

**Goal 1: Proficiency in English/Language Arts (ELA) and Mathematics 1a -1f**  
**Performance Goal 1a**  
**Improvement Area: Proficiency in Reading/ELA**

SMART Goal: In 2012, our district had 75.6% of our students score proficient or advanced on the ELA CST, a growth from 68.1% in 2009. For the next five years, students will grow to by at least 4% annually until reaching at least 95.6% by 2017.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Provide high quality professional development on ELA Common Core State Standards and instructional practices, including those that meet the needs of students with disabilities, EL students, and other students who are not meeting AYP.	#1 Provide two-day summer institute for teachers to gain knowledge of CCSS, and examine current instructional materials for alignment.	08/07/13 - 08/08/13	Williams Shepard Vijayendran	- Select participants - Determine location - Organize materials - Determine outcomes	06/13 06/13 7/13 7/13	Williams Shepard Vijayendran	Refer to Goal 2C Strategy 2	Title II Title III
	# 2 Train teacher leaders in grades K-8 using a "training of trainer" model to conduct workgroups throughout the year to support the implementation of CCSS.	08/01/13-06/01/14	WestEd Williams Shepard	- Select teacher trainers - Finalize dates, times, locations, and training outcomes with WestEd	05/13 06/13	WestEd Williams Shepard	Refer to Goal 2D	Staff Development Funding
	#3 Develop CCSS units of study that address the needs of all learners, including the unique needs of students with disabilities and subgroups that missed AYP.	08/07/13 - 06/10/17	Williams Shepard	- Identify teacher leaders at all grade levels to develop units of study - Provide professional development on creating/developing CCSS units of study	10/13 10/13	Williams Shepard	Refer to Goal 2D	Staff Development Funding
	#4 Implement a system of coaching support at school sites.	08/07/13-06/10/14	Williams Shepard	- Train and build coaches' expertise on coaching methods and CCSS in ELA	09/13	Williams Shepard	Refer to Goal 2C Strategy 1	Parcel Tax Title II Title III Title I EIA

Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
As recommended by WestEd, ensure all teachers have the support necessary to implement the core instructional materials for reading/English/language arts.	#1 Continue implementation fidelity of K-6 MacMillan-McGraw-Hill California Treasures and 7-8 McDougal-Littel/Holt,Rhinehart & Winston Literature.	08/07/13-06/10/14	Williams Shepard	- Administrators continue to observe implementation of materials - As recommended by the District Leadership Team, develop a common definition of implementation fidelity	06/14 09/13	Williams Shepard	No funding required	No funding required
	#2 Identify instructional gaps in adopted materials and identify Common Core materials needed to align resources, including intervention materials for students with disabilities, EL students, and other high priority students not meeting AYP.	06/01/13-06/01/15	Williams Shepard Vijayendran	- <b>Identify teachers who will participate in a Common Core Materials Committee</b> - Schedule teacher committee to evaluate current materials and provide recommendations for additional resources - Survey teacher committee for recommendations for "bridge" or supplemental resources - Administrators meet with teachers to determine support for materials implementation. - Purchase additionally needed resources and materials	01/14 04/14 04/14 06/14 06/14	Williams Shepard Vijayendran	Refer to Goal 2B	Lottery

Strategy #3	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Utilize classroom instructional practices that prepare students with 21st Century Skills, including collaboration, communication, creativity, and critical thinking. Incorporate various tools and strategies, including technology, to help students reach the goal of being career and college ready.	#1 Construct a vision for students' usage of technology for learning.	08/01/13-06/01/17	Deguara  District Technology Committee	- Set dates for 5 technology committee meetings during the school year - Revise district technology plan	08/30/13 03/14	Deguara	\$4,000	Staff Development Funding
	#2 Conduct high quality professional development on 21st century teaching and learning, including Project Based Learning	06/01/13-06/01/14	Williams Shepard Vijayendran	- Hold 3 days of PBL PD during the summer of 2013 - Send cohort of teachers and administrators to PBL World in	06/13 07/13	Williams Shepard Vijayendran	Refer to Goal 1B Strategy 3	EIA Title 1

	(PBL).			Napa, CA - Plan and calendarize the professional development offerings for the 2013-2014 school year - Calendarize and plan Twilight sessions for the 2013-2014 school year	08/13  08/13			
	#3 Identify classrooms around the district that exemplify PBL and utilize those classrooms as teaching labs for teachers and administrators to visit and learn from.	08/01/13-06/01/14	Administrators	- Communicate school happenings to teachers and administrators across the district	06/14	Principals	No funding required	No funding required

Strategy #4	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
As recommended by WestEd, use lesson objectives and have teachers post them in their classrooms and use them to drive their instruction.	#1 Train and coach teachers, coaches, and administrators on the development of clear and effective objectives, including how to write an objective driven by a focus on higher order Depths of Knowledge and how to write objectives with measurable outcomes that can yield data to inform subsequent lessons.	08/01/13-06/01/15	WestEd	- Determine professional development plan for training teachers, coaches, and administrators	08/13	Shepard Vijayendran Williams	Refer to Goal 2C	Parcel Tax Title III Title 1 EIA
	#2 Monitor the use of objectives, including the quality of the objective and how it is used.	08/01/13-06/01/15	Administrators Coaches Teachers	- Train administrators, coaches and teachers on how to monitor the use and effectiveness of objectives	06/14	Administrators Coaches Teachers	\$5,000	Staff Development

