Sutter County Consortia Title III Year 4 Improvement Plan

Goal 2A: AMAO 1 -Annual Progress Learning English

An increasing percentage of English learners will make annual progress in learning English. • By (9/12), the percentage of English learners learning English will increase from 50.9% to 56%, in order to move toward state defined growth expectations as measured by CELDT. • By 9/13, the percentage of English Learners who gain at least one level of proficiency annually on the CELDT will increase from 56% to 57.5% in order to meet the state CELDT criterion for English Language Proficiency for the 2012-13 target of 57.5%

Strategy: Implement ELD compliance issues

Four (4) Action Steps:

Monitor ELD instruction	Site administrators will monitor ELD instruction by performing classroom walkthroughs using the ELD observation tool.
ELD compliance issues	Ensure all sites are informed of ELD compliance issues around ELD time, curricula, and instruction
Provide Professional Development for ELD	Consortium Lead will provide training on ELD curricula and instruction. Supplemental support for implementing ELD strategies will be customized to the rural districts in south and west Sutter, the county programs and the charter schools.
Survey sites for ELD compliance	The consortium lead will survey all sites for compliance in ELD time, curricula, and instruction.

Goal 2B: AMAO 2 - English Proficiency

ELs less than 5 years Although the consortium met its goal for AMAO 2, Percentage of ELs Attaining the English Proficient Level on CELDT, we continue to monitor this progress to stay on track for 2012-2013 with the following goal: By September 2013, the percentage of ELs in language instruction programs fewer than 5 years attaining English language proficiency will be maintained at or above the current 25.7%. This percentage surpasses the state target for 2013-14 for meeting the CELDT criterion for English language proficiency. ELs Greater than 5 years By September 2012, the percentage of English Learners in language instruction programs 5 years or more attaining English language proficiency will increase from the current 39.2% to 44%. In order to move towards the state expectations for 2011-12 of 45.1%. By September 2013, the percentage of English Learners in language instruction programs 5 years or more attaining English language proficiency will increase from 44% to 47% in order to meet the state expectations for 2012-13 of 47%. To meet this goal, each member district will articulate ELD programs used, monitor student ELD progress over time, and use data to identify LTEL student needs and most importantly, adjust instruction to meet LTEL student needs.

Strategy:

ELD instruction and curriculum	All consortium members reported that their respective districts do maintain a system of ELD instruction using the curriculum adopted by their respective school boards. This information came during discussion at cluster meetings (EL Customized Workshops)of the districts which were held in April, May, and June 2012. The members also indicated an interest in learning new ways to organize ELD instruction at their sites, particularly when there are small numbers of EL students within the student population.

Two (2) Action Steps:

1. Identify LTELs   Each site will identify LTELs by referencing longitudinal CELDT (including domain scores), CST, and/or CAHSEE data. by referencing longitudinal CELDT (including domain scores), CST, and/or CAHSEE data.

Three (3)Tasks:

Customized EL Workgroups	Workgroups will identify the LTELs as defined by >3 years at the same proficiency level, i.e. intermediate or early advanced. Workgroups will identify the characteristics and challenges of LTELs.
Prep for LTEL Workshop	Aggregate LTEL data for the consortium, conduct a needs assessment based on data; plan customized workshops on the characteristics and challenges of LTELs and strategies for EL achievement.
Customized LTEL Workgroups	Provide a half day TOTs training for the workgroups on meeting the needs of LTELs.

2. Address needs of LTELs

Consortium lead will provide tools and resources to address needs of LTELs.

Timeline Notes:
LTELs are being identified within each district through a matrix collection of student data. The data matrix was explained at Customized Workshops held throughout the county during April, May, and June 2012.

Resources for LTELs	Provide a collection of resources for addressing the needs of LTELs including sample timelines and schedules, longitudinal data collection systems, etc for Fall 2012 distribution.

Resources for LTELs Distribution	Distribute resources for sites for use in 2012-13 year.

Goal 2C: AMAO 3 - AYP for EL Subgroup

By September 2012 the percentage of English Learners attaining proficiency in ELA will increase by 10% at each site in the consortium as appropriate. By September 2013, the percentage of English Learners attaining proficiency in ELA will increase by an additional 10% at each site in the consortium as appropriate. By June 2013, 70% of ELs will score proficient at each member site. ByJune 2013 the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts. The consortium has met the AYP for ELs in mathematics. The consortium will continue to monitor and provide resources for meeting the proficiency levels in mathematics. The consortium has met the participation rate consistently for ELA and Math targets.

