

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

An increasing percentage of English learners will make annual progress in learning English.

- By June 2013, the percentage of English learners learning English will increase from 56.2% to 70%, in order to move toward state defined growth expectations as measured by CELDT.

STRATEGY 1-English Language Development for all ELs

All English Learners will receive ELD instruction on a daily basis. ELD instruction will be tailored to meet the needs of EL students at different proficiency levels.

ACTION STEP 1.1 Ensure Appropriate Instr. Minutes for ELD

The LEA will ensure that all EL students receive ELD. Students in Kindergarten will receive an average of 15 minutes of ELD daily; Students in grades 1-5 will receive an average of 30 minutes of ELD daily; Students in grades 6-12 will receive at least 1 period of ELD daily.

1. ELD Schedules	In Progress	Due 11/1/2011
As part of the SPSA (Single Plan for Student Achievement), principals will submit schedules for ELD including the time allocation, days taught, how students are organized, and who is providing the ELD.		
2. ELD Services	Not Begun	Due 9/1/2012
The District will review ELD schedules with principals to ensure that all EL students are receiving ELD as appropriate to their level of English.		

ACTION STEP 1.2 ELD Materials will be Provided

All ELD instruction will be provided using district-adopted, standards based ELD materials. These materials will be selected to address the specific language needs of students based on their English levels.

1. Identify materials for ELD	Not Begun	Due 4/1/2012
Evaluate existing ELD materials and determine list of district approved materials for each level of ELD		
2. Inventory Materials	Not Begun	Due 5/1/2012
Conduct an inventory of current materials compared to district list (developed in prior task step) and identify needs		
3. Select additional ELD materials.	Not Begun	Due 6/15/2012
Based on the inventory and identified needs, the ELD Steering Committee will identify and select additional ELD materials.		
4. Purchase/Distribute ELD Materials	Not Begun	Due 8/1/2012
Purchase identified materials for ELD and distribute to schools		

Budgeted \$40,000

STRATEGY 2-Annual Monitoring of English Learners

ACTION STEP 2.1 Annual EL Monitoring

The LEA will ensure that all English Learner students are monitored annually each fall. Monitoring forms will be completed by both the Language Arts and Math teachers between November 1 - December 15 each year. The monitoring process and forms are outlined in the district's EL Master Plan.

1. Provide Monitoring Materials	Not Begun	Due 11/1/2012
The District will provide pre-printed monitoring forms as well as copies of the materials needed to complete the monitoring at each school		
2. Complete Annual Monitoring	Not Begun	Due 12/15/2012
Principals will ensure that teachers complete the annual monitoring forms each fall.		
3. Ongoing Monitoring for Plan for Overcoming Deficit	Not Begun	Due 6/1/2013
For those EL students who require a Plan for Overcoming Academic Deficits, academic achievement will continue to be monitored by the teacher each grading period to determine if the planned interventions are working.		
4. Develop Level 2 Intervention Plan	Not Begun	Due 6/1/2013
For students under a Plan for Overcoming Academic Deficits that are not making progress, a Level 2 Plan will be developed. These students may also be referred to the site Student Study Team		

ACTION STEP 2.2 Implement Catch-Up Plan for EL Students

A Plan for Overcoming Academic Deficits (Catch-up Plan) will be developed for any EL Students identified as not meeting the expected level of achievement during the annual EL monitoring. This plan will be developed by the English and/or Math teacher based on the areas the EL student is not meeting expected achievement targets. Student progress will be monitored as the plan is implemented

1, Complete Catch Up Plans	Not Begun	Due 12/15/2012
Teachers will complete a Plan for Overcoming Academic Deficits (Catch-Up Plan) for any EL students identified as not meeting the expected achievement during the annual EL monitoring process.		
2. Identify Potential Long Term ELs	Not Begun	Due 1/30/2013
Students at grades 4 and up that have been enrolled 4 or more years and are not meeting expected achievement targets will be identified as potential long term ELs (PLTEL)		
3. Monitor Catch Up Plans	Not Begun	Due 6/1/2012
Principals will ensure that teachers are monitoring student progress for those students who have Catch Up plans. Students are to be monitored at each grading period.		

GOAL Goal 2B: AMAO 2 - English Proficiency

An increasing percentage of English learners will attain English language proficiency annually.

- By June 2013, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 22.3% to 30%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.
- By June 2013, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 49.1% to 60%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.

