

Orland Joint Unified School District

DISTRICT ACTION PLAN, CHART VIEW

Standard: B.1.c. All English Learners have Access to Appropriate English Language Development Instruction		
Focus/Objective: Research-Based Instruction, Strategies, and Assessment - Assist Teachers to use effective, research-based instructional practices, strategies and assessments for ELD students to reach proficiency.		
Specific Actions	Persons Responsible Timeline	Estimated Cost
Implement ELD Instructional Practices: Sound ELD instructional practices are implemented including: 1. Systematic, explicit direct instruction followed by guided independent practice. 2. Scaffolding techniques 3. Flexible Grouping 4. Incorporation of higher-level critical thinking skills 5. Pays attention to different learning styles. 6. Checking for understanding throughout the lesson 7. closure and reflection	District Administrators, Site Administrators, Teachers, Aides 03/01/2008 - 06/09/2009 At monthly grade-level or department curriculum meetings, teachers will review and reflect on their use of strategies identified in Marzano's Classroom Instruction that Works for English Learners. Site administrators will monitor progress through classroom observation and collection of meeting minutes.	\$0.00
Target Standards and Assessment: District will identify target ELD Standards for each proficiency level within each group of students grades K-2, 3-5, 6-8, 9-12. District will also create benchmark assessments that align with target standards.	District Administrators, Site Administrators, ELD Teachers 08/16/2008 - 06/10/2009	\$4,700.00
State Adopted Materials: Teachers will use state-adopted and board approved materials for EL students with fidelity. Mill Street (K-2), and Fairview Elementary (3-5), will continue and improve the use of the EL Handbook that is a part of the Houghton-Mifflin Series. Both schools will continue to place EL students in classes by CELDT Proficiency Level, with no more than two levels per class, to facilitate effective ELD and SDAIE instruction. Mill Street will review and select materials to provide additional and supplemental EL instruction. Fairview will conduct a pilot of LANGUAGE!, 3rd edition during the Spring of 2008. Some students who are at the intermediate level are piloting Language! 3 in lieu of Houghton Mifflin. In addition some students at Beginning and Early Intermediate receive additional and supplemental support through the use of the programs Carousel of Ideas and Leap Frog. CK Price Middle School: CK Price is currently using Language! 3 to meet the EL Learners' needs. Other programs used to support the EL Learners' needs include: English Yes, Read Naturally, Spellography and On Location. 6th-8th grade English teachers will receive training to use the English Learner handbook that is a part of the Holt Language Arts adopted materials. Orland High School: Orland High School is currently in the process of making some adjustments to their ELD Program. Continued programs will include: Grammar in Context, Accelerated Reader, Hooked on Phonics, with Visions as supplemental programs. Plans are to move to using Language! 3 for ELD core for the 2008-09 school year.	03/01/2008 - 06/09/2009 3/2008 - 6/2008: Site Visits to see what other programs are being used 4/2008 - HOLT traing for CK teachers 4/2008 - Houghton-Mifflin training for MS and FV teachers 7/2008 - purchase LANGUAGE materials for FV,OHS, and Alt. Ed. 8/2008-6/2009-Implement existing programs with greater fidelity; begin implementation of additonal LANGUAGE programs	\$17,200.00
Administrative Verification and Observation: Site administrators at all schools verify monthly that ELD instruction is provided to students based on proficiency level, program design and benchmark assessments guide flexible grouping.	Site Administrators 01/01/2008 - 06/09/2008	\$0.00

<p>Monitoring Progress: Teachers and Administrators will work together on monitoring and evaluating the progress of EL Learners annually. The district will create a progress monitoring form to be used at the site level. The form and the evaluation will become part of the students academic file.</p>	<p>District Administrators, Site Administrators, Teachers 08/01/2008 - 06/10/2009</p>	<p>\$0.00</p>
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Standard: B.1.d. All English Learners have Access to Appropriate Reading/Language Arts Instruction

Focus/Objective: EL Student Needs in ELA Core Curriculum - All English Language Learners are clustered for English/Language Arts/ELD instruction, using their most recent CELDT overall score, with no more than two CELDT levels per class. Those students who score intermediate or below will receive supplemental instruction in addition to the core ELD instruction in order to accelerate their achievement towards English proficiency. Those who are Early Advanced and Advanced will be mainstreamed in regular ELA classes; however, students will receive scaffolded instruction, using SDAIE strategies in order to ensure they are making adequate yearly progress.

