

## **Goal 2A: AMAO 1-Annual Progress Learning English**

### **An increasing percentage of English Learners will make annual progress in learning English.**

The percentage of English Learners making annual progress will increase by 2% each year. For the results based on the 2016 administration of the CELDT, this number would be 61.9%

Instructional services will be expanded to promote student achievement for our most impactful subgroup, English Learners. Evaluation of the English Learner support program through the San Diego County Office of Education's English Learner Program Evaluation training began in 2015-16 and will continue into 2016-17. Initial needs assessments by this committee identified a focus on training for teachers and Bilingual Instructional Assistants in English Language Development strategies/interventions for both Designated and Integrated instructional time. In addition, during the summer of 2016, grade span teams will analyze the English Language Arts / English Language Development Framework and identify curricular needs to support English Language Arts / English Language Development instruction.

The district goal will be to make a significant increase in the number of protracted language events for English Learners and all students in every classroom by focusing on English Language Development Part 1, Standard 1, Exchanging information/ideas. This instructional shift will be driven by three areas of action: Additional instructional time, coaching and professional development.

Three professional development days will be provided for teachers, one before the beginning of the year and two during the year. The English Language Development Coach and Math Coach will train appropriate teacher groups. Outside providers will be hired for the other teacher groups. Differentiated training will be provided on integrated instruction as follows:

All PreK and TK teachers will learn about English Language Development standards and integrated instruction using all grade level curricula. The EL needs assessment indicates ELs in these grades are making progress so the goal will be to improve on this progress.

All grade K-2 Teachers will learn about English Language Development standards and integrated instruction in conjunction with Common Core standards using Lucy Calkins Units of Study for Reading and Writing, Go Math, Harcourt Science and Houghton Mifflin Social Studies. Second grade teachers will have the ongoing support of the district Teacher on Special Assignment (TOSA) who will provide modeling, co-teaching and observational feedback.

All grade 3 and 5 teachers will learn about English Language Development standards and integrated instruction in conjunction with Common Core standards using ELA Treasures, Go Math, Harcourt Science and Houghton Mifflin Social Studies. The goal will be to address the needs of level 3 students who did not make annual progress and those at risk of becoming LTELs.

All grade 6 multiple subject teachers and 7-8 ELA Teachers will learn about English Language Development standards and integrated instruction in conjunction with Common Core standards using the Study Sync English Language Development component. The goals will be to ad-

dress the needs of these students at level 3 and particularly the students at risk of becoming Long Term English Learners.

Grade 7-8 Social Studies, Science, Dance, Music, Art and P.E. Teachers will learn about English Language Development standards and integrated instruction in their content areas. The goal will be to support the needs of level 3 students who are not making progress and Long Term English Learners.

The English Language Development Instructional Coach will meet monthly with all Bilingual Instructional Assistants and train them on how to support integrated instruction.

The two professional development days during the school year will be used for the same differentiated groups to look at benchmark data for ELs, discuss successful implementation, receive extended, customized training and plan implementation for the remainder of the year.

Imagine Learning licenses will be funded by the district for English Learners at the Beginner level only, as supported by data analysis of the 2014-15 school year. Specific sites will pilot and assess use of other EL intervention/support programs.

These actions and services will be evaluated through scores of English Learners on CELDT, CAASPP and Illuminate's Inspect summative assessments, Inspect and LAS links benchmark assessments.

Title I	LAS Links Assessments
\$20,000	

## **Goal 2B - English Proficiency**

The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase by 2% each year. For the results based on the 2016 administration of the CELDT, this number would be 32%.

The percentage of English learners in language instruction educational programs greater than 5 years attaining English language proficiency will increase by 2% each year. For the results based on the 2016 administration of the CELDT, this number would be 58.1%.

