

Title III Plan Liberty Union H.S. District

District/LEA Name: Liberty Union H.S. District

Date: December 12, 2012

Goal 2C: AMAO 3, AYP for EL subgroup:

District/LEA SMART Goal: By June of 2014, the percentage of English learners attaining proficiency in English Language Arts will increase from 38.8% to 45%, as measure by the CAHSEE or we will achieve Safe Harbor in ELA for AYP purposes

By June of 2014, the percentage of English learners attaining proficiency in mathematics will increase from 38% to 43% as measured by the CAHSEE or will achieve Safe Harbor in math for AYP purposes

Strategy #1: Use data provided by feeder districts to assess 9th Grade ELs for appropriate EL placement.

Description: All incoming 9th grade EL students will be placed in Language Arts, math, and core classes using a detailed assessment matrix which includes CELDT, CST, CMA and our own District reading assessments.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
1. Develop a detailed matrix for 9 th Grade EL Placement	2-15-2013	5-30-2013	Mary Vinciguerra Pat Boss	English Learners	None
We will use all of the student scores(CST, CELDT, CMA, Special needs etc.) provided by the feeder districts to create a detailed matrix for accurate academic placement of incoming 9 th grade students		Completed			

Strategy #2: Provide EL Student Profiles.

Description: A student profile will be prepared for all EL students. The purpose is to provide more specific information about each EL student to their teachers so that accurate, timely and easily accessible student information will allow teachers to modify curriculum to meet each EL student's academic needs.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
1. Prepare Student Profiles.	7-15-2013	8-30-2013	Mary Vinciguerra Pat Boss	English Learners	None
The Profile can be compared in purpose to an IEP form that gives a teacher accessible and pertinent data which can help with strategies,		Completed			

scaffolding and other academic support for each individual EL student.					
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Strategy #3: Reinforce application of reading programs for all grade levels.

Description: All Overall CEDLT Level 3 EL students and those Level 4s who have reading scores that are CELDT Beginning, Early Intermediate or Intermediate will be placed in Read 180 or System 44.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
1. Monitor EL placement in Reading programs	4-15-2013	8-15-2013	Mary Vinciguerra Pat Boss	English Learners	None
Monitor placement of EL level 3 students to ensure placement in the appropriate reading programs. Monitor and assess Level 4 CELDT students who have FBB or BB reading and writing scores for placement in the Reading programs.		Completed			

Strategy #4: Require targeted data use by all CAHSEE teachers.

Description: CAHSEE teachers will use current data management systems and other assessments to specifically target EL student's individual language arts needs.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
1. Train all CAHSEE teachers to use data systems to inform instruction	8-01-2013	1-30-2014	Mary Vinciguerra Pat Boss	CAHSEE teachers	None
Site Administrators will train CAHSEE teachers to implement the available data management systems in planning lessons to target academic English language growth for individual EL students.		In progress			

Strategy #5: Data management systems will inform instructional decisions District wide

Description: Principals will provide training to all teachers on how to use data management systems more effectively to inform lesson planning and provide appropriate academic rigor for all EL students. This includes how to formulate instructional strategies that will support and accelerate academic language arts growth for EL students.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
1 Provide additional and updated training in data management systems.	7-30-2013	10-30-2013	Mary Vinciguerra Pat Boss	All teachers	None
Administration will not only provide data management training but be sure that teachers understand how to use the information to inform lessons and provide appropriate academic rigor to accelerate language proficiency for EL students.		In progress			

Strategy #6: Build a District EL Professional Learning Community.

Description: Provide EL teacher release time to form a Professional Learning Community that will focus on researched based practices and techniques, reinforce present strategies (EDI), and current curriculum (Edge) with the aim of strengthening EL course and implementing more course rigor so to most effectively support EL student academic growth.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
1 Build an EL Professional Learning Community	9-1-2013	On going	Mary Vinciguerra Pat Boss	ELD/Sheltered Teachers	\$2500 for release time
<ul style="list-style-type: none"> We will plan to have at least 6 and possible 8 meetings each year and for a PLC. We will support the Professional Learning Community which will act as a resource and collaborative support unit for the EL staff. We will require at least 2 visits a year by each EL or sheltered teacher to other EL or sheltered classes in 					

<p>or outside of the District.</p> <ul style="list-style-type: none"> • Site EL Administrators will select teachers who are best qualified or are willing to learn how to support EL students' academic needs and are willing to commit to more than a year with the EL program. 					
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Strategy #7: Provide Professional Development focused on best practices for EL students.

