

# Mountain View Whisman Title III Year 4 Improvement Plan

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## GOAL 2A: ANNUAL PROGRESS LEARNING ENGLISH

Description: By June 2015, District English learners will continue to meet or exceed the AMAO1 target by increasing from 62.2% to 68% advancing one level on the CELDT, in order to meet state defined growth expectations as measured by CELDT.

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## GOAL 2B: ENGLISH PROFICIENCY

Description: By June 2015, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will maintain or increase 29.4% meeting the CELDT criterion for English-language proficiency, in order to meet or exceed toward state-defined expectations.

By June 2015, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will maintain or increase 52.9% meeting the CELDT criterion for English-language proficiency, in order to meet or exceed toward state-defined expectations.

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## Strategy #1: Effective ELD Instruction

Description: Analysis of data indicated that MVWSD has exceeded AMAO1 for the last five years. This goal will not need to be addressed in the Title III Y4 Plan. In addition the analysis of data indicated that MVWSD has met and exceeded AMAO2 for the last two years. This goal will not need to be addressed in the Title III Y4 Plan. The MVWSD will continue to provide professional development and coaching of Systematic ELD, continue to do progress monitoring of EL achievement, provide instructional materials and resources for targeted ELD instruction. There will be a focus on LTELs and Intermediate proficiency levels.

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### Action Step#1: Implement Quality ELD Instruction

Start Date: 08/10/2013

Description: MVWSD will continue to provide quality ELD instruction for all EL students on a daily basis until they have been reclassified.

End Date: 06/01/2015

Appropriate amounts of instruction will be accomplished through site rotations at the elementary level and a minimum of one class period of ELD at the middle schools. The methodology for the instruction is Systematic ELD, which is targeted English instruction at students' proficiency levels. Systematic ELD addresses second language acquisition, literacy development, sheltered instruction, cultural diversity of ELs, aligning instruction with language proficiency standards, and using formative assessment data for instruction. Training and follow-up sessions of Systematic ELD for all K-8 teachers of ELD will continue. A monitoring system will be used to assure effective implementation of ELD.

Requires Funding: X

Professional Development Needed? X

Audience: Site Administrators and Instructional Staff as needed.

Responsible Person: Phyllis Rodgers

### Timeline Notes:

ELD Instruction will begin the second week of school and continue until the last week of school. Trainings, walkthroughs and progress monitoring will occur throughout the year.

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## Budget Title: Funding for Materials, Coaches and Professional Development

Notes:

Budget: LCF: Materials \$10,000

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Budget: Title II: Release time for trainings \$10,000

Budget: Title III LEP: ELTOSA/Coach \$50,000

Budget:Google Grant and LCF: Instructional Coaches \$500,000

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## GOAL 2C: ELA

Description: By June 2015, the percentage of ELs in grades 2-5 will increase from 51% to 58%, in grades 6-8 the percentage of ELs will increase from 45.2% to 52.2%, and SWD ELs will increase from 41.3% to 44.3% scoring proficient or advanced in reading/language arts as measured by district benchmarks, curriculum-embedded assessments, and CAPA in order to move toward state-defined expectations for proficiency in Reading/Language Arts.

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### Strategy #1 Implement Quality ELA/Literacy & ELD Instruction

Description: All ELs will receive daily ELA/Literacy ELD instruction that is challenging, rigorous and targeted using district adopted and supplemental instructional materials. ELs will receive effective instruction that consists of instructional strategies and methods that are adjusted to meet the needs of the individual learners. Teachers will differentiate instruction to address the diverse student needs by determining and utilizing specific differentiation strategies and delivering targeted small group instruction for ELs not making targets in ELA. The district will use a researched-based strategy to meet this challenge to develop and implement a consistent identification and monitoring system to provide differentiated instruction at appropriate levels, an RTI2 collaborative problem-solving model that consists of Tier 1,2 and 3 interventions. The RTI2 model will include multi-dimensions of instruction that will address English language and literacy when making instructional decisions for ELs.

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### Action Step # 1: Implementation of CCSS for English Language Arts & Literacy/ELD Standards

Start Date: 08/10/2013

Description: Educational Services Department will ensure that all students transition to the new CCSS for English Language Arts & Literacy/ELD Standards and are provided standards-based instruction. Site administrators and all teachers will receive standards and materials.

End Date: 06/01/2015

Requires Funding? X  
LCF Supplemental

Professional Development  
Needed?: X

Timeline Notes:

Distribution of standards will be completed in the Spring of 2014 and materials and resources will be distributed as district decisions are determined about which aligned CCSS materials and resources will be adopted district wide.

Audience: Site administrators  
and instructional staff as needed.