Fourth grade has been identified by the EL Program Evaluation Committee as a target grade based on the number of English Learners who did not make annual growth. An English Language Development Instructional Coach will be hired with Title III Limited English Proficient funds to support 4<sup>th</sup> grade teachers in the implementation of designated English Language Development instruction as well as integrated instruction. The coach will provide professional development and will use a research-based sequence of co-planning, modeling, debriefing, co-planning, co-teaching, debriefing, observing and debriefing. The coach will also advise the district on professional development for other grades and will support English Language Development instruction.

All grade 4 teachers will learn about ELD standards, integrated instruction **and designated English Language Development instruction** in conjunction with Common Core standards using ELA Treasures, Go Math, Harcourt Science and Houghton Mifflin Social Studies. The goal will be to address the needs of level 3 students who did not make annual progress and students who are at risk of becoming Long Term English Learners. Teachers will have the on-going support of the English Language Development Instructional Coach who will provide modeling, co-teaching and observational feedback.

Title III LEP ELD Coach

\$99,511

### **Goal 2C: AMAO 3 - AYP for EL Subgroup**

**An increasing percentage of English Learners will attain proficiency in Reading/Language Arts and mathematics annually.**

The percentage of English Learners attaining proficiency in Reading/Language Arts will increase by 3% to 13% on the CAASPP.

The percentage of English Learners attaining proficiency in Mathematics will increase by 3% to 13% on the CAASPP.

Fast ForWord, Read 180/System 44,, Sound Partners, supplemental library books and classroom sets and character development programs will be provided as appropriate, including support teacher and paraprofessionals.

During the three professional development day identified in Goal 1, grade 6-8 Math only teachers will learn about English Language Development standards and integrated instruction in conjunction with Common Core standards using Go Math. In addition to content specific goals, the goal will be to support the needs of level 3 students who are not making progress and Long Term English Learners.

Title I

\$668,661

### **Goal 2D: High Quality Professional Development**

Professional Development actions are identified in Goal 2A. In addition, outside agencies will be contracted to provide Professional Development as appropriate to support more effective delivery of instruction in ELD standards, core subjects, and intervention programs. New staff will receive training for district and site programs. Registration fees and travel expenses will be provided as appropriate. The Curriculum and Professional Development Committee will complete a multi-year plan for ongoing professional development.

Title I

\$143,000

Title II

\$51,476

### **Goal 2E: Parent and Community Participation**

An increasing percentage of English Learners' parents will be active participants in the education of their children.

The number of trainings provided to parents of English Learners will be increased from 17 to 20.

A Parent Community Liaison and Parent Volunteer Coordinators will be provided to support programs and activities to engage parents, and for outreach to caregivers of Foster Youth and Homeless Youth. Registration fees and materials will be provided for parent trainings. Additional custodial hours will be provided to support parent and student engagement activities. These actions and services will be evaluated through attendance at academic school events and the results of the California School Parent Survey.

Title I \$47,000

### **Goal 2F: Parental Notification**

In addition to providing 100% of parents of English Learners with required notifications, the LEA will expand translation/interpretation services. A Learner Management System (LMS) will be piloted at one site for the purpose of managing online instructional resources and providing improved communication to students and families. Principals will be trained on additional modes of communication, including social media. Principals and teachers will develop multiple means of communicating with parents which might include social media, weekly classroom newsletters, and webpages. The district website will be updated regularly to reflect current information regarding school events.

### **Goal 2G: Services for Immigrant Students**

The LEA will provide high quality instruction and Support Services to all immigrant students.

An assortment of research-based newcomer resources and programs will be provided to Principals to support newcomers as appropriate for age, English proficiency and other factors.

Title III Immigrant \$4,839

### **Goal 3: High Qualified Teachers**

The LEA will maintain 100% Highly Qualified Teachers.

### **Goal 5A: Increase Graduation Rates**

This goal does not apply to elementary districts.

## **Goal 5B: Decrease Dropout Rates**

This goal does not apply to elementary districts.

## **Goal 1A: Proficiency in Reading/Language Arts**

The percentage of students attaining proficiency in Reading/Language Arts will increase by 3% to 37% on the CAASPP.