Description: Provide Professional Development for all teachers that will focus on researched based strategies that will raise the academic achievement of EL students and prepare them to achieve proficiency on the CAHSEE.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
1. Involve All teachers in supporting EL academic achievement	7-15-2013	On going	Mary Vinciguerra Pat Boss	ELD/Sheltered Teachers	TBD
<p>Provide Professional Development that focuses on the roll of all teachers in supporting EL students. This PD would introduce a variety of techniques and strategies to be used in any classroom to support EL students.</p> <p>As part of the observation tool (2C#8), Administrators will have a list of these techniques and strategies so they can determine how frequently teachers are employing them and how effectively they are used.</p>					

Strategy #8: Develop an EL focused observation tool.

Description: Develop an observation tool that administrators will use to observe instruction of EL students in all classes and support EL and mainstream teachers' engagement with EL strategies .

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
1. Develop and implement an observation tool.	8-01-2013	Completed	Mary Vinciguerra Pat Boss	Administrators	none
We will develop an EL observation tool that all administrators will use to evaluate if EL student are receiving adequate instructional support. The purpose is to focus particular attention on teacher use of and engagement with EL students and their academic needs.					

Strategy #9: Implement a section of 9th grade English Language Arts with particular focus on CELDT 4 and 5s..

Description: Implement a section of 9th grade English that will focus on long time CELDT level 4 and 5s who are FBB and BB on the CST in ELA to strengthen student achievement in all four language domains and improve their chance for proficiency on the CAHSEE.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Implement intervention 9 th grade English Class	8-01-2013	Completed	Mary Vinciguerra Pat Boss	English Learners	None
Incoming 9 th grade EL students with scores of 4 and 5 on the CELDT but who score FBB or BB on the CST need more rigorous English language instruction that focuses on all four language domains.					

Strategy #10: Start the “Keys to Your Success” program.

Description: Start the “Keys to Your Success” program including all teachers with EL students. Each student will be contacted and mentored by a teacher.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
# 1 Create Keys to Your Success	3-15-2013	Completed	Mary Vinciguerra Pat Boss	English Learners	None
Goal is to meet individually with all EL students and discuss the student’s previous two years of scores from the CST, CELDT, and CAHSEE tests. Additionally teacher and student discuss goals for next year. All teachers with EL students will be involved in individual student meetings.		On Going			

Strategy #11: Review and enforce district EL placement policies.

Description: Review and enforce the district policy on placement of ELs and strengthen the procedures for appropriate placement in ELD and sheltered content area instruction.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Reinforce District Placement Policies	4-15-13	On going	Mary Vinciguerra Pat Boss	Counselors Administrators	None
To insure appropriate placement of EL student, particularly in content area sheltered classes, we will develop procedures that counselors and administrators will follow when placing EL students. Additionally, there will be clear directives concerning placement of CELDT level 4 and 5 students in mainstream classes. SpEd EL students will be vetted by the same placement guidelines as all other EL students so that they are provided the best placement to assure their continued English					

language academic progress. These new policies will be enforced throughout the District.					
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Strategy #12: Provide adequate SpEd Paraprofessional support for our inclusion model ELD classes.

