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.

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.

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.

Action Step#1: Implement Quality ELD Instruction

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

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.

Budget Title: Funding for Materials, Coaches and Professional Development

Notes: Budget: LCF: Materials $10,000
Mountain View Whisman Title III Year 4 Improvement Plan

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

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.

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.

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

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.

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.

Start Date: 08/10/2013  
End Date: 06/01/2015  
Requires Funding? X  
LCF Supplemental  
Professional Development Needed?: X  
Audience: Site administrators and instructional staff as needed.  
Responsible: Cathy Baur, Phyllis Rodgers

Task #1: New CCSS ELA/Literacy ELD Standards

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

Status: In Progress  
Due Date: 06/09/2014  
Responsible: Cathy Baur
**Task # 2: Begin Implementation of CCSS ELA/ELD**

**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.

**Status:** In Progress

**Due Date:** 06/09/2014

**Responsible:** Cathy Baur, Phyllis Rodgers

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

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

**Status:** In Progress

**Due Date:** 06/09/2014

**Responsible:** Cathy Baur

**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

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

**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.

**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.

**Start Date:** 03/03/2014

**End Date:** 06/01/2015

**Requires Funding?** X

**EIA LCF Supplemental Professional Development Needed?:** X

**Audience:** Site administrators and instructional staff as needed.

**Responsible:** Site Administrators

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

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

**Status:** In Progress

**Due Date:** 06/09/2014

**Responsible:** Cathy Baur

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

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

**Status:** Not Begun

**Due Date:** 06/09/2014

**Responsible:** RTI2 and Assessment Coordinator TBD
### Task # 3: Teachers will implement RTI2 process

**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.

**Status:** In Progress  
**Due Date:** 06/10/15  
**Responsible:** RTI2 and Assessment Coordinator TBD

### Task # 4: Implement Tier 1 Interventions

**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.

**Status:** In Progress  
**Due Date:** 6/10/2015  
**Responsible:** Site Administrators

### Task # 5: Implement Tier 2 Interventions

**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.

**Status:** In Progress  
**Due Date:** 06/10/2015  
**Responsible:** Site Administrators

### Budget  
**Title:** Funding for Interventions and Training

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

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

**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.

**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.

**Start Date:** 05/1/2014  
**End Date:** 06/10/2015  
**Requires Funding?** X  
**Professional Development Needed?:** X  
**Audience:** LTEL Teachers  
**Responsible:** Phyllis Rodgers

### Task # 1: Review Long Term EL Data

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

**Status:** Not Begun  
**Due Date:** 06/10/2015  
**Responsible:** Phyllis Rodgers

### Task #2: Provide Appropriate Interventions

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

**Status:** Not Begun  
**Due Date:** 06/10/2015  
**Responsible:** Phyllis Rodgers
**Mountain View Whisman Title III Year 4 Improvement Plan**

<table>
<thead>
<tr>
<th>Task # 3: Implement Action In Success Plans</th>
<th>Status: Not Begun</th>
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</thead>
<tbody>
<tr>
<td><strong>Description:</strong> Teachers and site administrators will implement actions in Success Plans and monitor progress of LTELs.</td>
<td>Due Date: 06/10/2015</td>
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<td>Responsible: Phyllis Rodgers</td>
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<table>
<thead>
<tr>
<th>Task # 4: Monitor Progress</th>
<th>Status: Not Begun</th>
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</thead>
<tbody>
<tr>
<td><strong>Description:</strong> Every three months, teachers monitor student progress, evaluate effectiveness of strategy and make changes accordingly.</td>
<td>Due Date: 06/10/2015</td>
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<td></td>
<td>Responsible: Phyllis Rodgers</td>
</tr>
</tbody>
</table>

