

## IUSD - Title III Year 2 Program Improvement Plan 2014-2015

GOALS – STRATEGIES – ACTIONS	Timeline	Funding
<p><b>Goal 2A: AMAO 1 -Annual Progress Learning English:</b> IUSD has met AMAO and will continue to monitor and implement instructional programs to ensure English learners will reach or surpass state targets.</p>	On-going	
<p><b>Goal 2B: AMAO 2 - English Proficiency:</b> IUSD has met AMAO and will continue to monitor and implement instructional programs to ensure English learners will reach or surpass state targets.</p>	On-going	
<p><b>Goal 2C: AMAO 3 - Reading/Language Arts:</b> In fall 2015, IUSD will establish baseline data for student achievement using the new SBAC state common core assessment. The district will also use local assessment data from the STAR Renaissance Universal Screener as well as other common formative and summative assessments to show growth in English proficiency. By June 2016, the percentage of English learners attaining proficiency in Reading/Language Arts will increase by 5% – 10%.</p>	July 2015 – June 2016	<b>LCFF Supplemental \$45,000 Title III – LEP \$40,000</b>
<p>➤ <b>STRATEGY: Access to Core Curriculum</b> Teachers will ensure students have equal access to core curriculum based on the CCSS with the consistent availability of SBE approved/adopted materials in ELA, appropriate supplemental instructional materials, and research-based strategies that support student learning and their ability to meet state achievement expectations.</p>		
<p>✓ <b>Action Step - Research, Pilot, and Implement</b> Program Coordinators will continue to research, pilot, and implement approved supplemental materials that help ensure access to CCSS, especially complex non-fiction and informational text.</p>		
<p>✓ <b>Action Step - Replication of Best Practices</b> LEA will increase the focus on replication of best and sound instructional practices for academic language development through professional learning opportunities.</p> <p><b>Instructional Practice 1:</b> Purposeful instructional planning with the design and implementation of language objectives.</p> <p><b>Instructional Practice 2:</b> Daily opportunities for the introduction, modeling, practice, and application of newly learned language skills.</p> <p><b>Instructional Practice 3:</b> Structured academic discourse that holds students accountable for accurate language use in all forms of communication.</p> <p><b>Instructional Practice 4:</b> Instructional delivery that is systematic, intentional and robust, while ensuring rigor, relevance, rehearsal, distributed practice, and cumulative review.</p>		
<p>✓ <b>Action Step – Implementation of ELD Standards</b> Program staff will monitor (using checklists, rubrics, and observation) and support teachers in the implementation of the CA ELD standards and effective learning strategies (SDAIE) for all content areas that specifically target the needs of English learners.</p>		