Description: Provide adequate SpEd paraprofessional support, in addition to the already present bilingual paraprofessional, in the new SpEd/ELD inclusion model ELD classes so that we better supports all EL students and specifically the EL students with special needs.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Provide additional SpEd Paraprofessionals in inclusion ELD classes	7-28-2013	Completed	Mary Vinciguerra Pat Boss, John Saylor	English Learners	Para salary from SpEd resources
The district uses one high school site for all ELD level 1 and 2 students. We are now including incoming 9 th grade ELs with Special Needs in the students being transferred. This is putting a numbers strain on the ELD classroom teacher. To resolve the issues, the district will assign a SpEd paraprofessional along with the already present bilingual paraprofessional to the ELD class so that the students will have every educational opportunity to succeed. The Special Education Director will be involved in staffing decisions and funding of a new position.					

Strategy #13: Use all data provided by feeder districts to assess 9th Grade ELs for appropriate math placement.

Description: All incoming 9th grade EL students will be placed in math according to a more detailed assessment matrix which will include CELDT, CST and CMA and our own District assessments.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Develop a detailed matrix for 9 th Grade EL Math Placement	2-15-2013	Completed	Mary Vinciguerra Pat Boss,	English Learners	None
Use Student information (CST, CELDT, CMA, Special needs etc.) provided by the feeder districts to create a detailed matrix for placing incoming 9 th grade students in appropriate math classes.					

Strategy #14: Provide Math Intervention for ELs.

Description: A small number of EL and SpEd/EL student for various reasons do not have command of basic math skills and are overwhelmed by Algebra I. We will Math intervention classes to support these students and prepare them for Algebra.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
# 1 Provide math intervention classes to support EL students	08-01-2013	Completed	Mary Vinciguerra Pat Boss, John Saylor	English Learners	2000.00
We will implement both ALEKS which is computer based program and " SRA Algebra Readiness" as curriculum in intervention classes. Classes will be taught by both EL and SpEd staff					

Strategy #15: Provide EL Professional development for math teachers.

Description: Provide EL Professional development for math teachers in strategies for teaching English Learners. Math teachers will focus on how to structure their classroom instruction for English Learners.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
# 1 PD for and observation of math teachers.	7-15-2013	On going	Mary Vinciguerra Pat Boss,	Math Teachers	None
We will build on the recent Math consortium's work and revisit math teachers offering strategies that work for ELs.					

Goal 2D : High Quality Professional Development

District/LEA SMART Goal: By June 2014, 80% of LUHSD teachers will receive professional development on research-based strategies to improve English Learners attainment of English language proficiency, and proficiency in ELA and Math as determined by the LEA needs assessment.

Strategy #1: Professional Development centered on the new Common Core Standards

Description: Teachers will become well acquainted with the Common Core and how it aligns with ELD Standards. It will be stressed that all teachers will implement research-based strategies so EL students will be academically successful.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Professional Development focused on Common Core and ELD Standards	8-01-2013	On going	Mary Vinciguerra Pat Boss,	All Teachers	TBD
Professional Development around the new Common Core and ELD standards will provide additional opportunities to stress the research based strategies that work best to instruct writing and thinking skills.					

Strategy #2: Professional Development around ELD standards and researched based strategies.

Description: Professional Development will be provided for all teachers to review ELD standards and lessons that demonstrate instructional strategies that are successful i.e. scaffolding, developing Vocabulary, Effective Reading strategies and composition development.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Plan how to implement ELD standard review into PLC meetings	4-15-2013	On Going	Mary Vinciguerra Pat Boss,	All teachers	TBD
<p>In order to help build collaboration with all of our teachers, we will use PD or PLC meeting to focus on particular ELD standards. Discussions will be led by our ELD staff and focus will be on researched based strategies that will support implementing said standards across the curriculum.</p> <p>A calendar of meeting dates with EL standard topics will be distributed early in the year. The calendar will also give specifics as to other collaborative topics and research based strategies that will be discussed.</p> <p>Collaborative interaction among staff will give all teachers a clearer understanding of how important understanding what EL standards are and how they must be implemented across all curriculum.</p>					

Strategy #3: See strategy Goal 2C Number 7

Strategy #4: See Strategy 2C Number 15

Goal 2E: Parent and Community Participation

District/LEA SMART goal: The LEA will promote the involvement of parents and community members in the education of English learners. By June 2014, the number of parent engagement opportunities for English learner parents will increase.