Strategy # 5	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Provide ongoing training for teachers on CCSS aligned assessment development and the use of data to ensure the success of a multi-tiered system of support model. This ongoing training will specifically address the unique needs of students with disabilities and subgroups that missed AYP.	#1 Use assessments to determine student learning needs and intervention or enrichment as needed.	08/01/13-06/01/15	Shepard Vijayendran Williams Kishimoto MacLean WestEd	- Train leaders and teachers across the district on how to interpret data from assessments to make changes to instructional practices. - Train leaders and teachers across the district on how to interpret data from assessments to address the needs of SWD and EL students.	12/14  12/14	Shepard Vijayendran Williams Kishimoto MacLean	\$15,000	Title II
	#2 Ensure that teachers receive ongoing coaching to continually strengthen practices for using data to inform instruction.	08/01/13-06/01/15	Shepard Vijayendran Williams Kishimoto MacLean WestEd	- Train coaches on data analysis and connections to instructional practice and implications for needs of SWD and EL students	12/14	Shepard Vijayendran Williams Kishimoto MacLean WestEd	Refer to Goal Refer to Goal 1A Strategy 5 Action 1  Refer to Goal 2C	Title II  Parcel Tax Title III Title 1 EIA
	#3 Teachers create short and medium cycle lesson-embedded assessments to inform instruction, including where to differentiate to meet the needs of students with disabilities and English learners.	01/01/14-06/01/17	Teachers Administra tors Shepard Vijayendran Williams Kishimoto MacLean WestEd	- Provide professional development on creating lesson-embedded assessments - Provide professional development on creating differentiated assessments for SWD and EL students	01/14  01/14	Teachers Administra tors Shepard Vijayendran Williams Kishimoto MacLean WestEd	Refer to Goal 1A Strategy 5 Action 1	Title II

**Performance Goal 1b**  
**Improvement Area: Proficiency in Math**

SMART Goal: In 2012, our district had 75.8% of our students score proficient or advanced on the math CST, a growth from 71.6% in 2009. For the next five years, students will grow by at least 4% annually until reaching at least 95.8% by 2017.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Provide high quality professional development on Math Common Core State Standards and instructional practices, including those that meet the needs of students with disabilities, EL students, and other students who are not meeting AYP.	#1 Provide a two-day summer institute for teachers to gain knowledge of CCSS, develop units and examine current instructional materials for alignment.	08/07/13 - 08/08/13	Williams Shepard Vijayendran	- Select participants - Determine location - Organize materials - Determine outcomes	06/13 06/13 07/13 07/13	Williams Shepard Vijayendran	Refer to Goal 2C Strategy 2	Title II Title III
	#2 Train teacher leaders grades K-8 using a "training of trainer" model to conduct workgroups throughout the year to support the implementation of CCSS.	08/01/13-06/01/14	WestEd Williams Shepard	- Select teacher trainers - Finalize dates, times, locations, and training outcomes with WestEd	05/13 06/13	WestEd Williams Shepard	Refer to Goal 2D	Staff Development Funding
	#3 Develop CCSS units of study that address the needs of all learners, including the unique needs of students with disabilities and subgroups that missed AYP.	08/07/13 - 06/10/17	Williams Shepard	- Identify teacher leaders at all grade levels to develop units of study - Provide professional development on creating/developing CCSS units of study	10/13 10/13	Williams Shepard	Refer to Goal 2D	Staff Development Funding
	#4 Implement a system of coaching support at school sites.	08/07/13-06/10/14	Williams Shepard	- Train and build coaches' expertise on coaching methods and CCSS in ELA	09/13	Williams Shepard	Refer to Goal 2C Strategy 1	Parcel Tax Title II Title III Title I EIA

Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Ensure all teachers have the support necessary to implement the core instructional materials for Math.	#1 Continue implementation fidelity of: K-5 Houghton-Mifflin California Math, 6-7 Glencoe/MacMillan-McGraw-Hill California Mathematics Concepts, Skills and Problem Solving, 8 Glencoe/MacMillan-McGraw-Hill California Algebra 1 and California Algebra Readiness	08/07/13-06/10/14	Williams Shepard	- Administrators continue to observe implementation of materials - As recommended by the District Leadership Team, develop a common definition of implementation fidelity	06/14 09/13	Williams Shepard	No funding required	No funding required
	#2 Identify instructional gaps in adopted materials and identify Common Core materials needed to align resources, including intervention materials for students with disabilities, EL students, and other high priority students not meeting AYP.	06/01/13-06/01/15	Williams Shepard Vijayendran	- Identify teachers who will participate in a Common Core Materials Committee - Schedule teacher committee to evaluate current materials and provide recommendations for additional resources - Survey teacher committee for recommendations for "bridge" or supplemental resources - Administrators meet with teachers to determine support for materials implementation. - Purchase additionally needed resources and materials	01/14 04/14 04/14 06/14 06/14	Williams Shepard Vijayendran	Refer to Goal 2B	Lottery