Responsible:  
Cathy Baur, Phyllis Rodgers

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### Task # 1: New CCSS ELA/Literacy ELD Standards

Status: In Progress

Description: Copies of new CCSS standards will be distributed to all teachers

Due Date: 06/09/2014

Responsible: Cathy Baur

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## Task # 2: Begin Implementation of CCSS ELA/ELD

Status: In Progress

Description: Assistant Superintendent for Educational Services will plan and facilitate trainings throughout the year on the CCSS ELA/ELD to provide knowledge and strategies of how to implement the CCSS ELA/ELD standards.

Due Date: 06/09/2014

Responsible: Cathy Baur, Phyllis Rodgers

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## Task # 3: Support Implementation of CCSS ELA/ELD

Status: In Progress

Description: District Instructional Coaches will provide support to all classroom teachers in applying researched-based strategies through demonstration lessons, observations, coaching and feedback.

Due Date: 06/09/2014

Responsible: Cathy Baur

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## Budget Title: Funding for Materials, Coaches and Professional Development

Notes:

Budget: LCF: Materials \$10,000

Budget: Title II: Release time for trainings \$10,000

Budget: Google Grant and LCF: Instructional Coaches Salaries

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## Action Step # 2: Implement the RTI2 Process at all sites for ELs

Start Date: 03/03/2014

Description: Every three months teachers analyze data and identify EL students not making progress using district-determined data, and plan differentiated instruction for intervention. Level of intervention will be based on students' needs. Teachers will use a collaborative problem-solving model, our RTI2 process, to monitor student progress, identify struggling students and plan for student success.

End Date: 06/01/2015

Requires Funding? X  
EIA LCF Supplemental

Professional Development Needed?: X

Timeline Notes: The RTI2 process starts at the beginning of the year with state data, and then takes place after each trimester. While transitioning to the CCSS the district will have to establish what ongoing assessments we will use to determine adequate process.

Audience: Site administrators and instructional staff as needed.

Responsible: Site Administrators

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## Task # 1: Refine RTI2 Process for the district

Status: In Progress

Description: Refine and clarify the district RTI2 process with clear steps and procedures that also address ELs.

Due Date: 06/09/2014

Responsible: Cathy Baur

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## Task # 2: Retrain teachers on the RTI2 process

Status: Not Begun

Description: All teachers will receive training on the process for implementation.

Due Date: 06/09/2014

Responsible: RTI2 and Assessment Coordinator TBD

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## Task # 3: Teachers will implement RTI2 process

Status: In Progress

Description: Every three months teachers will conduct progress monitoring. Teachers will assess student progress based on district-determined data, and collaborate as a problem-solving team to determine ELs who need additional support in ELA/Literacy and ELD.

Due Date: 06/10/15

Responsible: RTI2 and Assessment Coordinator TBD

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## Task # 4: Implement Tier 1 Interventions

Status: In Progress

Description: Sites will implement Tier 1 strategies for ELs such as: requiring talking in complete sentences, providing sentence frames, scaffolding of vocabulary and opportunities for oral academic language production.

Due Date: 6/10/2015

Responsible: Site Administrators

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## Task # 5: Implement Tier 2 Interventions

Status: In Progress

Description: Sites will conduct Tier 2 interventions cycles for ELA, such as: *SIPPS*, *Read 180*, and *Soar to Success*. Sites develop schedules for intervention and hire appropriate intervention staff. Interventions are conducted before, after and during school.

Due Date: 06/10/2015

Responsible: Site Administrators

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## Budget Title: Funding for Interventions and Training

Notes: Budget: EIA/LCF: Interventions \$100,000  
Budget: Title II: Release time for trainings \$10,000

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## Action Step#3: LTEL and ELD and ELA/Literacy Instructional Support

Start Date: 05/1/2014

Description: LEA will ensure that the teaching staff closely monitors and supports the academic progress of LTEL who are not performing at grade level in English Language Arts.

End Date: 06/10/2015

Requires Funding? X

Timeline Notes: The identification process will be conducted at the end of this year 2014. Implementation of instructional support will start the second week of the school year. Monitoring of progress and adjustments to support will occur as needed throughout the 2014-15 school year.

Professional Development Needed?: X

Audience: LTEL Teachers

Responsible: Phyllis Rodgers

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## Task # 1: Review Long Term EL Data

Status: Not Begun

Description: EL Department will identify LTELs at each site and notify classroom teachers and administrators.

Due Date: 06/10/2015

Responsible: Phyllis Rodgers

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## Task #2: Provide Appropriate Interventions

Status: Not Begun

Description: Teachers will analyze data and determine next instructional steps and develop success plan.

Due Date: 06/10/2015

Responsible: Phyllis Rodgers

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## Task # 3: Implement Action In Success Plans

Status: Not Begun

Description: Teachers and site administrators will implement actions in Success Plans and monitor progress of LTELs.

