul style="list-style-type: none"> • Agenda & Sign-In Sheets • Hand-Outs
<p>d. To support parent out-reach in literacy and academic achievement for their English learner, RUSD will include EL parents in the attendance of the Parent Involvement Academy.</p>	<p>March 4, 2011 March 2012</p>	<p>Learning Director, Special Projects</p>	<p>\$ 500 Title III – LEP EIA/LEP</p> <ul style="list-style-type: none"> • Parent Registration Fee 	<ul style="list-style-type: none"> • Registration • Agenda & Sign-In Sheets • Hand-Outs • Program
<p>e. To provide opportunity for three parents of English learners to attend CABE and to share their learning during DELAC meetings. *Revised</p>	<p>March 23, 2011</p>	<p>Director, Curriculum & Bilingual Education</p>	<p>\$ 1,200 Title III – LEP</p> <ul style="list-style-type: none"> • Parent Registration Fee 	<ul style="list-style-type: none"> • Registration • Agenda & Sign-In Sheets • Hand-Outs
<p>f. g. Parents of Migrant Education students will be invited to schedule Parent Advisory Committee (PAC) meetings to provide feedback and receive support for the achievement of their Migrant Ed. students.</p>	<p>January 11/12 February 11/12 March 11/12 May 11/12 September 11/12 October 11/12 November 11/12</p>	<p>Administrator of Migrant Education Consortium & Learning Director, Bilingual Education</p>	<p>\$ 700 Migrant Ed. Consortium Account</p> <ul style="list-style-type: none"> • Trainers • Materials • Hand-Outs 	<ul style="list-style-type: none"> • District Calendar • Agenda & Sign-In Sheets • Hand-Outs and Flyers

<p>h. To ensure academic support and achievement for all EL students, RUSD has established a Family Resource Center (FRC). The FRC offers a variety of no-cost programs and services to children, youth, and families who reside in the communities served by the Rowland Unified School District. The programs offered include: educational opportunities, social services, medical, dental, vision and psychological services.</p>	<p>January 2011 Through June 2012</p>	<p>Coordinator, Pupil Services</p>	<p>FRC Grants</p>	<ul style="list-style-type: none"> • District Calendar • Hand-Outs and Flyers • Program Brochures
<p>i. Parents of English learners will receive the following parent notifications: CELDT results, Annual Parent Notification Letter, Initial Placement Parent Notification Letter, Reclassification Parent Invitation and Notification, graduation requirements and CAHSEE through public mailings or hard copy sent home with student, and/or conferences with school personnel.</p>	<p>October 2011 January 2012 Monthly as applicable</p>	<p>Director, Curriculum/Bilingual Education</p>	<p>General Fund</p>	<ul style="list-style-type: none"> • Proof of Mailings • Archived Copies • Copies in ELD Folders
<p>j. Requirements and timelines of the IPA will be shared with parents of EL students at DELAC and ELAC meetings and will be available on the District website.</p>	<p>January 2011 March 2011 May 2011 November 2011 January 2012</p>	<p>Director, Curriculum/Bilingual Education</p>	<p>Cost sited in 6a</p>	<ul style="list-style-type: none"> • District/School Site Calendar • Agenda & Sign-In Sheet • ELAC Minutes • ELAC Representatives Share-Out at DELAC Meetings
<p>Monitoring by Regional COE Lead</p>				
<p>7. If applicable, identify any changes to the</p>				

Title III Immigrant Education Program.				
N/A	N/A	N/A	N/A	N/A
Monitoring by Regional COE Lead				