Strategy #3	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
As recommended by WestEd, utilize classroom instructional practices that prepare students with 21st Century Skills, including collaboration, communication, creativity, and critical thinking. Incorporate various tools and strategies, including technology, to help students reach the goal of being career and college ready.	#1 Construct a vision for students' usage of technology for learning.	08/01/13-06/01/17	Deguara District Technology Committee	- Set dates for 5 technology committee meetings during the school year - Revise district technology plan	08/13  03/14	Deguara	\$4,000	Staff Development Funding
	#2 Conduct high quality professional development on 21st century teaching and learning, including Project Based Learning (PBL)	06/01/13-06/01/14	Williams Shepard Vijayendran	- Hold 3 days of PBL PD during the summer of 2013 - Send cohort of teachers and administrators to PBL World in Napa, CA - Plan and calendarize the professional development offerings for the 2013-2014 school year - Calendarize and plan Twilight sessions for the 2013-2014 school year	06/13  07/13  08/13  08/13	Williams Shepard Vijayendran	Refer to Goal 1B Strategy 3	EIA Title 1
	#3 Identify classrooms around the district that exemplify PBL and utilize those classrooms as teaching labs for teachers and administrators to visit and learn from.	08/01/13-06/01/14	Williams Shepard Vijayendran Administrators	- Communicate school happenings to teachers and administrators across the district	06/14	Williams Shepard Vijayendran Principals	No funding required	No funding required

Strategy #4	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
As recommended by WestEd, use lesson objectives and have teachers post them in their classrooms and use them to drive their instruction.	#1 Train and coach teachers, coaches, and administrators on the development of objectives, including how to write an objective driven by a focus on higher order Depths of Knowledge and how to write objectives with measurable outcomes that can yield data to inform subsequent lessons.	08/01/13-06/01/15	WestEd Williams Shepard Vijayendran	- Determine professional development plan for training teachers, coaches, and administrators	08/13	Shepard Vijayendran Williams	Refer to Goal 2C	Parcel Tax Title III Title 1 EIA

	#2 Monitor the use of objectives, including the quality of the objective and how it is used.	08/01/13-06/01/15	Administrators Coaches Teachers Williams Shepard Vijayendran	- Train administrators, coaches, and teachers on how to monitor the use and effectiveness of objectives	06/14	Administrators Coaches Teachers Williams Shepard Vijayendran	\$5,000	Staff Development
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Strategy # 5	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Provide ongoing training for teachers on the use of data to ensure the success of the multi-tiered system of support model, and ensure that they receive ongoing coaching to continually strengthen practices for using data to inform instruction. This ongoing training will specifically address the unique needs of students with disabilities and subgroups that missed AYP and how to differentiate as needed.	#1 Use CCSS aligned assessments to determine student learning needs and interventions or enrichment as needed	08/01/13-06/01/15	Shepard Vijayendran Williams Kishimoto MacLean WestEd	- Train leaders and teachers across the district on how to interpret data from CCSS aligned assessments to make changes to instructional practices, especially for subgroups not meeting AYP.	12/14	Shepard Vijayendran Williams Kishimoto MacLean	\$15,000	Title II
	#2 Ensure that teachers receive ongoing coaching to continually strengthen practices by using data to inform instruction.	08/01/13-06/01/15	Shepard Vijayendran Williams Kishimoto MacLean WestEd	- Train coaches on data analysis and connections to instructional practice and implications for needs of SWD and EL students	12/14	Shepard Vijayendran Williams Kishimoto MacLean WestEd	Refer to Goal 1A Strategy 5 Action 1  Refer to Goal 2C	Title II  Parcel Tax Title III Title 1 EIA
	#3 Teachers create short and medium cycle lesson-embedded performance based assessments to inform instruction, including where to differentiate to meet the needs of students with disabilities and English learners.	01/01/14-06/01/17	Teachers Administrators Shepard Vijayendran Williams Kishimoto MacLean WestEd	-Identify teacher leaders at all grade levels to identify/create a district performance based assessment bank - Provide professional development on creating/developing/identifying CCSS aligned performance based assessments	01/14  01/14	Teachers Administrators Shepard Vijayendran Williams Kishimoto MacLean WestEd	Refer to Goal 1A Strategy 5 Action 1	Title II



## **Performance Goal 1c**

### **Improvement Area: Proficiency of High Priority Students**

SMART Goal:

In 2012, our district had 61.7% of our Black students score proficient or advanced on the ELA CST, a growth from 50.5% in 2009. For the next five years, students will meet the criteria for safe harbor each year and grow to 63% in 2013 until reaching at least 79% by 2017.