Due Date: 06/10/2015

Responsible: Phyllis Rodgers

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## Task # 4: Monitor Progress

Status: Not Begun

Description: Every three months, teachers monitor student progress, evaluate effectiveness of strategy and make changes accordingly.

Due Date: 06/10/2015

Responsible: Phyllis Rodgers

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## Budget Title: Funding for LTEL Support

Notes:

Budget: Title III LEP: Professional Development \$5,000, and Materials: \$3,000

Budget: LCF/EIA: Intervention Teachers \$315,000

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## Strategy # 2: Implementation of Effective Instructional Practices for ELs

Description: The district will provide trainings on research-based instructional strategies or programs that support differentiation and targeted instruction in ELA/Literacy and ELD to meet EL students' needs. District and site administrators will monitor the use of researched based instructional practices and programs at each site. Instructional Coaches will train and support the implementation of the following: explicit direct instruction, gradual release methodology, Constructing Meaning, differentiation, checking for understanding, academic language, accountable talk, higher order questioning and thinking.

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### Action Step # 1: Provide Teacher Training

Start Date: 8/14/13

Description: Training for teachers will be conducted to support effective instructional practices in ELA/Literacy and ELD for ELs. Constructing Meaning training will be conducted to support the language demands of the content. WRITE Tools and SCCOE Writing training will be provided to assist in ELA/Literacy ELD CCSS implementation. Explicit Direct Instruction strategies will be supported through coaching.

End Date: 06/10/2015

Requires Funding? X

Professional Development Needed? X

Timeline Notes: Trainings will start on before school professional days, and then be provided throughout the year as determined in the professional development calendar.

Audience: District and site administration, all instructional staff

Responsible: Cathy Baur

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### Task # 1: Conduct Constructing Meaning Trainings

Status: In Progress

Description: All teachers will have 3 day training on Constructing Meaning which focuses on teaching teachers how to scaffold language to meet the language demands of content for ELs. Also, follow-up trainings for already trained teachers will be conducted periodically.

Due Date: 06/10/2014

Responsible: Phyllis Rodgers

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## Task # 2: Conduct Trainings for Writing

Status: In Progress

Description: Write Tools is explicit writing instruction. The first module, is an overview of the ELA CCSS, will be conducted at the beginning of the year and then follow-up trainings will be on Informative /Explanatory and Opinion and Argumentative writing. Training on constructed response and other writing training will be conducted.

Due Date: 06/10/2014

Responsible: Cathy Baur

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## Task # 3: Conduct EDI Trainings with EL Strategies

Status: In Progress

Description: All new teachers will receive training in explicit direct instruction lesson design and delivery from district instructional coaches. EL strategies will be a focus. Follow-up trainings will be conducted as needed for all teachers.

Due Date: 06/10/2014

Responsible: Cathy Baur

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## Task # 4: Coaching Support

Status: In Progress

Description: District Instructional Coaches will provide support to all classroom teachers in applying researched-based strategies through demonstration lessons, observations, coaching and feedback.

Due Date: 06/10/2014

Responsible: Cathy Baur

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## Budget Title: Release Time, Trainers, Materials

Notes: Budget:Title III: Trainers \$6,000, Release Time \$45,000, Training Materials \$20,000

Budget: Title II: Release time for trainings \$10,000, Trainers \$16,000

Budget: Google Grant and LCF: Instructional Coaches \$500,000

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## Action Step # 2: Instructional Coaching

Start Date: 08/14/2014

Description: District Instructional Coaches will provide support to all classroom teachers in applying researched-based strategies through collaboration, demonstration lessons, observations, coaching and feedback.

End Date: 06/10/2015

Requires Funding? X

Professional Development Needed? X

Timeline Notes: One instructional coach will be assigned to each site at the beginning of the 2014-15 school year. The instructional coach will meet with teachers and groups of teachers throughout the school on a regular basis to support instructional practices.

Audience: Instructional Coaches

Responsible: Cathy Baur and Phyllis Rodgers

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## Task # 1: Support Implementation of Trainings

Status: In Progress

Description: EFWA Coaches will provide support to all classroom teachers in applying researched-based strategies through demonstration lessons, observations, coaching and feedback

Due Date: 06/10/2015

Responsible Person: Cathy Baur

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## Task#2: Planning Coaching Support

Status: In Progress

Description: EFWA Coaches and site administrators will meet to develop a schedule for EL coaching and teacher collaboration to support effective instruction for ELLs. During this meeting, teacher participants will be identified

Due Date: 06/10/2015

Responsible Person: Cathy Baur

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## Task #3: Providing Coaching Support

Status: In Progress

Description: Coaches will schedule coaching sessions, observe classrooms, and may participate collaboration meetings. A walkthrough tool, planning guide, and debriefing guide, will be used.