Strategy:

Monitor APS for ELA and ELD Curriculum compliance	All consortium member sites will have full implementation of the SBE-adopted ELA and ELD curriculum as defined by the Academic Program Survey. The consortium lead will provide resources for consortium member sites to implement ELA instruction, time, and materials. All ELs will receive instruction in Reading/Language Arts that is differentiated to meet their language needs.

Action Steps:

Access to ELA core	All ELs will have access to the ELA core. ELs reading more than 2 years below grade level will be placed in the ELA Intervention Course (in lieu of the core).
ELA Instructional strategies	Consortium EL coordinators will focus on the following strategies to build on EL language proficiency: 1) the four domains as related to RLA and ELD standards; and 2) academic vocabulary,3)first quality instruction in Tier I of the Response to Intervention process, and 4)(supplemental) effective strategies for ELs.
Use APS to identify needs for AYP in ELA	Use the Academic Program Survey to identify needs and plan for consortium member sites for ELs to attain English proficiency on the CSTs.

Tasks:

APS for ELA	Consortium member sites will use the APS to evaluate the use of ELA materials including Universal Access and the ancillary EL-focused support materials. Consortium members will individually articulate a strategy for ELs to attain proficient on the CSTs.

Goal 2D: High Quality Professional Development

The consortium will provide high quality professional development to administrators, teachers, and parents to improve the education of ELs. By June 2013, 95% of administrators in the consortium will receive professional development on research-based strategies to improve EL attainment of English proficiency and/or achievement in R/LA and Mathematics. See needs assessment. By June 2013, 95% of teachers in the consortium will receive professional development on research-based strategies to improve EL attainment of English proficiency and/or achievement in R/LA and Mathematics. See needs assessment. By June 2013, 100% of teachers will continue to be authorized to teach ELD and SDAIE strategies. By June 2013, 100% of RLA and Mathematics teachers will continue to be highly qualified in the content areas and authorized to teach English learners

Strategy:

Provide high quality PD to improve education of EL	The consortium lead will provide PD in various formats to improve instruction of ELs. These PDs include PLCs, customized work groups, county workshops, and individualized support for sites.

Action Steps:

Analysis of CELDT	Consortium lead will provide in-depth analysis of CELDT including domains, blueprints and released items.
PLC for RTI and LTELs	The consortium lead will provide 1) a Professional Learning Community (PLC) format for the district superintendents to discuss leadership for implementing Response to Intervention (gen. fund) The supplemental discussion will focus on English Learners; and provide 2-3 intensive RtI professional development opportunities with emphasis on including LTELs.
SDAIE strategies	The consortium lead will provide resources for SDAIE strategies and academic language as appropriate for ELs to access the core ELA.

Tasks:

Analysis of ELD progress	PD is not the formal CELDT examiner training. It addresses domains, blueprints, RTQs and student performance levels.
SCC's PLC	The superintendents currently meet to discuss leadership for implementing the RtI process and other aspects of school culture involving change.
County RtI Steering Committee	Monthly meetings to discuss and plan for the superintendents' PLCs on RtI. This committee implements the initiative by providing customized support to districts for initial surveys, data management and analysis, and RtI discussions.
RTI PD on Tier 1	This full day workshop will provide an overview and introduction to the pillars of RtI; site team building; quality instruction; interventions and assessments in Tier I with a focus on ELs and LTELs.
Pyramid Response to RtI (Presenter: Mike Mattos)	Two day workshop will focus on a practical understanding of RtI; role of PLCs; and practical implementation
RtI PD Focus on RtI Tier II and III	This full day workshop will provide intervention and assessments for Tiers II and III with a focus on ELs and LTELs.
RTI PD Data Analysis	Participants will develop/refine the district RtI Process for all Tiers with a focus on ELs and LTELs. Districts will analyze current data for interventions.
SDAIE and academic vocabulary	The consortium lead will provide resources for SDAIE strategies and academic language as appropriate for ELs to access the core ELA.

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 improve and increase parental and community outreach strategies so that 80% of parents are active participants in the education of their children and community support will be evident through participation in member program activities.

<u>Strategy:</u>

<u>Communication with parents and community</u>	The LEA will provide a bank of strategies to help involve parents and community in the education of their EL students.

<u>Task:</u>

<u>Review Member Parent Involvement Policies</u>	Lead will collect and evaluate member parent involment policies. The policies will be checked for strategies to increase parent involvement, access for parents of ELs including providing translation services if necessary, convenient meeting times, and descriptions of services provided for ELs. Provide feedback about the districts' Parent Involvement Policies in the above areas and also as it aligns to FPM.

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