

Action Plan for Mt. Diablo Unified School District			
Challenge: English learners in Mt. Diablo have not met their AYP target for 3 consecutive years.			
Verified Cause: Inconsistent use of research based strategies- English Language Arts (ELA)			
State Goal: For 2012, the AYP TARGET for English/Language Arts will be 78%			
<p>District SMART Goal: By September 2012, 10% (Safe Harbor) of the English learners performing at Below Basic on the ELA CST 2010 (who have also been in EL programs for 5 + years and who performed at the Intermediate level or below on the CELDT) will perform at the mid-point basic level (325) on the ELA CST.</p> <p>By September 2012, 10% (Safe Harbor target) of the English learners performing at Basic on the ELA CST 2010 (who have also been in EL programs for 5+ years and who perform at the Intermediate level or below on the CELDT) will perform at the proficient level on the ELA CST.</p>			
Strategy: Effective and consistent application and monitoring of SDAIE strategies for English learners in English Language Arts.			
Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: Identify effective research based instructional strategies to support the instruction for English Learners in ELA</p> <p>Description: District will select research based instructional strategies that will be implemented by teachers of English learners in ELA</p> <p>Person Responsible: Carmen Garces, Jennifer Sachs, Elementary and Secondary Directors</p> <p>Start Date: February, 2011</p> <p>End Date: June, 2011</p>	<p>1. Research effective SDAIE strategies currently being used within and outside the district.</p> <p>1.1 SASS identifies 3 high leverage strategies (Denise, Susan, Carmen) January 24th 2011</p> <ul style="list-style-type: none"> □ Teaching academic vocabulary □ Checking for understanding (demonstration) □ Oral language practice <p>1.2 Bring strategies to Administrators groups to identify them as a district's focus. (Susan, Denise) February, 2011</p> <p>1.3 Principals will identify focus strategies to their teachers. August 2011</p>	\$5,000.00	EIA/LEP

	<p>2. District will work with EL taskforce to identify key instructional strategies to be implemented district wide, such as EDI, SIOP, etc.</p>		
<p>Action Step: Teachers, administrators, and support staff instructing Long Term English Learners will participate in ongoing professional development on key instructional strategies in the area of English Language Arts.</p> <p>Description: Secondary ELA teachers of Long Term English Learners will participate in professional development focused on selected research based strategies.</p> <p>Person Responsible: Elementary and Secondary Directors, SASS Department, Carmen Garces</p> <p>Start Date: August, 2011</p> <p>End Date: June, 2012</p>	<p>1. Offer targeted training to teachers and administrators of long term English learners on key instructional strategies. Feb, 2011</p> <p>2. Provide training during Buy Back Days (August, 2011) for secondary English TM teachers, ELD teachers, and academic literacy teachers on key instructional strategies. Spring 2011 planning August 2011 Training</p> <p>3. Calendar ongoing collaboration after trainings have been completed (every other month) October 2011</p> <ul style="list-style-type: none"> □ At school site level: develop guidelines □ At Districtwide level by content area, develop guidelines <p>Idea: Video tapes, PD 360</p> <p>4. Develop a plan to train new teachers every year on key instructional strategies. (BTSA) Spring 2011</p> <p>5. Identify district-wide coaches who will provide peer feedback in the implementation of the key instructional strategies. September, 5th 2011</p>	<p>\$45,000.00</p> <p>\$10,000.00</p> <p>NA</p> <p>Refer to cost in Math plan</p>	<p>Title I</p> <p>Title III</p> <p>Title I</p>

<p>Action Step: Develop a support plan for the implementation of SDAIE strategies into daily classroom practice.</p> <p>Description: District office and SASS Department will support the implementation of research base practices.</p> <p>Person Responsible: Elementary and Secondary Directors, SASS Department, Carmen Garces.</p> <p>Start Date: February, 2011</p> <p>End Date: June, 2012</p>	<p>1. District office will work with site principals to develop master schedules with common prep time to support collaboration among English language arts teachers of long term English Learners. March, 31 2011 Denise Rugani</p> <p>2. District office will provide all materials needed to implement the key strategies. Denise Rugani, Susan Petersen September, 5th 2011</p> <p>3. District office will schedule quarterly meetings with middle and high school principals to share CELDT, AERIES, and grade reports of English learners provided by the Assessment Center. Principals will then bring the same information to their site's EL Task Force or Leadership Team. Denise Rugani, October 2011 February 2012 April 2012</p> <p>4. Sites will, at a minimum, meet quarterly as a cross grade or curriculum team to review student achievement data of Long Term English Learners, RFEP students who are not progressing academically, or who have not passed the ELA</p>	<p>NA</p> <p>\$15,000.00</p> <p>NA</p> <p>\$20,000.00 district wide</p>	<p>Title III</p> <p>Title 1</p>

	<p>CAHSEE exam. They will identify a plan of action to support these students. November 2011 February 2012 April 2012</p> <p>Long Term English Learners and RFEP students scoring Below Basic and Far Below Basic on the CST ELA will be provided with an Academic Literacy class to improve their reading skills. August, 2011</p> <p>English learners and RFEP students who have not passed CAHSEE will participate in the CAHSEE prep classes. Purchase additional licenses</p> <p>5. Sites will identify summative and formative assessments that will be used to determine the progress of Long Term English Learners in the area of ELA. Denise Rugani Susan Petersen, SASS, Principals November, 30th 2011</p>	<p>\$12,000.00</p> <p>\$10,000.00</p>	<p>EIA/SCE</p> <p>Title 1</p>
<p>Action Step: Monitor the use of research base strategies</p> <p>Description: Site principals and district administrators will do classroom observation visits to ensure the implementation of research based strategies.</p> <p>Person Responsible: Denise Rugani, Susan Petersen, Rose Lock, Steven Lawrence, Carmen Garces.</p>	<p>1. District will develop a common rubric/tool to be used by principals and other district administrators during classroom visitations. Idea: Learning Walks protocol (ELVIA) August, 31st 2011</p> <p>2. Administrator's evaluations will include goals related to effective and consistent application of SDAIE strategies for</p>	<p>NA</p> <p>NA</p>	

Title III Year 4 Action Plan Template

<p>Start Date: September, 2011</p> <p>End Date: June, 2012</p>	<p>ELS in ELA. August, 31st 2011</p> <p>3. Administrators will collect evidence about the implementation of SDAIE in ELA classes for Long Term English Learners four times a year. This data will be discussed at principal's meetings and will be shared with community stakeholders during SSC and ELAC meetings.</p> <p>October, 31st 2011 January, 30th 2012 March, 30th 2012</p>	<p>NA</p>	
<p>Action Step: Audit of services for English learners and re-writing of a new Master Plan for English Learners</p> <p>Description: MDUSD has contracted with Norm Gold and Associates to conduct an audit of the services for English Learners. The results of the audit will be used to inform the writing of a new Master Plan.</p> <p>Person Responsible: Rose Lock, Carmen Garces</p> <p>Start Date: February, 2011</p> <p>End Date: February, 2012</p>	<p>1. Identify 5 schools that will participate in the audit: 3 Elementary, 1 Middle, and 1 High Schools</p> <p>Visit the 5 schools and audit services for English learners</p> <p>3. Convene the EL expert group to participate in the writing of the new Master plan.</p> <p>4. Report of Audit May</p> <p>5. Instructional Services section of the Master Plan will be completed by August 2011.</p> <p>Master Plan will be finished by February 2012.</p>	<p>Refer to cost in ELD plan</p>	<p>EIA LEO Title III SIG</p>