Due Date: 06/10/2015

Responsible Person: Cathy Baur

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## Budget Title: Instructional Coaches

Notes: Budget: Google Grant and LCF: Instructional Coaches \$500,000  
Budget: LCF: PD for coaches \$2,000

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## Action Step # 3: Monitor Effective Practices

Start Date: 11/01/2013

Description: EL Director, district and school administrators will conduct monthly learning walks using a walkthrough tool to monitor implementation of instructional best practices. Data from walkthroughs and observations will be collected and sites will be given feedback.

End Date: 06/10/2015

Requires Funding No

Professional Development X

Timeline Notes: District personnel will conduct walkthroughs monthly at each site. Administrators will conduct walkthroughs on a regular basis throughout the school year.

Audience: Administrators, District Staff and Instructional Coaches

Responsible Person: Phyllis Rodgers

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## Task #1: Conduct Walkthroughs

Status: In Progress

Description: EL Director, district and school administrators conduct monthly walkthroughs using ELD Observation tool to monitor the implementation of ELD instruction.

Due Date: 06/10/2015

Responsible Person:  
Cathy Baur

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## Task#2: Review Walkthroughs Data

Status: In Progress

Description: EL Director and administrators meet 3x annually to review data from walkthroughs to monitor consistency of implementation of ELD instruction.

Due Date: 06/10/2015

Responsible Person:  
Cathy Baur

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## GOAL 2C: MATHEMATICS

Description: By June 2015, the percentage of English learners attaining proficiency in mathematics in grades 2-5 will increase from 71% to 78%, and in grades 6-8 the percentage of English learners attaining proficiency in mathematics will increase from 37.1% to 44.1% as measured by the district benchmarks, curriculum embedded assessments, and the CAPA in order to move toward state-defined expectations for proficiency in Mathematics.

By June 2015, the LEA will meet the 95% participation rate for English learners assessed in Mathematics.

By June 2015, the percentage of SWD ELs attaining proficiency in mathematics on will increase from 48.6% to 55.6% scoring proficient or advanced on Mathematics CAPA.

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### Strategy #1 Implement Quality Mathematics Program

Description: All ELs will receive daily mathematics instruction that is challenging, rigorous and targeted using district adopted and supplemental instructional materials. All ELs will receive effective instruction that consists of instructional strategies and methods that are adjusted to meet the needs of the individual EL learners. Teachers will differentiate instruction to address the diverse student needs by determining and utilizing specific differentiation strategies and delivering targeted small group instruction for ELs not making targets in mathematics. The district will use a researched-based strategy to meet this challenge to develop and implement a consistent identification and monitoring system to provide differentiated instruction at appropriate levels, Tier 1, 2 and 3 for all ELs, an RTI2 collaborative problem-solving model. The RTI model will include multi-dimensions of instruction that will address English language and literacy when making instructional decisions for ELs in content area of mathematics.

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#### Action Step # 1: Implementation of CCSS for Mathematics Standards

Start Date: 08/10/2013

End Date: 06/01/2015

Description: Educational Services Department will ensure that all students transition to the new CCSS for Mathematics Standards and are provided standards-based instruction. Site administrators and all teachers will receive standards and materials.

Requires Funding? X  
LCF Supplemental

Timeline Notes: Distribution of standards will be completed in the Spring of 2014 and materials and resources will be distributed as district decisions are determined about which aligned CCSS materials and resources will be adopted district wide.

Professional Development  
Needed?: X

Audience:  
Site administrators and  
instructional staff as needed.

Responsible:  
Cathy Baur, Phyllis Rodgers

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#### Task # 1: New CCSS Mathematics Standards

Status: In Progress

Description: Copies of new CCSS standards will be distributed to all teachers.

Due Date: 06/09/2014

Responsible: Cathy Baur

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## Task # 2: Begin Implementation of CCSS Mathematics

Status: In Progress

Description: Assistant Superintendent for Educational Services will plan and facilitate trainings throughout the year on the CCSS mathematics to provide knowledge and strategies of how to implement the CCSS Mathematics standards.

Due Date: 06/09/2014

Responsible: Cathy Baur, Phyllis Rodgers

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## Task # 3: Support Implementation of CCSS Mathematics

Status: In Progress

Description: District Instructional Coaches will provide support to all classroom teachers in applying researched-based strategies through demonstration lessons, observations, coaching and feedback.

Due Date: 06/09/2014

Responsible: Cathy Baur

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## Budget Title: Funding for Materials, Coaches and Professional Development

Notes:

Budget: LCF: Materials \$10,000

Budget: Title II: Release time for trainings \$10,000

Budget: Google Grant and LCF: Instructional Coaches Salaries

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## Action Step # 2: Implement the RTI2 Process at all sites for ELs

Start Date: 03/03/2014

Description: Every three months teachers analyze data and identify EL students not making progress using district-determined data, and plan differentiated instruction for intervention. Level of intervention will be based on students' needs. Teachers will use a collaborative problem-solving model, our RTI2 process, to monitor student progress, identify struggling students and plan for student success.