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<ul style="list-style-type: none"> <li>✓ <b>Action Step – Interventions</b> LEA and sites will continue developing a process for identifying students who require additional support and/or intervention then proceed to establish appropriate programs.</li> </ul>		
<ul style="list-style-type: none"> <li>➤ <b>STRATEGY: Formative and Summative Assessments</b> Teachers will develop local formative and summative assessments that measure and monitor academic language skill development, as well as guides the development of effective Tier 1 instruction for English learners in ELA.</li> </ul>		
<ul style="list-style-type: none"> <li>✓ <b>Action Step – Collaboration</b> LEA and site administrators will provide collaboration time for classroom teachers to develop common assessments and engage in an on-going process to read, discuss, and analyze available student data.</li> </ul>		
<p><b>Goal 2D: High Quality Professional Development:</b> By June 30, 2015, 100% of LEA teachers had participated in professional learning for the continued implementation of the academic content and performance standards adopted by SBE. IUSD will continue to provide high quality professional development to teachers, administrators, paraprofessionals, and other school or community-based personnel to improve the education of English learners through research-based strategies that facilitate English learner attainment of English language proficiency and/or achievement in Reading/Language arts.</p>	<p>July 2015 – June 2016</p>	<p><b>LCFF Supplemental \$ 58,000.00</b></p>
<ul style="list-style-type: none"> <li>➤ <b>STRATEGY: Sheltered Instruction</b> Develop and offer specific professional learning opportunities for upper elementary and secondary level teachers.</li> </ul>		
<ul style="list-style-type: none"> <li>✓ <b>Action Step – Strategies</b> Teachers scaffold language instruction to meet the needs of language learners and effectively move them from one level of language proficiency to the next.</li> </ul>		
<ul style="list-style-type: none"> <li>✓ <b>Action Step – CLAD/SDAIE</b> Teachers engage in “refresher” courses on effective SDAIE strategies needed for providing sheltered instruction in the mainstream classroom.</li> </ul>		
<ul style="list-style-type: none"> <li>✓ <b>Action Step – Instructional Plans</b> Teachers develop instructional plans that include language objectives for strengthening and integrating academic language development within the context of language use and learning across curricular areas.</li> </ul>		
<ul style="list-style-type: none"> <li>✓ <b>Action Step – CCSS and ELD Standards</b> Teachers develop an understanding of the correlation between CCSS and the CA ELD standards as well as receive guidance for implementation.</li> </ul>		
<ul style="list-style-type: none"> <li>➤ <b>STRATEGY: English Language Development</b> IUSD provides ongoing staff development in the design and implementation of language development instructional plans using the understanding by design model so as to ensure the inclusion of language objectives and the scaffolding needs at each student’s proficiency level.</li> </ul>		
<ul style="list-style-type: none"> <li>✓ <b>Action Step – Design Options for Professional Learning</b> Program Coordinator leverages available resources to offer professional learning opportunities with different design options for teacher participation (e.g. series of courses, workshops, and on-line collaboration).</li> </ul>		

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<p>➤ <b>STRATEGY: Instructional Routines</b> IUSD provides opportunities for teachers to participate in professional development on the establishment of classroom routines, learning strategies, and the use of technology that facilitate and encourage active student engagement, collaboration with peers, interaction with difficult text/content, open-ended questioning, and extension of the inquiry and discovery process.</p>		
<p>✓ <b>Action Step – Experts in the Field</b> Leverage available resources to send teachers to workshops co-hosted with other districts, higher institutions of learning (UCI), and county offices (e.g. Anita Archer, Kate Kinsella, Inquiry By Design)</p>		
<p>✓ <b>Action Step – Design Options for Professional Learning</b> Program Coordinator leverages available resources to offer professional learning opportunities with different design options for teacher participation (e.g. series of courses, workshops, and on-line collaboration).</p>		
<p>➤ <b>STRATEGY: Data Teams</b> Provide for and facilitate the development and implementation of a comprehensive progress monitoring system for EL achievement and proficiency.</p>		
<p>✓ <b>Action Step – Progress Monitoring</b> Provide for and facilitate the development and implementation of a comprehensive progress monitoring system for EL achievement and proficiency.</p>		
<p>✓ <b>Action Step – Training</b> Leverage available resources to send teachers to Common Formative Assessment training.</p>		
<p>✓ <b>Action Step – Formative and Summative Assessments</b> Provide for and facilitate the development of common formative and summative assessments that inform instruction and intervention decisions as well as ensure students do not incur irreparable academic deficits.</p>		
<p>✓ <b>Action Step – Collaboration Time</b> Provide collaboration time for data teams to analyze assessment results and discuss the implications of EL student performance in each part of the assessment.</p>		
<p><b>Goal 2E: Parent and Community Participation:</b> IUSD will provide multiple ways for parents to be involved in the work of the school and the learning of their children. By June 30, 2016, active parent involvement will increase by 20%.</p>	July 2015 – June 2016	LCFF Supplemental \$ 35,000.00 Title III; LEP \$ 16,000.00
<p>➤ <b>STRATEGY: Replication of District Centralized Program</b> Program Coordinators of EL and Title I will coordinate efforts and resources in order to replicate parent outreach and involvement activities at Title I schools, providing greater access for parents.</p>		
<p>✓ <b>Action Step – Frequency of Activities</b> Support increased frequency and duration of offerings (CBET courses, seminars, and parenting skill workshops) in order to truly influence parent understanding of the learning process and how student learning can be supported at home.</p>		
<p>✓ <b>Action Step – Staffing</b></p>		