Lucy Calkins' Units of Study for Teaching Writing will continue to be supported for all teachers in grades K-2. Teachers who wish to implement Lucy Calkins' Units of Study-Reading in grades K-2 will be supported. The district Teacher on Special Assignment (TOSA) will provide coaching for teachers using Lucy Calkins Writing and Reading. In grades six through eight, all teachers will use StudySync for ELA/ELD Instruction. The Educational Services Coordinator will provide coaching for teachers using StudySync. Grades three through five will investigate and pilot ELA curricula as appropriate.

Classified salaries will continue to include Bilingual Instructional Assistants for English Learners, classroom paraprofessionals for Sound Partners (phonics tutoring), Fast ForWord (computer-based reading intervention), Transitional Kindergarten (Reading Dynamics and other interventions), Academic Intervention Technology Support Assistants, Academic Intervention Technology Technician and Activity Leader.

## **Goal 1B: Proficiency in Mathematics**

The percentage of students attaining proficiency in Mathematics will increase by 3% to 30% on the CAASPP.

A Math Coach will be hired to support instructional shifts in math. ST Math, Math 180, ALEKS, iReady will be supported the site level.

## **Goal 1C: Proficiency for High Priority Students**

Needs Assessments have identified English Learners as our High Priority Students. Goals and actions for these students have been outlined in Goal 2.

## **Goal 1D: Effective Teaching and Administration**

Needs Assessments have identified support for English Learners as our greatest area of need. In addition to the goals and actions that have been outlined in Goal 2, six teachers will be hired

to teach music, art and P.E. These teachers will teach content while releasing classroom teachers for collaboration. The schedule will allow each grade level or grade span at each site to have release time every other week. The expectations for this time will include data analysis and planning for English Learners, Foster Youth, Low Income and significant other subgroups and students at risk. At three scheduled times during the year, teachers will run a district created report specific to each grade that will include current benchmark data from Inspect, SRI/FRA as appropriate, LAS links for ELs, along with annual reference data from CAASPP and CELDT. They will use the analysis of this data to plan regular instruction, ELD instruction and intervention, monitoring of and support for core instruction.

Monitoring of interventions and programs will continue to be provided through the district Teacher on Special Assignment (TOSA), the Director of Student Services, the Program Secretary, the Director II of Educational Services, and the Educational Services Coordinator. Classroom walk-throughs will be scheduled with these district staff members and site administrators to evaluate the degree of implementation of instructional strategies from professional development. Site leaders will meet with Cabinet at three scheduled times per year to review data sheets for all funded action steps. Sites will hire TOSAs to support site-based goals.

Title II Educational Services Coordinator

\$104,000

### **Goal 1E: Implementation, Involvement & Monitoring**

The LEA will increase parent attendance at academic event from 1.81 times the student population to 2.0.

In addition to actions listed in Goal 2E and 2F, monitoring of and support for core instruction, interventions and programs will continue to be provided through the district Teacher on Special Assignment (TOSA), the Director of Student Services, the Program Secretary, The Director II of Educational Services, and the Educational Services Coordinator. Classroom walk-throughs will be scheduled with these district staff members and site administrators to evaluate the degree of implementation of instructional strategies from professional development. Site leaders will meet with Cabinet at three scheduled times per year to review data sheets for all funded action steps.

### **Goal 1F: Support for Schools in Corrective Action**

The percentage of students at Mount Vernon, San Miguel and Vista La Mesa Academy who attain proficiency on the CAASPP in English Language Arts and Mathematics will increase by 3%.

Staff from San Miguel and Vista La Mesa Academy (and one additional site that is not in Corrective Action) will visit schools using the Sobrato Early Academic Language program and

consider implementation beginning in summer of 2017. Partial funding will be set-aside for implementation. Additional support for Mount Vernon will be provided in the implementation of their International Baccalaureate Program.

Title I	\$97,629
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**Total expenditures**

Title I	\$976,290
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Title II	\$155,476
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Title III LEP	99,511
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Title III Immigrant	\$4,839
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