End Date: 06/01/2015

Requires Funding? X EIA LCF Supplemental

Professional Development Needed?: X

Timeline Notes: The RTI2 process starts at the beginning of the year with state data, and then takes place after each trimester. While transitioning to the CCSS the district will have to establish what ongoing assessments we will use to determine adequate process.

Audience: Site administrators and instructional staff as needed.

Responsible: Site Administrators

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## Task # 1: Refine RTI2 Process for the district

Status: In Progress

Description: Refine and clarify the district RTI2 process with clear steps and procedures that also address ELs need, a focus on middle school students.

Due Date: 06/09/2014

Responsible: Cathy Baur

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## Task # 2: Retrain teachers on the RTI2 process

Status: Not Begun

Description: All teachers will receive training on the process for implementation.

Due Date: 06/09/2014

Responsible: RTI2 and Assessment Coordinator TBD

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<b>Task # 3: Teachers will implement RTI2 process</b>	Status: In Progress
<u>Description:</u> Every three months teachers will conduct progress monitoring. Teachers will assess student progress based on district-determined data, and collaborate as a problem-solving team to determine ELs who need additional support in mathematics.	Due Date: 06/10/15 Responsible: RTI2 and Assessment Coordinator TBD
<b>Task # 4: Implement Tier 1 Interventions</b>	Status: In Progress
<u>Description:</u> Sites will implement Tier 1 strategies for ELs such as: ST Math, small group instruction, use of visual representations, graphic organizers, vocabulary development and number talks.	Due Date: 06/10/2015 Responsible: Site Administrators
<b>Task # 5: Develop Tier 2 Interventions</b>	Status: In Progress
<u>Description:</u> Ed. Services to research quality mathematics interventions. Identify and implement district adopted interventions. Sites schedule 8-12 weeks cycles of intervention and hire appropriate staff. Interventions are conducted before, after and during school.	Due Date: 06/10/2015 Responsible: Site Administrators
<b>Budget Title: Funding for Interventions and Training</b>	
Notes: Budget: EIA/LCF: Interventions \$100,000 Budget: Title II: Release time for trainings \$10,000	
<b>Action Step#3: LTEL Math Instructional Support</b>	Start Date: 05/1/2014
<u>Description:</u> LEA will ensure that the teaching staff closely monitors and supports the academic progress of LTEL who are not performing at grade level in mathematics.	End Date: 06/10/2015 Requires Funding? X
<u>Timeline Notes:</u> The identification process will be conducted at the end of this year 2014. Implementation of instructional support will start the second week of the school year. Monitoring of progress and adjustments to support will occur as needed throughout the 2014-15 school year.	Professional Development Needed?: X Audience: LTEL Teachers Responsible: Phyllis Rodgers
<b>Task # 1: Review Long Term EL Data</b>	Status: Not Begun
<u>Description:</u> EL Department will identify LTELs at each site and notify classroom teachers and administrators.	Due Date: 06/10/2015 Responsible: Phyllis Rodgers
<b>Task #2: Provide Appropriate Interventions</b>	Status: Not Begun
<u>Description:</u> Teachers will analyze data and determine next instructional steps and develop success plan.	Due Date: 06/10/2015 Responsible: Phyllis Rodgers

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## Task # 3: Implement Action In Success Plans

Status: Not Begun

Description: Teachers and site administrators will implement and monitor progress of LTELs in mathematics.

Due Date: 06/10/2015

Responsible: Phyllis Rodgers

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## Task # 4: Monitor Progress

Status: Not Begun

Description: Every three months, teachers monitor student progress, evaluate effectiveness of strategy and make changes accordingly.

Due Date: 06/10/2015

Responsible: Phyllis Rodgers

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## Budget Title: Funding for LTEL Support

Notes:

Budget: Title III LEP: Professional Development \$5,000, and Materials: \$3,000

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Budget: LCF/EIA: Intervention Teachers \$315,000

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## Strategy # 2: Implementation of Effective Instructional Practices for ELs

Description: The district will provide trainings on research-based instructional strategies or programs that support differentiation and targeted instruction in mathematics to meet EL students' needs. District and site administrators will monitor the use of researched based instructional practices and programs at each site. Instructional Coaches will train and support the implementation of the following: explicit direct instruction, gradual release methodology, Constructing Meaning, differentiation, checking for understanding, academic language, accountable talk, Number Talks, higher order questioning and thinking.

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### Action Step # 1: Provide Teacher Training

Start Date: 8/14/13

Description: Training for teachers will be conducted to support effective instructional practices in mathematics for ELs. Constructing Meaning training will be conducted to support the language demands of math. SCCOE math training will be provided to assist in Mathematics CCSS implementation. Explicit Direct Instruction strategies will be supported through in time coaching for math instruction.