**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

**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.

**Action Step # 1: Provide Teacher Training**

**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.

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

<table>
<thead>
<tr>
<th>Start Date: 8/14/13</th>
<th>End Date: 06/10/2015</th>
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<tbody>
<tr>
<td>Requires Funding? X</td>
<td>Professional Development Needed? X</td>
</tr>
<tr>
<td>Audience: District and site administration, all instructional staff</td>
<td>Responsible: Cathy Baur</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Task # 1: Conduct Constructing Meaning Trainings</th>
<th>Status: In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> 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.</td>
<td>Due Date: 06/10/2014</td>
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<tr>
<td></td>
<td>Responsible: Phyllis Rodgers</td>
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</tbody>
</table>
### Task # 2: Conduct Trainings for Writing

**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.

**Status:** In Progress

**Due Date:** 06/10/2014

**Responsible:** Cathy Baur

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

**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.

**Status:** In Progress

**Due Date:** 06/10/2014

**Responsible:** Cathy Baur

### Task # 4: Coaching Support

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

**Status:** In Progress

**Due Date:** 06/10/2014

**Responsible:** Cathy Baur

### 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

### Action Step # 2: Instructional Coaching

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

**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.

**Start Date:** 08/14/2014

**End Date:** 06/10/2015

**Requires Funding?** X

**Professional Development Needed?** X

**Audience:** Instructional Coaches

**Responsible:** Cathy Baur and Phyllis Rodgers

### Task # 1: Support Implementation of Trainings

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

**Status:** In Progress

**Due Date:** 06/10/2015

**Responsible Person:** Cathy Baur
### Task #2: Planning Coaching Support

**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.

<table>
<thead>
<tr>
<th>Status</th>
<th>Due Date: 06/10/2015</th>
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<tbody>
<tr>
<td>Responsible Person</td>
<td>Cathy Baur</td>
</tr>
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</table>

### Task #3: Providing Coaching Support

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

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<tr>
<th>Status</th>
<th>Due Date: 06/10/2015</th>
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<tbody>
<tr>
<td>Responsible Person</td>
<td>Cathy Baur</td>
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</tbody>
</table>

**Budget Title: Instructional Coaches**

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

Budget: LCF: PD for coaches $2,000

### Action Step #3: Monitor Effective Practices

**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.

<table>
<thead>
<tr>
<th>Timeline Notes: District personnel will conduct walkthroughs monthly at each site. Administrators will conduct walkthroughs on a regular basis throughout the school year.</th>
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<tbody>
<tr>
<td>Start Date: 11/01/2013</td>
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<td>End Date: 06/10/2015</td>
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<tr>
<td>Requires Funding No</td>
</tr>
<tr>
<td>Professional Development X</td>
</tr>
<tr>
<td>Audience: Administrators, District Staff and Instructional Coaches</td>
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<tr>
<td>Responsible Person: Phyllis Rodgers</td>
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</tbody>
</table>

### Task #1: Conduct Walkthroughs

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

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<th>Status</th>
<th>Due Date: 06/10/2015</th>
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<tbody>
<tr>
<td>Responsible Person</td>
<td>Cathy Baur</td>
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</table>

### Task #2: Review Walkthroughs Data

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

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<th>Status</th>
<th>Due Date: 06/10/2015</th>
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<tbody>
<tr>
<td>Responsible Person</td>
<td>Cathy Baur</td>
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</tbody>
</table>
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 will increase from 48.6% to 55.6% scoring proficient or advanced on Mathematics CAPA.

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.

Action Step # 1: Implementation of CCSS for Mathematics Standards

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.

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.

Start Date: 08/10/2013
End Date: 06/01/2015
Requires Funding? X
LCF Supplemental
Professional Development Needed?: X
Audience:
Site administrators and instructional staff as needed.
Responsible: Cathy Baur, Phyllis Rodgers

Task # 1: New CCSS Mathematics Standards

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

Status: In Progress
Due Date: 06/09/2014
Responsible: Cathy Baur
### Task # 2: Begin Implementation of CCSS Mathematics