STRATEGY 1-Develop Pathways/Program Models by EL Typology

Develop program models/pathways to differentiate for different EL typologies (e.g. newcomers, long term ELs)

ACTION STEP 1.1 Contract with Laurie Olson as Consultant

Contract with Laurie Olson as a consultant to advise on program development/refinement and to provide professional development for teachers and/or administrators. Laurie Olson is a recognized expert on programs to address the needs of long term ELs.

Budgeted \$20,000

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ACTION STEP 1.2 Provide program for Long Term ELs in grades 6-12

Expand on the pilot of ALAS - Academic Language and Support to provide the program for all long term ELs at middle school and high school

Budgeted \$47,750

1. Evaluate Pilot of ALAS

Not Begun

Due 3/1/2012

A pilot Academic Language and Support (ALAS) program was implemented in 2011-12 at 2 K-8 schools, 2 middle schools and 1 high school. Evaluate the implementation of this pilot and plan for 2012-13.

2. Identify EL Students by Typology

Not Begun

Due 2/1/2012

Identify all EL students at each MS/HS by typology. Use this information in program planning

3. Plan for Implementation

Not Begun

Due 3/1/2012

Meet with ALAS implementation team from each middle school and high school to modify implementation based on evaluation of pilot and plan for implementation at 2 remaining high schools.

4. Identify Teachers for ALAS classes

Not Begun

Due 5/1/2012

Based on Implementation plan at each school, identify the teachers that will teach the ALAS classes.

5. Purchase English 3D materials for ALAS classes

Not Begun

Due 4/2/2011

The English 3D curriculum (Scholastic) has been identified as the supplemental curriculum to be used in ALAS for academic language instruction.

6. Provide professional development

Not Begun

Due 4/2/2012

Arrange for professional development for ALAS teachers to be provided in summer and during the school year. Details on this provided in Goal 2D

ACTION STEP 1.3 Provide ELD for non-long term ELs

Evaluate current ELD program for newcomer and normally progressing students including ELD . Identify impact on program with implementation of ALAS for long term ELs. Develop plan to provide ELD for EL students that are not long term

1. Identify Students

Not Begun

Due 3/1/2012

Identify students for traditional ELD once Long Term ELs for ALAS have been identified.

2, Develop ELD Schedules

Not Begun

Due 3/1/2012

Develop schedule of ELD at each Middle School and High School based on number of students at each level

3. Evaluate ELD Programs

Not Begun

Due 2/1/2013

Evaluate effectiveness of modified ELD programs and identify additional modifications needed.

STRATEGY 2-Provide for Extended Learning Time for ELs

Provide additional learning time through after school or summer school programs

ACTION STEP 2.1 Explore options for Summer School

Identify options for providing summer school for English Learners. Work in conjunction with Migrant Education. Consider targeting long term ELs at MS/HS as well as potential long term ELs starting at grade 4.

Budgeted \$18,500

ACTION STEP 2.1 Explore options for Summer School

1. Identify Students	Not Begun	Due 3/1/2012
Identify students for summer school program (migrant, LTEL, potential LTEL)		
2. Identify Curriculum	Not Begun	Due 5/1/2012
Identify curriculum components for summer school with focus on academic language, writing skills, and frontloading for ELA)		
3. Purchase materials	Not Begun	Due 5/1/2012
Purchase any materials needed for summer school program.		
4. Identify teachers and provide training	Not Begun	Due 5/1/2012
Identify teachers for summer school program and provide professional development as needed		

GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

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

- By August 2013, the percentage of English learners attaining proficiency in reading/language arts will increase from 40.5% to 60%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.
- By August 2013, the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts.
- By August 2013, the percentage of English learners attaining proficiency in Mathematics will increase from 49.3% to 65%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics.
- By August 2013, the LEA will meet the 95% participation rate for English learners assessed in Mathematics.

STRATEGY 1-Provide Academic Language Development

Focus on Academic Language Development in ELD, ELA and content area classes (math, science, social studies).

ACTION STEP 1.1 Implement Academic Vocabulary Instruction

1. Academic Vocabulary Training through SJCOE	Not Begun	Due 9/1/2012
Support Academic Vocabulary professional development offered through the Multilingual Office at San Joaquin County Office of Education. This is arranged by individual school sites and funded out of site allocations		
2. Pilot implementation: Interdisciplinary Vocab.	Not Begun	Due 6/1/2012
The Interdisciplinary Vocabulary Development program by Linda Ventriglia is being piloted at Central and McKinley Schools in January 2012. Evaluate implementation and consider expanding to other T1 schools with high EL populations		
3. Academic Language Training	Not Begun	Due 1/30/2012
Continue to provide academic language training to all teachers - at least annually, on district ERMs. In January 2012 the focus will be identifying academic language demands of textbooks.		