End Date: 06/10/2015

Requires Funding? X

Professional Development Needed?:X

Timeline Notes: Trainings will start on before school professional days, and then be provided throughout the year as determined in the professional development calendar.

Audience: District and site administration, all instructional staff

Responsible: Cathy Baur

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### Task # 1: Conduct Constructing Meaning Trainings

Status: In Progress

Description: All teachers will have a 3 day training on Constructing Meaning which focuses on teaching teachers how to scaffold language to meet the language demands of content for ELs. Also, follow-up trainings for already trained teachers will be conducted periodically.

Due Date: 06/10/2014

Responsible: Phyllis Rodgers

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## Task # 2: Conduct EDI Trainings with EL Strategies

Status: In Progress

Description: All new teachers will receive training in explicit direct instruction lesson design and delivery from district instructional coaches. EL strategies will be a focus. Follow-up trainings will be conducted as needed for all teachers.

Due Date: 06/10/2014

Responsible Person:  
Cathy Baur

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## Task # 3: Coaching Support

Status: In Progress

Description: District Instructional Coaches will provide support to all classroom teachers in applying researched-based strategies through demonstration lessons, observations, coaching and feedback.

Due Date:06/10/2014

Responsible Person:  
Cathy Baur

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## Budget Item: Release Time, Trainers, Materials

Notes: Budget:Title III: Trainers \$6,000, Release Time \$45,000, Training Materials \$20,000  
Budget: Title II: Release time for trainings \$10,000, Trainers \$16,000  
Budget: Google Grant and LCF: Intructional Coaches \$500,000

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## Action Step # 2: Instructional Coaching

Start Date: 08/14/2014

Description: District Instructional Coaches will provide support to all classroom teachers in applying researched-based strategies through collaboration, demonstration lessons, observations, coaching and feedback.

End Date: 06/10/2015

Requires Funding? X

Professional Development  
Needed? X

Timeline Notes: One instructional coach will be assigned to each site at the beginning of the 2014-15 school year. The instructional coach will meet with teachers and groups of teachers throughout the school on a regular basis to support Instructional practices.

Audience: Instructional Coaches

Responsible: Cathy Baur and  
Phyllis Rodgers

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## Task # 1: Support Implementation of Trainings

Status: In Progress

Description: EFWA Coaches will provide support to all classroom teachers in applying researched-based strategies through demonstration lessons, observations, coaching and feedback.

Due Date: 06/10/2015

Responsible Person:  
Cathy Baur

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## Task#2 : Planning Coaching Support

Status: In Progress

Description: EFWA Coaches and site administrators will meet to develop a schedule for EL coaching and teacher collaboration to support effective instruction for ELLs. During this meeting, teacher participants will be identified.

Due Date: 06/10/2015

Responsible Person:  
Cathy Baur

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## Task #3: Providing Coaching Support

Status: In Progress

Description: Coaches will schedule coaching sessions, observe classrooms, and may participate collaboration meetings. A walkthrough tool, planning guide, and debriefing guide, will be used.

Due Date: 06/10/2015

Responsible Person:  
Cathy Baur

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## Budget Item: Instructional Coaches

Notes: Budget: Google Grant and LCF: Instructional Coaches \$500,000  
Budget: LCF: PD for coaches \$2,000

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## Action Step # 3: Monitor Effective Practices

Start Date: 11/01/2013

Description: EL Director, district and school administrators will conduct monthly learning walks using a walkthrough tool to monitor implementation of instructional best practices. Data from walkthroughs and observations will be collected and sites will be given feedback.

End Date: 06/10/2015

Requires Funding No  
Professional Development X

Timeline Notes: District personnel will conduct walkthroughs monthly at each site. Administrators will conduct walkthroughs on a regular basis throughout the school year.

Audience: Administrators, District Staff and Instructional Coaches

Responsible Person:  
Phyllis Rodgers

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## Task #1: Conduct Walkthroughs

Status: In Progress

Description: EL Director, district and school administrators conduct monthly walkthroughs using ELD Observation tool to monitor the implementation of ELD instruction.

Due Date: 06/10/2015

Responsible Person:  
Cathy Baur

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## Task#2: Review Walkthroughs Data

Status: In Progress

Description: EL Director and administrators meet 3x annually to review data from walkthroughs to monitor consistency of implementation of ELD instruction.

Due Date: 06/10/2015

Responsible Person:  
Cathy Baur

Budget Item: None Needed

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## GOAL 2D: HIGH QUALITY PROFESSIONAL DEVELOPMENT

Description: By June 2015, 100% of all LEA teachers will receive professional development on research-based strategies to improve EL attainment of English Language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.