In 2012, our district had 51.9% of our Black students score proficient or advanced on the math CST, a growth from 49.5% in 2009. For the next five years, students will meet the criteria for safe harbor each year and grow to 54% in 2013 until reaching at least 70% by 2017.

In 2012, our district had 51.7% of our Hispanic students score proficient or advanced on the ELA CST, a growth from 43.3% in 2009. For the next five years, students will meet the criteria for safe harbor each year and grow to 56% in 2013 until reaching at least 72% by 2017.

In 2012, our district had 50.3% of our Hispanic students score proficient or advanced on the math CST, a growth from 46.2% in 2009. For the next five years, students will meet the criteria for safe harbor each year and grow to 54% in 2013 until reaching at least 70% by 2017.

In 2012, our district had 57.2% of our Socioeconomically Disadvantaged students score proficient or advanced on the ELA CST, a growth from 45.4% in 2009. For the next five years, students will meet the criteria for safe harbor each year and grow to 61% in 2013 until reaching at least 77% by 2017.

In 2012, our district had 58.7% of our Socioeconomically Disadvantaged students score proficient or advanced on the math CST, a growth from 49.5% in 2009. For the next five years, students will meet the criteria for safe harbor each year and grow to 62% in 2013 until reaching at least 78% by 2017.

In 2012, our district had 64.4% of our English Learners students score proficient or advanced on the ELA CST, a growth from 52.9% in 2009. For the next five years, students will meet the criteria for safe harbor each year and grow to 67% in 2013 until reaching at least 83% by 2017.

In 2012, our district had 69.9% of our English Learners students score proficient or advanced on the math CST, a growth from 62.4% in 2009. For the next five years, students will meet the criteria for safe harbor each year and grow to 72% in 2013 until reaching at least 88% by 2017.

In 2012, our district had 44.7% of our Students with Disabilities students score proficient or advanced on the ELA CST, a growth from 34.5% in 2009. For the next five years, students will meet the criteria for safe harbor each year and grow to 49% in 2013 until reaching at least 65% by 2017.

In 2012, our district had 42.2% of our Students with Disabilities students score proficient or advanced on the math CST, a growth from 36.7% in 2009. For the next five years, students will meet the criteria for safe harbor each year and grow to 51% in 2013 until reaching at least 67% by 2017.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
As recommended by WestEd. Adopt a multi-tiered system of support, inclusive of robust, differentiated core classroom instruction, and customized interventions and enrichment opportunities, to ensure students are fluidly moving between and across academic programs based on unique needs.	#1 Use convening sessions with a broad stakeholder group to discuss current multi-tiered system of support practices that exist at individual schools and collectively redefine the meaning of intervention and enrichment.	08/15/13-12/31/13	Williams Shepard Kishimoto MacLean	- Set date/location for meeting(s) - Determine stakeholders - Determine the agenda	08/13	Williams Shepard Kishimoto MacLean	\$1,000	Curriculum Development
	#2 Use the results of the convening session to drive the development of a multi-tiered system of support model that meets the needs of diverse learners, to be adopted for district-wide implementation.	01/01/14-06/30/17	Williams Shepard Kishimoto MacLean	- Evaluate the findings from the convening session, including the best practices identified district-wide - Compare district-wide best practices with national results on multi-tiered system of support best practices - Document a unique multi-tiered system of support model based on the findings from district and national best practices. - Convening group shares the newly documented model district-wide - Adopt the multi-tiered system of support model for district-wide implementation	02/14  02/14  03/14  04/14  05/14	Williams Shepard Kishimoto MacLean	\$2,000	Curriculum Development
	#3 Use assessments to determine student learning needs, including students with disabilities and English learners, and determine intervention or enrichment in a multi-tiered system of support.	08/01/13-06/01/15	Williams Shepard Kishimoto MacLean	- Train leaders and teachers across the district on how to use data from CCSS aligned assessments to make changes to instructional practices in order to meet the needs of diverse learners, SWD and ELs.. - Provide ongoing training for teachers on the use of data to ensure the success of the multi-tiered system of support model.	05/14  05/14	Williams Shepard Kishimoto MacLean	\$5,000	Teacher Quality
	#4 Teachers create short and medium cycle lesson-embedded assessments to inform instruction to meet the needs of diverse learners, including the unique	01/01/14-06/01/17	Teachers Administra tors Shepard Vijayendran	- Provide professional development on creating lesson-embedded and differentiated assessments for SWD, EL, and other students not meeting AYP.	01/14	Teachers Administra tors Shepard Vijayendran	Refer to 2C Strategy 1	Parcel Tax Title III Title 1 EIA

	needs of students with disabilities and subgroups that missed AYP.		Williams Kishimoto MacLean WestEd			Williams Kishimoto MacLean WestEd		
	#5 Develop CCSS units of study that address the needs of all learners, including the unique needs of students with disabilities and subgroups that missed AYP.	08/07/13 - 06/10/17	Williams Shepard	- Train leaders and teachers across the district on how to develop CCSS units of study that meet the needs of all students, specifically diverse learners and students not meeting AYP.	10/13	Williams Shepard	\$2,000	Curriculum Development
	#6 Implement a system of coaching support at school sites.	08/07/13-06/10/14	Williams Shepard	- Train and build coaches' expertise on coaching methods, differentiated instruction, multi-tiered system of support and ELD standards.	09/13	Williams Shepard	Refer to 2C Strategy 1	Parcel Tax Title III Title 1 EIA

Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Ensure all teachers have the support and materials to implement the core intervention materials for reading/English language arts and Math.	#1 Identify instructional gaps in adopted intervention materials to align with CCSS for students with disabilities, EL students, and other high priority students not meeting AYP.	06/01/13-06/01/15	Williams Shepard Vijayendran Kishimoto Maclean	- Research and vet CCSS-aligned resources and materials.  - Purchase additionally needed resources and materials.	01/14  09/14	Williams Shepard Vijayendran Kishimoto Maclean	Refer to Goal 2B	Lottery

Strategy #3	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Provide professional development on Equity and Culturally and Linguistically Responsive teaching and learning.	#1 Continue to promote Equity and Culturally and Linguistically Responsive pedagogy within the Beginning Teacher Support and Assessment (BTSA) program professional development plan.	9/1/2013-06/01/15	Vijayendran Williams	- Include CLR lessons and discussion time as part of each monthly BTSA network meeting.	05/14	Williams Vijayendran Ortiz Hansen-Vera Doxie	\$4,000.00  \$9,600	EIA/Title 1  BTSA
	#2 Offer professional development on Equity and Culturally and Linguistically Responsive teaching to teachers and administrators	09/01/13-06/01/15	Williams Vijayendran	- Set dates and times for professional development	08/14	Williams Vijayendran	Refer to Action 1	EIA/Title 1

Strategy #4	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Provide professional development on strategic and intensive interventions in ELA and math, and other subjects identified through student performance data, including processes for student transitions in and out of these interventions based on ongoing monitoring and review of student achievement results.	#1 Create professional development modules to clarify and define strategic and intensive interventions across the system, and determine precisely how teachers will provide these types of interventions, including research-based instructional strategies.	08/07/14 - 06/10/17	Shepard Kishimoto Williams Coaches	- Develop timeline for modules creation - Calendarize professional development sessions	08/14  10/14	Shepard Kishimoto Williams Coaches	Refer to 2C Strategy 1	Parcel Tax Title III Title 1 EIA
	#2 Create professional development modules to provide broad support for differentiated classroom instructional strategies, based on student assessment results, and best practices for leveled instruction in core classes after assessments are administered.	08/07/14 - 06/10/17	Shepard Kishimoto Williams Coaches	- Develop timeline for modules creation - Calendarize professional development sessions	08/14  10/14	Shepard Kishimoto Williams Coaches	Refer to 2C Strategy 1	Parcel Tax Title III Title 1 EIA

## Performance Goal 1d

### Improvement Area: Effective Teaching and Administration

SMART Goal: By the end of the 2013-2014 school year, all schools will be at *Full Implementation* on both the “EESD Common Core State Standards Curricular Implementation Rubric” and *Full Implementation* of the “EESD Common Core State Standards Pedagogical Practices Rubric.”

By the end of the 2014-2015 school year, all schools will be at *Innovation* on both the “EESD Common Core State Standards Curricular Implementation Rubric” and *Innovation* of the “EESD Common Core State Standards Pedagogical Practices Rubric.”

By the end of the 2015-2016 school year, all schools will be at *Sustainability* on both the “EESD Common Core State Standards Curricular Implementation Rubric” and *Sustainability* of the “EESD Common Core State Standards Pedagogical Practices Rubric.”

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
As recommended by WestEd, implement a high quality system (defined autonomy, clear roles and responsibilities, etc.) for implementation of Common Core State Standards to improve classroom instruction.	#1 Teachers, administrators and district leadership collaboratively develop a vision and processes to ensure fidelity to the new Common Core academic program across the district	08/15/13-11/01/13	Shepard Williams Vijayendran Kishimoto MacLean	- Identify members of committee	08/13	Shepard Williams Vijayendran Kishimoto MacLean	\$2,000	Staff Development Funding
				- Schedule meeting dates and times	08/13			
				- Communicate vision and processes to all stakeholders	11/13			
	#2 Identify and formalize expectations for a high quality implementation system.	08/15/13-11/01/13	Shepard Williams Vijayendran Kishimoto MacLean	- Schedule meeting dates and times	11/13	Shepard Williams Vijayendran Kishimoto MacLean	\$2,000	Staff Development Funding
				- Communicate expectations to all stakeholders	11/13			

Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Provide high quality professional development on Common Core State Standards and instructional practices.	#1 Provide a two-day summer institute for teachers to gain knowledge of CCSS, develop units and examine current instructional materials for alignment.	08/07/13-08/08/13	Williams Shepard Vijayendran	- Select participants	06/13	Williams Shepard Vijayendran	Refer to Goal 2C Strategy 2	Title I Title III
				- Determine location	06/13			
				- Organize materials	07/13			
	#2 Provide a Common Core summer institute for administrators.	06/12/13-06/14/13	Williams Shepard Vijayendran	- Determine Outcomes	07/13	Williams Shepard Vijayendran	\$40,000	EIA Title II
				- Determine location	05/13			
				- Determine Outcomes	05/13			
				- Finalize dates, times, locations, and training outcomes with WestEd	05/13			

	#3 Train teacher leaders using a “training of trainer” model to conduct workgroups throughout the year on CCSS.	06/12/13-06/01/14	Williams Shepard Vijayendran	- Select teacher trainers - Finalize dates, times, locations, and training outcomes with WestEd	06/13 06/13	Shepard William/ WestEd	Refer to Goal 2D Action 3	Staff Development Funding
	#4 Provide ongoing professional development on CCSS and instructional practices.	06/12/13-06/01/17	Williams Shepard Vijayendran Kishimoto Deguara	-Determine topics -Determine dates and times	11/13 11/13	Williams Shepard Vijayendran Kishimoto Deguara	\$20,000	Title II

Strategy #3	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
As recommended by WestEd, implement a system of coaching	#1 Select coaches based on proven excellence in the classroom.	04/01/13-06/01/13	Shepard Schmitt Principals	- Determine qualifications and placement procedures for coaches - Announce application process - Observe candidates teaching a lesson in their classes - Select coaches	04/13 0413 05/13 06/13	Shepard Schmitt Principals	Refer to Goal 2c Strategy 1	Parcel Tax Title III Title 1 EIA
	#2 Establish a system of expectations and guidelines for coaches.	03/15/13-08/31/13	Gomez Principal Advisory Committee WestEd Shepard Williams Vijayendran Kishimoto Deguara MacLean Coaches	- Determine coaches’ guidelines, roles, and responsibilities	08/13	Gomez Principal Advisory Committee WestEd Shepard Williams Vijayendran Kishimoto Deguara MacLean Coaches	No funding required	No funding required
	#3 Train and build coaches’ expertise on coaching methods, CCSS content, unit development, assessment, multi-tiered systems of support, research-based math, ELA and EL instructional practices, and PLCs.	06/12/13-06/01/14	WestEd Shepard Williams Vijayendran Kishimoto Deguara MacLean	- Schedule professional development for coaches	08/13	WestEd Shepard Williams Vijayendran Kishimoto Deguara MacLean	\$50,000	Title II
	#4 Train administrators on coaching methods and assessment tools as well as expectations and	09/01/13-12/31/13	WestEd Shepard Williams	- Schedule professional development for administrators	08/13	WestEd Shepard Williams	No funding required	No funding required

	roles of coaches using a model of defined autonomy.		Vijayendran Kishimoto Deguara MacLean			Vijayendran Kishimoto Deguara MacLean		
	#5 As recommended by WestEd, devise a structure for PLCs and data-driven conversations at each school site using a system of defined autonomy.	09/01/13-12/31/13	Coaches Principals Shepard Williams	- Determine coaches' guidelines, roles, and responsibilities	12/13	Coaches Principals Shepard Williams	Refer to Goal 1C Strategy 3 Action 3	Title II

Strategy #4	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
As recommended by WestEd, use lesson objectives and have teachers post them in their classrooms and use them to drive their instruction.	#1 Train and coach teachers, coaches, and administrators on the development of objectives, including how to write an objective driven by a focus on higher order Depths of Knowledge and how to write objectives with measurable outcomes that can yield data to inform subsequent lessons.	08/01/13-06/01/15	Shepard Vijayendran Williams WestEd	- Determine professional development plan for training teachers, coaches, and administrators on writing objectives with measurable outcomes.. - Determine professional development plan for training teachers, coaches, and administrators on Depths of Knowledge.	08/13  08/13	Shepard Vijayendran Williams	Refer to Goal 2C ELA	Parcel Tax Title III Title 1 EIA
	#2 Monitor the use of objectives, including the quality of the objective and how it is used, and provide additional support as needed.	08/01/13-06/01/15	Shepard Vijayendran Williams Administrators Coaches Teachers	- Train administrators, coaches, and teachers on how to monitor the use and effectiveness of objectives.	06/14	Administrators Coaches Teachers Williams Shepard Vijayendran	Refer to Goal 1A Strategy 4	Staff Development

Strategy #5	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Have an intentional focus on the Common Core and incorporate Common Core into all aspects of the Beginning Teacher Support and Assessment (BTSA) program to help EESD new teachers solidify their understanding and practice of Common Core best practices.	#1 Include CCSS best practices as part of the 2013-2014 professional development plan for BTSA teachers	8/01/13 6/01/14	Vijayendran	- Create agendas and outcomes for monthly network meetings.	08/13	Vijayendran	\$500 (materials)	BTSA