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STRATEGY 2-Provide ALAS for Long Term ELs

ALAS is an Academic Language and Support class provided to long term ELs that are concurrently enrolled in College Prep English. This program was piloted at 5 schools in 2011-12 with plans to refine/expand to two additional high schools during 2012-13. See details under Programs for Long Term ELS in Goal 2B.

STRATEGY 3 - Support English Learners in Mathematics

Provide support to students and teachers with support in mathematics to increase the percent of students scoring proficient.

ACTION STEP 3.1 Academic Language Development

Math teachers will continue to receive professional development related to developing academic language in mathematics. Site administrators will be looking for academic language development as one aspect of the evaluation process.

ACTION STEP 3.2 Scaffolding Content Instruction in Mathematics

Math teachers will continue to participate in professional development related to structures and strategies to support ELs in math. This PD is provided through Math Cadre, the Tracy Math Conference (annual event) and through coaching of math teachers provided through grant funding.

STRATEGY 4 - Refine Native Speaker program

Review and refine the Spanish for Native Speakers program at the High Schools to align with recommendations for long term ELs.

ACTION STEP 4.1 Native Speaker Program Review

Review current Native Speaker program and identify challenges/areas for improvement. Develop a plan to address identified tasks.

ACTION STEP 4.2 Implement Revised Native Speaker Classes

Based on the evaluation of current Native Speaker classes develop and implement plan for revised Native Speaker program at all 3 high schools.

ACTION STEP 4.3 Calif. Foreign Language Project Support

Contract with the California Foreign Language Project to provide professional development and advisory support for Native Speaker teachers/program.

Budgeted \$12,000

ACTION STEP 4.4 Monitor and Evaluate Native Speaker Program

Monitor revisions to Native Speaker program. Provide ongoing professional development to teachers through Foreign Language Project and collaboration time provided on release days.

STRATEGY 5 - Provide Sheltered Content Classes

Review existing offerings for sheltered content classes (math, science, social studies) at the high schools and determine improvements to be made.

ACTION STEP 5.1 Identify Existing Sheltered Content Classes

Identify existing sheltered content classes for math, science, social studies at each of the 3 high schools including placement criteria, current enrollment demographics, materials used, and guidelines for student expectations based on CELDT level

ACTION STEP 5.2 Identify Needs for Sheltered Content Classes

Based on evaluation of existing offerings, identify needs for sheltered content classes and plan for implementation.

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ACTION STEP 5.3 Establish Placement Criteria for Sheltered Classes

Establish consistent placement criteria for placement of students in sheltered content classes as well as expectations for student in those classes based on CELDT levels.

ACTION STEP 5.4 Identify Support Needed for Sheltered Classes

Identify support curriculum materials and professional development needed for teachers teaching sheltered content classes (see Goal 2D for Prof. Dev. Information)

GOAL Goal 2D: High Quality Professional Development

The LEA will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.

- By June 2012, 90% of LEA teachers will receive professional development on research-based strategies designed to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment (academic language, content instruction, improving achievement of ELs and culturally diverse students).
- By June 2012, 100 % of LEA administrators will receive professional development on observing and monitoring use of research-based strategies designed to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.
- By August 2012, 100% of teachers of English Language Development will be authorized to teach ELD.
- By August 2012, 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.

STRATEGY 1-Professional Development for Teaching ELs

Provide professional development for teachers and administrators related to a academic language (understanding academic language, identifying academic language demands in text materials, and teaching students the academic language required for academic proficiency), effective content instruction, primary language development, and other instructional strategies to support the achievement of English Learners.

ACTION STEP 1.1 Provide PD on Effective ELD for K-6 teachers

Multiple subject teachers provide ELD. This professional development would include effective instructional practices for ELD, how to use the adopted ELD materials, and how to best organize students to provide ELD.