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## Strategy #1: Provide High Quality Professional Development

Description: Provide professional development will be ongoing and focused on increasing teachers' knowledge and implementation of district initiatives and programs, such as: adoption of CCSS, EL Achieve Constructing Meaning and Systematic ELD, EDI, Write Tools, Number Talks, and Board Math. The Professional development design will allow for sufficient time between sessions for teachers to implement and develop instructional practices learned. Coaching will also be provided to support and solidify teachers' implementation. Administrators monitoring of quality of implementation will inform further training.

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### Action Step#1: District Initiatives Professional Development

Start Date: 08/10/2014

Description: District will provide training for all administrators and teachers on the Common Core State Standards, the newly adopted ELD standards and the new assessment systems, in order for students to be successful attaining proficiency in ELA/ELD and content expectations. Training will continue to be conducted in Systematic ELD and Constructing Meaning to specifically address EL strategies to support academic language and the language demands of content. To support teachers, the Instructional Coaches will continue to receive professional development to train others and support their teachers' development through the Santa Clara County Office of Education, DataWorks professional development opportunities. Additionally, individual school sites will provide staff development to address English Learners progress in ELA/ELD and math and develop appropriate interventions. Site administrators will be encouraged to attend trainings, so they can effectively support their teachers.

End Date: 06/10/2015

Requires Funding X

Professional Development X

Audience: Site administrators and other and instructional staff

Responsible Person: Cathy Baur and Phyllis Rodgers

Time Line Notes: A professional development calendar will be developed in June 2014 that shows when all trainings will be conducted.

---

### Task#1: Conduct Professional Development

Status: In Progress

Description: Professional Development on district initiatives will be conducted throughout year as scheduled in MVWSD Professional Development Calendar.

Due Date: 06/10/2015

Responsible Person:  
Phyllis Rodgers

Budget Item: Title: Professional Development

Notes:

Budget: LCF/Title II/Title III/LEP: Trainers, Release Time  
\$80,000

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### Action Step#2: Provide Coaching and Support

Start Date: 08/10/2014

Description: Instructional Coaches will be hired for every Site to provide coaching and support for all teachers teaching ELs in their classrooms to help support professional development efforts for ELs.

End Date: 06/10/2015

Requires Funding X

Professional Development No

# Mountain View Whisman Title III Year 4 Improvement Plan

Time Line Notes:

Audience: Instructional Coaches

Responsible Person: Phyllis  
Rodgers and Cathy Baur

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## Task#1: Instructional Coaching and Support

Status: In Progress

Description: Instructional coaches will schedule coaching and support activities with teachers and administrators. These activities can include: EL demonstration lessons, assistance with lesson design, and analysis of data.

Due Date:06/10/2014

Responsible Person: Cathy Baur  
and Phyllis Rodgers

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## Task#2: Monitoring Coaching and Support

Status: Not Begun

Description: Feedback data and walkthrough data will be reviewed by site administrators and district office 3X a year.

Due Date:06/10/2015

Responsible Person: Phyllis  
Rodgers and Cathy Baur

Budget Item: Title: Instructional Coaches  
Budget: LCF, Google Grant: \$500,000

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## GOAL 2E: PARENT AND COMMUNITY PARTICIPATION

Description: By June 2013 the LEA will improve and increase parent outreach strategies so that 10% of parents are active participants in the education of their children.

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### Strategy#1: Conduct Parent Outreach Activities

Description: The district will continue to be focused on active engagement of parents in their child(ren)'s education. Parent education evenings and trainings will continue in partnership with the Foothill Engagement Institute (FEI). The district will also continue its partnership with Mountain View/Los Altos Adult Education to offer English and computer skills classes to parents. The district will conduct parent information nights to strengthen two-way communication. The school sites will continue to increase participation in school activities, educational classes, and trainings focused on English Learners. In addition to the later the district will focus on fostering leadership with parents of English Learners. This effort will be supported with FEI support and training through the Santa Clara County Office of Education parent engagement activities.

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### Action Step#1: Parent Education Classes and Workshops

Start Date: 09-01-2013

Description: The district working with all sites will coordinate parent education classes that focus on various topics to support parents in assisting their child be successful in school. This effort will be in partnership with Foothill Engagement Institute. These classes will be open to all families in the district.

End Date: 06-10-2015

Requires Funding? X

Professional Development No

Timeline Notes: These activities will be conducted throughout the school year.

Audience: Mountain View  
Whisman Parents

Status: In progress

# Mountain View Whisman Title III Year 4 Improvement Plan

Due Date: 6/10/2015

Responsible: Phyllis Rodgers

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## Budget Title: Funding for Parent Outreach

Notes: Budget EIA

Materials, childcare, interpreters, and refreshments \$5,200.00

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### Action Step #2 Parent Meetings

Start Date: 09-01-2013

Description: The District will conduct parent meetings and informational nights to increase two-way community and to engage families with those whom English is not their first language.