**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.

**Status:** In Progress  
**Due Date:** 06/09/2014  
**Responsible:** Cathy Baur, Phyllis Rodgers

### Task # 3: Support Implementation of CCSS Mathematics

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

**Status:** In Progress  
**Due Date:** 06/09/2014  
**Responsible:** Cathy Baur

### 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

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

**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.

**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.

**Start Date:** 03/03/2014  
**End Date:** 06/01/2015  
**Requires Funding?** X EIA LCF Supplemental  
**Professional Development Needed?** X  
**Audience:** Site administrators and instructional staff as needed.  
**Responsible:** Site Administrators

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

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

**Status:** In Progress  
**Due Date:** 06/09/2014  
**Responsible:** Cathy Baur

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

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

**Status:** Not Begun  
**Due Date:** 06/09/2014  
**Responsible:** RTI2 and Assessment Coordinator TBD
## Task # 3: Teachers will implement RTI2 process

**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 mathematics.

**Status:** In Progress

**Due Date:** 06/10/15

**Responsible:** RTI2 and Assessment Coordinator TBD

---

## Task # 4: Implement Tier 1 Interventions

**Description:** 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.

**Status:** In Progress

**Due Date:** 06/10/15

**Responsible:** Site Administrators

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## Task # 5: Develop Tier 2 Interventions

**Description:** 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.

**Status:** In Progress

**Due Date:** 06/10/15

**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 Math Instructional Support

**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 mathematics.

**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.

**Start Date:** 05/1/2014

**End Date:** 06/10/2015

**Requires Funding?** X

**Professional Development Needed?** X

**Audience:** LTEL Teachers

**Responsible:** Phyllis Rodgers

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## Task #1: Review Long Term EL Data

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

**Status:** Not Begun

**Due Date:** 06/10/15

**Responsible:** Phyllis Rodgers

---

## Task #2: Provide Appropriate Interventions

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

**Status:** Not Begun

**Due Date:** 06/10/15

**Responsible:** Phyllis Rodgers
<table>
<thead>
<tr>
<th>Task # 3: Implement Action In Success Plans</th>
<th>Status: Not Begun</th>
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</thead>
<tbody>
<tr>
<td><strong>Description:</strong> Teachers and site administrators will implement and monitor progress of LTEls in mathematics.</td>
<td>Due Date: 06/10/2015</td>
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<td>Responsible: Phyllis Rodgers</td>
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<tr>
<th>Task # 4: Monitor Progress</th>
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<tbody>
<tr>
<td><strong>Description:</strong> Every three months, teachers monitor student progress, evaluate effectiveness of strategy and make changes accordingly.</td>
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<td></td>
<td>Responsible: Phyllis Rodgers</td>
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</tbody>
</table>

**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

**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.

**Action Step # 1: Provide Teacher Training**

**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.

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

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<tr>
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<td>Professional Development Needed?: X</td>
</tr>
<tr>
<td>Audience: District and site administration, all instructional staff</td>
<td>Responsible: Cathy Baur</td>
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</tbody>
</table>

**Task # 1: Conduct Constructing Meaning Trainings**

**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.

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<tr>
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### Task # 2: Conduct EDI Trainings with EL Strategies

**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.

- **Status:** In Progress
- **Due Date:** 06/10/2014
- **Responsible Person:** Cathy Baur

### Task # 3: Coaching Support

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

- **Status:** In Progress
- **Due Date:** 06/10/2014
- **Responsible Person:** Cathy Baur

### 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: Instructional Coaches $500,000

### Action Step # 2: Instructional Coaching

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

- **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.

- **Start Date:** 08/14/2014
- **End Date:** 06/10/2015
- **Requires Funding?** X
- **Professional Development Needed?** X
- **Audience:** Instructional Coaches
- **Responsible:** Cathy Baur and Phyllis Rodgers

### Task # 1: Support Implementation of Trainings

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

- **Status:** In Progress
- **Due Date:** 06/10/2015
- **Responsible Person:** Cathy Baur

### Task #2: Planning Coaching Support

**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.

- **Status:** In Progress
- **Due Date:** 06/10/2015
- **Responsible Person:** Cathy Baur
## Task #3: Providing Coaching Support