Strategy #1: Focus on EL Student achievements

Description: Present student work either in classroom situations or in a large display area. The event would only be for EL parents and would be small and more focused with translators available.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Display student work for EL parents only	8-15-2013	On going	Mary Vinciguerra Pat Boss,	EL parents, EL Students	None
By focusing on EL Student achievement in various classes, parents would feel comfortable attending. We would also inform them why it is important to keep in contact with the school via ELAC.					

Strategy #2: Recognition of RFEP students.

Description: We will plan an event that will be culturally aware and teen friendly to honor our RFEP students.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Award ceremony for RFEP students	2-05-2013	4-16-2013 and on going	Mary Vinciguerra Pat Boss,	EL parents, EL Students	\$350
Have a district wide RFEP recognition night to honor RFEP students and their families.					

Strategy#3: Monitor parent involvement/engagement at ELAC and DELAC meetings

Description: We will implement new ideas to involve parents and keep them involved in ELAC and DELAC meetings.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Be Proactive in getting parents to attend	8-01-2013	On going	Mary Vinciguerra Pat Boss, Site Admins	EL Parents	None
We will be proactive and personally contact parents and encourage them to attend. We must also engage parents in planning events and offering suggestions for what will work for them. i.e. RFEP celebration, Parents Night, Meeting on topics of interest: Gangs, Drugs, etc.					

Strategy: #4: Organize 2 District wide ELAC meetings.

Description: In order to raise attendance and present topics of interest to parents, we will organize two District ELAC meetings within the 6 scheduled.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#10 Organize District wide ELAC meetings	8-15-2013	On going	Mary Vinciguerra Pat Boss, Site Admins	EL Parents	None
There are topics of great interest to our parents, i.e. Drugs, Gangs, College funding and application, etc. In order to have a reasonable audience for any guest speaker, we will combine two of the six ELAC meetings planned.					

The Following Goals needed no action because the LEA has met the requirements or the goal does not apply to our District:

- Goal 2F-** Parent Notification
- Goal 2G-** Service for Immigrant Students
- Goal 3-** Highly Qualified Teachers
- Goal 5A** Graduation Rates

Goal 5B Decrease Dropout Rates

District/LEA SMART Goal: LUHSD had a drop out rate for English Learners of 12.2% in 2010-2011 compared to a District rate of 5.5%. We will implement strategies to improve that rate to 10%.

Strategy #1: Determine a better system to account for students who drop out.

Description: The District will collect information upon registration which helps us track students who leave with no forwarding information.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Collect necessary information	8-01-2013	7-154-2014	Mary Vinciguerra Pat Boss, Gene Clare	EL Parents, EI Students	None
1. Make parents aware that it is our responsibility to keep track of each student who enters or leaves our District. 2. At registration and/or walk through, record information that will help us complete records when a student leaves without notice. 3. Inform parents in writing of the need to keep the District informed if the student moves or drops out.					

Strategy #2: Implement a Dropout Prevention program.

Description: Focus intervention strategies on 9th and 10th grade EL students who are struggling to succeed.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Intervene with 9 th and 10 th grade EL students.	1-01-2014	On going	Mary Vinciguerra Pat Boss, Gene Clare	9 th 10 th grade EL students, EL Parents	none
<p>Focusing on 9th and 10th grade ELs is more effective. Counselors must make this a priority.</p> <p>Counselors must identify all EL students who are at risk and intervene.</p> <p>SST with parents and students must be conducted early.</p> <p>Teachers must be involved in both the SST process and also informed of any decisions made during the SST.</p> <p>The Peer tutoring program would provide important role models and support.</p>					

Goal 5C Increase Enrollment in AP classes

District/LEA SMART Goal: We will focus on increasing EL student awareness of the value of AP courses with the purpose of increasing enrollment in the coming school year.

Strategy #1: Market AP courses to EL students.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Develop an action plan	1-10-2014	On going	Mary Vinciguerra Pat Boss,	EL Students	None
Involve counselors, teachers and administrators in developing an action plan to promote AP courses to ELs.					