End Date: 06-10-2015

Requires Funding? X

Timeline Notes: The District will c conduct a minimum of 5 DELAC meetings and sites will conduct a minimum of 5 ELAC meetings. The District will also conduct informational nights, as needed, to inform parents of EL issues.

Professional Development Needed

Audience: Mountain View Whisman Parents

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### Task #1: Schedule and Conduct Meetings

Status: In progress

Description: Meetings will be scheduled, advertised and conducted throughout the school year.

Due Date: 6/10/2015

Responsible: Phyllis Rodgers

Budget: Funding for Parent Meetings

Notes: Budget EIA

Materials, childcare, interpreters and refreshments \$5, 200.00

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## Goal 2F: Parent Notification

Description: By June 2015, 95% of English Learner parents will be informed in a timely manner of each student's EL proficiency level, placement options, re-designation criteria, and academic progress.

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### Strategy # 1: Provide Quality Notification/Communication System

Description: MVWSD will communicate and provide notification in a timely manner with parents of English Language Learners in a language that is understandable. This communication includes, but not limited to student progress in English Language Development, notification of program placement options, academic proficiency, grade-level standards, data reporting for the state testing, re-designation information, and district assessments. All parent notification mandates and timelines will be maintained.

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### Action Step # 1: Methods for Communication and Notification

Start Date: 08/14/13

Description: MVWSD will make every attempt to communicate to parents in writing, on the telephone, in person, through an automated voice message system, by e-mail, posting on website, through flyers, through the use of newsletters, or by any other form of

End Date: 06/01/15

Requires Funding? X

# Mountain View Whisman Title III Year 4 Improvement Plan

communication that is accessible to families. Trained translators and/or interpreters are provided in Spanish district wide. All notification mandates will be met.

Professional Development No

Responsible: Phyllis Rodgers

Audience: Translators and interpreter candidates.

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## Budget Title: Training for Interpreters and Translators

Notes: Budget: EIA: \$5,000

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## GOAL 2G: SERVICES FOR IMMIGRANT STUDENTS

Description: By June 2015, an increase 2% of ELs in school less than 3 years scoring at intermediate or above from 61% to 62% as measured by CELDT.

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### Strategy # 1: Provide Individualized Support

Description: The district will continue to support teachers with newcomers through the assistance of the EL TOSA/Coach to provide training, coordinate resources and assist with the development of an individual action plan to support the needs of the newcomer.

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#### Action Step # 1: Title: Individualized Instructional Support Plan Model

Start Date: 11/01/13

End Date: 06/01/15

Description: The EL TOSA/Coach will work with each site to identify newcomers, assess needs, explore resources and develop a plan of support for the student. The TOSA/Coach will train teachers and other instructional support staff in planning and delivering of instruction and provide resources and materials. Newcomers will have an individualized support plan to meet their needs. TOSA will monitor progress on a trimester basis to make modification to the plan.

Requires Funding? X

Professional Development Needed?:X

Audience: Newcomer Classroom teacher and/or other instructional support personnel

Timeline Notes:

At the beginning of the year all newcomers will be identified. The EL TOSA/Coach will then meet with each newcomer, classroom teacher and site administrator to develop an individualized plan. The plan will be monitored every trimester.

Responsible: Phyllis Rodgers

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#### Task # 1: Identify newcomers

Status: In Progress

Description: Newcomers will be identified during the course of the year using PowerSchool.

Due Date: 06/10/2014

Responsible: Phyllis Rodgers

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#### Task # 2: Develop Plan

Status: In Progress

Description: TOSA/Coach meet with newcomers and teachers to develop the success plan. Students will be assessed to identify

Due Date: 06/10/2014

# Mountain View Whisman Title III Year 4 Improvement Plan

academic and language needs that are necessary to address with support. A protocol for support will be developed.

Responsible: Phyllis Rodgers

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## **Task # 3: Plans Implemented**

Status: In Progress

Description: TOSA/Coach reviews individual plans with site administrator. Teachers with support of TOSA/Coach will implement individualized success plan actions.

Due Date: 06/10/2014

Responsible: Phyllis Rodgers

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## **Task # 4: Purchase of materials and resources**

Status: In Progress

Description: Materials and resources will be purchased and provided to carry out plans, technology and other resources.

Due Date: 06/09/2014

Responsible: Phyllis Rodgers

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## **Task # 5: Student Progress Monitored**

Status: In Progress

Description: Three times a year student progress will be monitored by TOSA/Coach.

Due Date: 06/09/2014

Responsible: Phyllis Rodgers

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## **Budget Title: Funding Support for Newcomers**

Notes: Budget:Title III Immigrant: TOSA/Coach Salary \$15,000 Materials \$20,000