	#2 Require BTSA teachers to use the EESD Common Core State Standards Pedagogical Practices Rubric as one piece of guiding research when implementing their inquiry project and require them to reference CCSS on their C-documents as evidence.	8/01/13-6/01/14	Vijayendran	- Update BTSA inquiry rubric	08/13	Vijayendran Doxie Hansen-Vera Ortiz	No funding required	No funding required
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## Performance Goal 1e

### Improvement Area: Involvement, Implementing, Monitoring

SMART Goal All strategies in the LEA plan will be rated as at the *Initial Implementation* stage at the end of June 2013 and rated as at the *Fully Implementation* stage at the end of June 2016.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
As recommended by WestEd, district and site leaders twice each trimester in elementary sites and quarterly in middle school sites collect site data using the EESD Common Core State Standards Curricular Implementation Rubric and EESD Common Core State Standards Pedagogical Practices Rubric.	#1 Teachers, administrators and district leadership collaboratively create the EESD Common Core State Standards Pedagogical Practices Rubric and EESD Common Core State Standards Curricular Implementation Rubric.	6/13/13-12/01/13	Shepard Williams Deguara	- Invite team to create implementation norms and rubrics - Review, revise and finalize rubrics - Provide professional development for all administrators, teachers and instructional assistants on the implementation norms and rubrics	08/13 09/14 10/14	Shepard Williams Deguara Kishimoto	\$2,000	Title II
	#2 Annually conduct two implementation checks at all elementary schools each trimester.	11/13-06/16	Shepard Williams Deguara Kishimoto Administrators	- Schedule walkthroughs - Assign team members	10/13 10/13	Shepard Williams Deguara Kishimoto	No funding required	No funding required
	#3 Annually conduct one implementation check at all middle schools each quarter	11/13-06/16	Shepard Williams Deguara Kishimoto Administrators	- Schedule walkthroughs - Assign team members	10/13 10/13	Shepard Williams Deguara Kishimoto	No funding required	No funding required

Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Establish processes to increase levels of district office and site collaboration, communication, transparency, and ensure a unity of purpose.	#1 Ensure that a transparent and effective decision-making system that is mission driven is in place to drive all decisions that ultimately influences instruction.	07/01/13-11/31/13	Gomez Shepard	-Facilitate a process for district and site leaders to build norms of collaboration, communication and unity that all can commit to -Meet frequently in early implementation to ensure processes are successful	11/13 10/13	Gomez Shepard	No funding required	No funding required

	#2 Clarify systems for allocating resources at school sites.	07/01/13-11/31/13	Gomez Shepard Yang Principal Advisory Committee	- Develop a flowchart for resource allocation	12/13	Gomez Shepard Yang Principal Advisory Committee	No funding required	No funding required
	#3 Develop an organizational communication structure.	07/01/13-11/31/13	Gomez Shepard Deguara Principal Advisory Committee	- Develop a flowchart for district communication.	12/13	Gomez Shepard Deguara	No funding required	No funding required
	#4 Establish a district wide system of program review, to grow and support thriving programs and change or eliminate programs that are not meeting the needs of students.	09/01/13-06/01/17	Shepard Williams Kishimoto MacLean Deguara	- Develop protocol for program review  -Establish schedule	08/13  09/13	Shepard Williams Kishimoto MacLean Deguara	No funding required	No funding required
	#5 Annually review procedures for determining and collaborating on professional development offerings between district departments and sites.	06/01/13-07/15/17	Shepard Vijayandran Williams Kishimoto MacLean Deguara	- Review current professional development offerings - Develop and administer a survey to determine needs - Evaluate PD offerings and recommendations ensuring alignment to student data	05/13 05/13 09/14	Shepard Vijayandran Williams Kishimoto MacLean	No funding required	No funding required

Strategy #3	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
As recommended by WestEd, develop a formal system of accountability, utilizing multiple measures, to ensure that teachers are getting high quality formative feedback on their teaching between evaluations and to ensure that there are increases in student achievement.	#1 Use a coaching model to provide reflective feedback to teachers	08/07/13-06/10/14	Williams Shepard Coaches	- Train and build coaches' expertise on coaching methods.	01/14	Williams Shepard	Refer to Goal 2c Strategy 1	Parcel Tax Title III Title 1 EIA

	#2 Use district implementation rubrics to provide feedback to teachers.	11/01/13-06/01/16	Shepard Williams Deguara Kishimoto Administrators	- Schedule walkthroughs - Schedule meetings to provide feedback to teachers individually and as a staff	01/14	Shepard Williams Deguara Kishimoto	No funding required	No funding required
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**Performance Goal 1f**  
**Improvement Area: Support Schools in Corrective Action**