Specific Actions	Persons Responsible Timeline	Estimated Cost
<p>Collaboration: Site Administrators will provide ELD instructors and English/Language Arts Core curricular instructors time to collaborate and develop common assessments and lesson plans aligned to ELD standards.</p>	<p>Site Administrators and classroom and ELD teachers 08/11/2008 - 06/09/2009 At monthly grade-level or English/language Arts department meetings, teachers will review work completed using the the Map of Standards and Marzano materials. Site administrators will monitor the use of the strategies through classroom observation and meeting minutes.</p>	<p>\$0.00</p>
<p>Professional Development: Site Administrators, Classroom Teachers, and Aides will participate in professional development on the implementation of core curriculum, universal access components, and any supplementary materials.</p>	<p>District Administrators, Site Administrators, Teachers, Aides 03/01/2008 - 06/09/2009 April and May 2008: Training on Houghton-Mifflin and Holt EL components for K-5 classroom teachers and 6-8th E/LA and ELD teachers. Paraprofessionals will receive training from the teacher they are assigned to assist. This is the same training mentioned in Standards B.1.d.</p>	<p>\$0.00</p>
<p>Support and Monitoring of Classroom Instruction: Site administrators will regularly observe classroom instruction to ensure that teachers are using the state-adopted, board-approved instructional materials with fidelity, including the use of proven instructional strategies for English learners.</p>	<p>Site Administrators and Classroom Teachers 03/01/2008 - 06/09/2009 By 8/2008, develop an observational tool for site administrators to document use of state-adopted, board-approved instructional materials and proven EL instructional strategies. At monthly principals' meetings, share and review data about implementation and plan for improvement.</p>	<p>\$0.00</p>

Standard: B.1.e. All English Learners have Access to Appropriate Mathematics Instruction

Focus/Objective: EL Student Needs in Math Core Curriculum - Students in grades K-5 receive math instruction within the self-contained classroom, with modifications targeted to the students' English language proficiency level and academic skill. Students in grades 6-8 receive math instruction in classes according to students' math skill, with English learners at Intermediate or below receiving supplemental instruction in a shadow class, including Algebra Readiness and Algebra 1 classes. The district intends to purchase new mathematics materials that will provide teachers with materials and strategies to improve their delivery of mathematics instruction.

Specific Actions	Persons Responsible Timeline	Estimated Cost
<p>Professional Development: Site Administrators, Classroom Teachers, and Aides will participate in professional development on the implementation of core curriculum, universal access components, and any supplementary materials.</p>	<p>Site Administrators 08/01/2008 - 08/01/2009 August 2008 - Training for all K-5 and 6-8 math teachers to use their new state-adopted, board-approved math materials (if funding is available) Summer 2009 - 10 teachers attend SB472 training</p>	<p>\$0.00</p>
<p>Collaboration: At monthly K-5 grade level and 6-12 math department meetings, teachers will review and reflect on their use of the Marzano and other proven EL strategies to ensure all EL students access the core or other appropriate level mathematics curriculum. Teachers will also review common formative assessment performance data to plan future instruction, remediation or intervention.</p>	<p>Site Sdministrator, Core and ELD Teachers 03/01/2008 - 06/09/2009 Monthly grade-level or department meetings. On-going: site principals will monitor the use of the state-adopted, board-approved materials and proven instructional stratgies through classroom observation and meeting minutes. Data on use will be shared at monthly principals' meetings, and used to plan needed professional development</p>	<p>\$0.00</p>

<p>Support and Monitoring of Classroom Instruction: Site Administrators verify that classroom teachers are implementing sound Math instructional practices including: 1. Explicit direct instruction followed by guided and independent practice. 2. Scaffolding techniques. 3. Flexible grouping. 4. Incorporation of higher-level critical thinking skills. 5. Attention to different learning styles. Lesson objectives determined by authentic benchmark assessments. 6. Checking for understanding throughout the lesson. 7. Use of Primary language support and/or instruction when applicable 8. Closure and reflection. Observation tool developed as part of Focus/Objective B.1.D in Focus/will be used.</p>	<p>Site Administrators 03/01/2008 - 06/09/2009 On-going: Site principals observe and document teacher use of state-adopted, board-approved instructional materials, and the use of proven EL strategies. Feedback and coaching is provided to teachers as needed. Monthly: Site administrators report data collected at principals' meeting. Professional development is planned if needed. Trimester: Site administrators report math assessment data results at principals' meeting.</p>	<p>\$0.00</p>
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Standard: F.1.c. LEA Provides Data Systems and Support to Improve Instruction for ELs

Focus/Objective: Data Monitoring and Analysis - The district will provide appropriate programs to collect, report, analyze and interpret data regarding ELS' academic progress and achievement. The district will provide training and support on how to use the data to improve instruction for English Learners.