Budgeted \$35,000

1. Curriculum Professional Development

Not Begun

Due 12/1/2012

Provide professional development to elementary teachers on use of Santillana materials for ELD

2. ELD Professional Development

Not Begun

Due 12/1/2012

Provide professional development to K-5 teachers on effective ELD strategies. Consider contracting with SJCOE for this training

ACTION STEP 1.2 Academic Language Development in Content Areas

All teachers need to understand how to support EL students in reading texts and writing academically across the content areas. At least one professional development training on a district Early Release Monday will focus on this topic for all teachers.

ACTION STEP 1.3 Training/Coaching for ALAS teachers

The teachers who teach the Academic Language and Support (ALAS) classes at grades 6-12 will participate in ongoing professional development during the summer and throughout the school year. They will also have a coach assigned to them who will provide feedback and support on a monthly basis

Budgeted \$111,625.00

1. WRITE Institute Training for ALAS teachers Not Begun Due 6/1/2013

Provide training and curriculum materials for ALAS teachers on 3 additional genres through WRITE Institute. (budgeted under goal 2B)

2. Scholastic English 3D training/coaching Not Begun Due 6/1/2013

Provide professional development through Scholastic for implementation of English 3D in ALAS classes. Training includes 3 days of training plus 2 days of coaching for each teacher

3. AVID Strategic Reading Training Not Begun Due 6/1/2013

Provide training on AVID Strategic Reading Strategies. This is 2 days of training. The pilot teachers were given 4 hours of training on a portion of these strategies during 2011-12

ACTION STEP 1.4 Train/Coach for Sheltered Content Teachers

The high school teachers identified to teach sections of content classes (math, science, social studies) targeted at EL students will be provided ongoing professional development related to making the content comprehensible and developing academic language. Additionally these teachers will be supported with a coach to provide them with feedback and support on a monthly basis.

Budgeted \$44,000

1. Sheltered Content Teacher Collaboration Not Begun Due 5/1/2013

Meet with sheltered content teachers to facilitate dialogue and collaboration related to teaching sheltered content. Schedule 2 meetings during 2012-13

2. Training for Sheltered Content Teachers Not Begun Due 5/1/2013

Provide training for sheltered content teachers on strategies to make content comprehensible for ELs as well as on developing academic language in the content areas. (e.g. SIOP)

3. Coaching for Sheltered Content Teachers Not Begun Due 5/1/2013

Provide on-going coaching for sheltered content teachers to provide feedback and support for implementing strategies from professional development. (see Action step 1.6)

ACTION STEP 1.5 Train/Coach Teachers of Native Speaker Classes

All three high schools currently have Spanish classes for native speakers. The teachers of these classes will participate in professional development through the Foreign Language Project. These teachers will also be assigned coaches to provide feedback and support on a monthly basis.

Budgeted \$6,000

1. Training for Native Speaker Teachers Not Begun Due 6/1/2013

Provide training for teachers of Spanish for Native Speakers through the foreign language project. (budgeted under goal 2B)

2. Coaching for Native Speaker Teachers Not Begun Due 6/1/2013

Provide coaching for teachers of Spanish for Native Speakers. (see action step 1.6)

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ACTION STEP 1.6 Hire 4 Coaches to Coach Teachers on EL Strategies

Hire 4 full time teachers to be trained in coaching and in EL strategies, including those referenced in prior action steps. Use these coaches to provide in-classroom coaching and assistance to teachers.

Budgeted \$340,000.00

1. Develop job description Not Begun Due 3/1/2012

Develop job description for coaches on EL Strategies

2. Advertise/Hire Teachers Not Begun Due 6/1/2012

Advertise for and hire teachers to serve as coaches

3. Train Coaches Not Begun Due 9/1/2012

Provide coaching training and have coaches participate in professional development provided in the district related to teaching ELs

ACTION STEP 1.7 Training for Administrators

All site administrators will be provided ongoing professional development related to effective instruction for English Learners. This will include protocols for observing classrooms and identifying effective practices for making content comprehensible as well as for language development (with an emphasis on academic language development).

1. Implement Observation Tool Not Begun Due 6/1/2013

Principals will use district developed observational tool for effective EL instructional practices to collect monthly data on site implementation of effective practices.

2. Identify EL Strategies in CSTPs Not Begun Due 6/1/2013

Assist principals in identifying the EL strategies included in the CSTP (Calif. Standards for Teaching Profession) used as part of teacher evaluation.

ACTION STEP 1.8 Conferences/Institutes

Send teachers and administrators to conferences/institutes related to English Learner teaching.

Budgeted \$5,000.00

GOAL Goal 2E: Parent and Community Participation

The LEA will promote the involvement of parents and community members in the education of English learners.