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

**Status:** In Progress

**Due Date:** 06/10/2015

**Responsible Person:** Cathy Baur

### Budget Item: Instructional Coaches

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

## Action Step #3: Monitor Effective Practices

**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.

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

**Start Date:** 11/01/2013

**End Date:** 06/10/2015

**Requires Funding:** No

**Professional Development:**

**Audience:** Administrators, District Staff, and Instructional Coaches

**Responsible Person:** Phyllis Rodgers

## Task #1: Conduct Walkthroughs

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

**Status:** In Progress

**Due Date:** 06/10/2015

**Responsible Person:** Cathy Baur

## Task #2: Review Walkthroughs Data

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

**Budget Item:** None Needed

**Status:** In Progress

**Due Date:** 06/10/2015

**Responsible Person:** Cathy Baur

## 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.
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.

Action Step#1: District Initiatives Professional Development

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.

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

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

Budget Item: Title: Professional Development
Notes: Budget: LCF/Title II/Title III/LEP: Trainers, Release Time $80,000

Status: In Progress
Due Date: 06/10/2015
Responsible Person: Phyllis Rodgers

Action Step#2: Provide Coaching and Support

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.

Start Date: 08/10/2014
End Date: 06/10/2015
Requires Funding X
Professional Development No
## Task#1: Instructional Coaching and Support

**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.

**Status:** In Progress

**Due Date:** 06/10/2014

**Responsible Person:** Cathy Baur and Phyllis Rodgers

## Task#2: Monitoring Coaching and Support

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

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

**Status:** Not Begun

**Due Date:** 06/10/2015

**Responsible Person:** Phyllis Rodgers and Cathy Baur

## 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.

## 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.

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

**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.

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

**Start Date:** 09-01-2013  
**End Date:** 06-10-2015  
**Requires Funding?** X  
**Professional Development** No  
**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

## Budget Title: Funding for Parent Outreach

**Notes:** Budget EIA  
Materials, childcare, interpreters, and refreshments $5,200.00

## Action Step #2 Parent Meetings

**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.

**Timeline Notes:** The District will 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.

**Start Date:** 09-01-2013  
**End Date:** 06-10-2015  
**Requires Funding?** X  
**Professional Development Needed**

**Audience:** Mountain View Whisman Parents

## Task #1: Schedule and Conduct Meetings

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

**Budget:** Funding for Parent Meetings  
**Notes:** Budget EIA  
Materials, childcare, interpreters and refreshments $5,200.00  
**Status:** In progress  
**Due Date:** 6/10/2015  
**Responsible:** Phyllis Rodgers

## 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.

## 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.

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

**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

**Start Date:** 08/14/13  
**End Date:** 06/01/15  
**Requires Funding?** X
communication that is accessible to families. Trained translators and/or interpreters are provided in Spanish district wide. All notification mandates will be met.

**Budget Title: Training for Interpreters and Translators**

Notes: Budget: EIA: $5,000

**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.

**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.

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

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.

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.

**Task # 1: Identify newcomers**

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

**Task # 2: Develop Plan**

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

<table>
<thead>
<tr>
<th>Task # 3: Plans Implemented</th>
<th>Status: In Progress</th>
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</thead>
<tbody>
<tr>
<td><strong>Description:</strong> TOSA/Coach reviews individual plans with site administrator. Teachers with support of TOSA/Coach will implement individualized success plan actions.</td>
<td>Due Date: 06/10/2014</td>
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<tr>
<th>Task # 4: Purchase of materials and resources</th>
<th>Status: In Progress</th>
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<tbody>
<tr>
<td><strong>Description:</strong> Materials and resources will be purchased and provided to carry out plans, technology and other resources.</td>
<td>Due Date: 06/09/2014</td>
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<th>Task # 5: Student Progress Monitored</th>
<th>Status: In Progress</th>
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<tbody>
<tr>
<td><strong>Description:</strong> Three times a year student progress will be monitored by TOSA/Coach.</td>
<td>Due Date: 06/09/2014</td>
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</tbody>
</table>

**Budget Title: Funding Support for Newcomers**

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