Specific Actions	Persons Responsible Timeline	Estimated Cost
<p>Review, Analyze, Interpret, and Act on Student Data to Increase Student Achievement.: LEA will continue to provide site administrators with timely, user-friendly reports that summarize important school, teacher and student-level demographic, program and achievement data. LEA will continue to offer training to site administrators to analyze and interpret student academic achievement and their student level data for the purpose of school level action planning, including the SPSA. The LEA will also continue to assist site administrators to train teachers to analyze and interpret student academic achievement and other student level data for the purpose of identifying key areas of focus and improvement in grade level and/or subject matter instruction.</p>	<p>LEA, Site Administrators 03/01/2008 - 06/09/2009 On-going: Training by LEA staff at monthly principals' meetings Buy-back days and release days: Training for teachers by LEA staff or site administrators</p>	<p>\$15,400.00</p>
<p>LEA Facilitates District-level Analyses: Site administrators, curriculum committee members, and site EL coordinators conduct district-level analyses on demographic, program, language proficiency and academic achievement data in order to identify key priorities for investments in professional development and areas for training of site administrator staff.</p>	<p>District Administrators and Site Administrators 10/17/2007 - 06/09/2009 October 2007 - February 2008: District Title III team develops action plan, using the ELLSA and other data. March 2008-June 2009: LEA, Site Administrators, Curriculum Committee and EL Site Coordinators monitor the implementation and effectiveness of the Title III, Year 4 Action Plan</p>	<p>\$0.00</p>
<p>Use of District-wide Data Systems: LEA and Site Administrators, program coordinators and teachers will continue to use Edusoft and Aeries, our district wide data systems, to gather, report and analyze data on language proficiency level, demographics, and academic achievement for the purpose of program improvement, instructional planning, and identifying professional development needs.</p>	<p>District Administrators, Site Administrators, Teachers 03/01/2008 - 06/09/2009 On-going: LEA, site administrators and teachers access Edusoft and Aeries as needed to access data at the student, classroom, school and district level. August 2008: Training to use Edusoft and Aeries is provided to new teachers and administrators, plus any current employees who would benefit from a refresher.</p>	<p>\$300.00</p>
<p>Student Information System Improvements: LEA will work with technology and program staff to ensure that databases are able to link student level data on demographics, instructional program and services received, language proficiency, and academic achievement, reclassification criteria met or missed.</p>	<p>LEA 03/01/2008 - 06/09/2009 June 08: Upgrade SIS system to SQL version of Aeries. (no additional funding is needed for this; it is a part of our contracted services with the vendor) Ongoing: LEA will assist site secretaries to keep SIS up-to-date</p>	<p>\$0.00</p>

Standard: G.1.a. Professional Development Includes Research-based Strategies to Improve EL Outcomes

Focus/Objective: Professional Development - LEA will develop a two-three year professional development plan that includes budgeted, coherent professional development activities that reflect research-based strategies for improved student achievement and a focus on standards-based content knowledge, including English learner attainment of English language proficiency. Job-embedded professional development, including collaboration among teachers and administrators to analyze EL students' academic and language proficiency achievement, and on-going professional development, such as SB472 training will be the major components of the plan; however, school visitations and attendance at need-identified conferences and/or workshops will also be included.

Specific Actions	Persons Responsible Timeline	Estimated Cost
<p>Capacity Building: Build a broader repertoire of EL instructional strategies. Promote teacher leaders within the LEA who are experts of EL instructional strategies.</p>	<p> 03/01/2008 - 06/09/2008 2/2008: K-2 staff visit neighboring district 3/2008: K-12 EL Team Leaders visit schools as part of CABE conference</p>	<p>\$7,900.00</p>
<p>Standards-Based Instruction: LEA administrators will ensure that the LEA does the following: a) Provides teachers of EL students with professional development focused on instructional strategies and designed to enhance teachers' understanding and use of adopted materials and assessments. b) Site administrators and teachers will participate in professional development relative to the implementation of the core curriculum, universal access components, and any supplementary ELA/ELD materials. c) Ensures that principals and teachers are trained and coached in their roles in collaborative data teams.</p>	<p>LEA 03/01/2008 - 06/08/2009 See activities listed in other focus areas.</p>	<p>\$0.00</p>
<p>Job-Embedded Training: Regular training of all instructional staff (including teachers, administrators, and paraprofessionals) Understand and use assessment to improve classroom practice and student learning. Effectively teach students with different learning styles and meet the needs of under performing EL Students.</p>	<p>LEA Administrators, Site Administrators, Site EL Coordinators 08/01/2008 - 06/09/2009 EL Parent Meeting: Train parents to help with their child's education. Provide information and materials to take home March 2008-May 2008 and March 2009-May 2009: English as Second Language classes for parents of English learners (CBET) See other focus/objectives for teacher/administrator training</p>	<p>\$16,100.00</p>