- By June 2013 the LEA will increase the number of parents who have participated in parent education/empowerment training offered at school sites. [Required per Elementary and Secondary Education Act, sections 3116(a) & (b) and 3115(c)(2)]

STRATEGY 1-Provide Parent Education/Empowerment Training

All schools will provide parent education/empowerment training with a focus on parents of English Learners and at-risk students. Programs such as PIQE, Empowering Parents and The Parent Project may be used.

ACTION STEP 1.1 Identify current programs and participation

Identify the parent education/empowerment programs used during the 2010-11 and 2011-12 school years. For each project identify the number of participants.

ACTION STEP 1.2 Identify Programs for Parent Education/Empowerment

Identify program options for Parent Education/Empowerment

ACTION STEP 1.3 Implement Parent Ed Program at all sites

Work with site principals to ensure that all sites have included a Parent Education/Empowerment program in their school site plans. Sites should draw from the list of suggested projects.

Budgeted \$35,000

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GOAL Goal 5A: Increase Graduation Rates

- By September 2013, the graduation rate will increase from 80.6% (CDE report for class of 2009-10) to 90% (CDE report for class of 2011-12).
- By September 2013, the English learner graduation rate will increase from 62.7% (CDE report for class of 2009-10) to 75%(CDE report for class of 2011-12).

STRATEGY 1-English Language Development

English Learners will receive support for language development through ELD and ALAS, Long Term ELs will be enrolled in college prep English classes allowing them to meet criteria for graduation. See Goal 2A, 2B and 2C for details.

STRATEGY 2-Support for Content Classes

All content teachers will receive professional development related to academic language development. Teachers who teach designated sheltered content classes (math, science, social studies) will receive additional professional development and coaching. These strategies will result in students passing courses required for graduation. Details provided in goals 2B, 2C, 2D

STRATEGY 3-Increase Counselor Understanding of EL Needs

Work with HS Counselors to increase understanding of needs of different types of ELs and to support action steps in other goal areas so that EL students are more successful and remain in school through graduation.

STRATEGY 4-Parent Education Related to Graduation

Provide site based parent meetings to provide parents with information on graduation requirements, college applications, financial aid, specifically targeting parents of ELs and providing Spanish translation at all such meetings. Also see goal 2E.

GOAL Goal 5B: Decrease Dropout Rates

By June 2013, the dropout rate from 16.8% to 10%.

By June 2013, the English learner dropout rate will decrease from 33.6% to 20%.

STRATEGY 1-Implement Program Improvements in T3 Plan

Strategies to reduce the dropout rate are the same as those described in previous goals and referenced in Goal 5A related to increasing the graduation rate. Implementation of these strategies will result in increased achievement and thereby a reduction in the dropout rate.

STRATEGY 2-Provide Training to Counselors

Continue to provide training to High School counselors on research based programs that support EL student success. Include information on characteristics and needs of various EL Typologies.

STRATEGY 3-Develop Plan for English Learners

Counselors will be involved in developing a site plan for EL students including appropriate course offerings, criteria for student placement, success indicators, program evaluation, and process for monitoring of student progress towards graduation.

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GOAL Goal 5C: Increase Enrollment in AP Courses

By June 2013 the percentage of students enrolled in AP or IB courses for the fall of 2013 will increase by 10%.

- By June 2013, the percentage of English learners and RFEP students enrolled in AP courses will increase by 10%. (Note that RFEP students were previously identified as English Learners).

By June 2013 the percentage of students meeting UC/CSU will increase from 32.2% (based on 2009-10 report from CDE) to 40% (2011-12 report on CDE).

By June 2013 the percentage of English learners and RFEP students meeting UC/CSU requirements will increase from by 10%. (Note that RFEP students were previously identified as English Learners).

STRATEGY 1-Identify Current Enrollment for EL/RFEP Students

Identify the number/percent of students enrolled in IB/AP courses including data for EL/RFEP students. Identify number/percent of EL/RFEP students meeting UC/CSU requirements.

STRATEGY 2-Identify Barriers for EL/RFEP Students

Identify barriers that prevent EL/RFEP students from enrolling in IB/AP courses and/or in courses that meet UC/CSU requirements.

STRATEGY 3-Develop Plan for Increasing Enrollment

Develop a plan for increasing the enrollment of EL/RFEP students in IB/AP classes and in courses that meet UC/CSU requirements.