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Recruit and train staff to facilitate courses, seminars, and workshops. (e.g. Active Parenting, Positive Discipline, 40 Developmental Assets, English as a Second Language)		
<ul style="list-style-type: none"> <li>✓ <b>Action Step – Instructional Materials</b> Provide access to instructional materials and multiple ways for parents to understand the ELA/ELD Common Core expectations for student performance (e.g. videos, presentations, and websites).</li> </ul>		
<p><b>Goal 2F: Parental Notification:</b> Irvine Unified will provide required communications to parents in a timely manner. The LEA will continue using the district messaging system to ensure 100% of parents of ELs receive the following information regarding their children, in a timely manner and a language parents can understand: identification as EL; program placement options; program placement notification; English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used; academic achievement level; reclassification information; and at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements. [Required per Elementary and Secondary Education Act, sections 3116(a) &amp; (b) and 3302(a) through (c)]</p>	Spring 2015- June 2016	<b>LCFF Supplemental \$ 15,000.00</b>
<ul style="list-style-type: none"> <li>➤ <b>STRATEGY: Interpretations and Translations</b> Develop a system to remedy the shortage of available resources for providing language support for the language groups with significant representation in the district.</li> </ul>		
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>✓ <b>Action Step – Staffing</b> Work with Human Resources to develop a process for hiring bilingual staff in the roles of interpreters and parent liaisons</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>✓ <b>Action Step – Training</b> Coordinate and facilitate training for bilingual instructional staff and community members in regards to providing interpretation and translation services for a variety of purposes in the district (e.g. translations of notices and general information and interpretations for staff and parents).</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>➤ <b>STRATEGY: Access Information</b> Better utilize the messaging system, Parent Portal, and the district website to provide readily available information about activities, programs and services, and student achievement.</li> </ul>		
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>✓ <b>Action Step – Collaboration</b> Enlist the help of the district IT department in designing a user-friendly website for language minority parents and students.</li> </ul> </li> </ul>		
<p><b>Goal 2G: Services for Immigrant Students:</b> Irvine Unified will continue to ensure access for immigrant students and their families to all programs and services in IUSD.</p>	Spring 2014- June 2015	<b>Title III; LEP \$ 4,000.00 Title III; Immigrant \$40,000.00</b>
<ul style="list-style-type: none"> <li>➤ <b>STRATEGY: Intersession Opportunity Program</b></li> </ul>		

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Further develop the Intersession Opportunity Program that provides a transitional and credit-recovery program for international students who are “off-cycle” from the academic year in IUSD.		
<ul style="list-style-type: none"> <li>✓ <b>Action Step – Curriculum Design</b> Provide for and facilitate curriculum design and implementation to ensure quality educational opportunities for immigrant students</li> </ul>		
<ul style="list-style-type: none"> <li>✓ <b>Action Step – Instructional Support - Staffing</b> Ensure that appropriate level of instructional support is available (e.g. paraprofessional, guidance counselors)</li> </ul>		
<ul style="list-style-type: none"> <li>✓ <b>Action Step – CAHSEE Preparation</b> Ensure students have access to appropriate CAHSEE preparation programs during intersession.</li> </ul>		
<ul style="list-style-type: none"> <li>✓ <b>Action Step – Paraprofessionals – Learning Strategies</b> Provide training opportunities for bilingual staff to develop the strategies needed to assist students in the classroom.</li> </ul>		
<ul style="list-style-type: none"> <li>➤ <b>STRATEGY: Parent Involvement Programs</b> Further expand parent involvement programs to ensure access to community programs, parent education courses, and parenting support for parents of immigrant students.</li> </ul>		
<ul style="list-style-type: none"> <li>✓ <b>Action Step – Facilitators</b> Provide training opportunities for bilingual staff to develop the skills needed to facilitate parent courses and skill development.</li> </ul>		
<p><b>Goal 5A: Increase Graduation Rates:</b> IUSD has met the state required target will continue to monitor and implement instructional programs to ensure English learners will reach or surpass state targets.</p>	On-going	