SMART Goal By August 2016, Katherine Smith Elementary School, Dove Hill Elementary School, Montgomery Elementary School, and O.B. Whaley Elementary School will exit Program Improvement by making AYP two consecutive years in a row.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Restructure Katherine Smith	#1 Select teaching staff	03/15/12-04/01/12	Schmitt Shepard	- Establish application process - Determine staff	02/12 03/12	Schmitt Shepard	No funding required	No funding required
	#2 Define new instructional program	04/20/12-05/31/12	Shepard Brengard	- Research existing project based learning focused schools	05/12	Shepard Brengard	No funding required	No funding required
	#3 Provide PD for teachers on PBL	06/10/12-08/31/12	Brengard Williams Shepard	- Determine teachers to attend PBL World in Napa, CA - Schedule week long summer PBL training for all teachers	05/12 06/12	Brengard Williams Shepard	\$80,000	Title 1
	#4 Provide PD for teachers on Equity and Culturally and Linguistically Responsive Teaching	09/01/13-06/01/15	Williams Vijayendran	- Schedule Dr. Sharokky Hollie to come to ESD for September inservice day - Schedule additional professional development on CLR and equity	09/12 10/12	Williams Vijayendran	Refer to Goal 1C Strategy 3	EIA Title 1
	#5 Provide PD on Turnaround Schools.	07/15/12-11/15/12	Brengard	- Contact consultant - Schedule presentation - Advertise PD - Apply for NEU Network	06/12 06/12 06/12 06/14	Brengard	\$3,000	Title 1
	#6 Implement Supplemental Educational Services (Knowledge Quest)	10/15/12-06/01/13	Brengard Williams	- Research SES providers - Plan SES Providers Faire - Invite DSLT/DAC and other parents to the fair - Parents select provider - Identify students - Implement initial assessment - Schedule students - Begin classes	10/12 10/12 10/12 10/12 11/12 11/12 11/12	Brengard Williams	\$71,500	Title 1
	#7 Provide intervention services for students performing below proficient in English language arts and/or math: Study Island.	09/2013-05/2013	Brengard Peery	- Assess and identify students for intervention	10/12	Brengard Peery	\$30,000	EIA

Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Montgomery students will receive intervention	#1 Implement Supplemental Educational Services Knowledge Quest	10/15/12-06/15/13	Williams Rucker	- Research SES providers - Plan SES Providers Faire - Invite DSLT/DAC and other parents to the fair - Parents select provider - Identify students - Implement initial assessment - Schedule students - Begin classes	10/12 10/12 10/12 10/12 10/12 11/12 11/12 11/12	Williams Rucker	\$71,500	Title 1
	#2 Provide intervention services for students performing below proficient in English language arts and/or math: Study Island, Fast Forward, and Leveled Literacy Intervention	09/2013-05/2013	Rucker	- Assess and identify students for intervention	10/12	Rucker	\$30,000	EIA

Strategy #3	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Dove Hill students will receive intervention	#1 Implement Supplemental Educational Services (Knowledge Quest)	09/01/13-05/31/13	Williams Principals	- Research SES providers - Plan SES Providers Faire - Invite DSLT/DAC and other parents to the fair - Parents select provider - Identify students - Implement initial assessment - Schedule students - Begin classes	05/13	Williams Principals	\$71,500	Title 1
	#2 Provide intervention services for students performing below proficient in English language arts and/or math: Study Island, Fast Forward, Leveled Literacy Intervention and Reading Assistance	09/2013-05/2013	Ortega Fong	- Assess and identify students for intervention	10/12	Ortega Fong	\$30,000	EIA
	#3 Provide PD for teachers on Equity and Culturally and Linguistically Responsive Teaching	09/01/13-06/01/15	Williams Vijayendran	- Schedule Dr. Sharokky Hollie to come to ESD for September inservice day - Schedule additional professional development on CLR and equity	09/12 10/12	Williams Vijayendran	Refer to Goal 1C Strategy 3	EIA Title 1

Strategy #4	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
O.B.Whaley students will receive intervention.	#1 Provide intervention services for students performing below proficient in English language arts and/or math: Study Island, Fast Forward, Leveled Literacy Intervention and Reading Assistance	09/2013-05/2013	Corpus Lara	- Assess and identify students for intervention	10/12	Corpus Lara	\$30,000	EIA
	# 2 Provide PD for teachers on Equity and Culturally and Linguistically Responsive Teaching	09/01/13-06/01/15	Williams Vijayendran	- Schedule Dr. Sharokky Hollie to come to ESD for September inservice day - Schedule additional professional development on CLR and equity	09/12 10/12	Williams Vijayendran	Refer to Goal 1C Strategy 3	EIA Title 1

## Performance Goal 2a

### Improvement Area: Annual Progress Learning English

SMART Goal: By (June, 2014), the percentage of English learners learning English will increase from 68.7% to 70%, in order to move toward state defined growth expectations as measured by CELDT. Evergreen School District met this goal and assures that the district will continue its efforts to support English Learners in meeting this goal.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Provide differentiated instruction that ensures that our Language Learners are making one years growth annually.	# 1 Teachers will continue to work with English learners effectively.	03/05/13-06/01/17	Principals Williams Shepard	<ul style="list-style-type: none"> <li>- At the site level, identify best practices within the classrooms and determine if the strategies are being effective</li> <li>- At the district level, progress will be monitored by DELCCo (District English Learner Coordinating Council)using local and state assessments.</li> <li>- Programs for selected students will be adjusted based on the data analyzed.</li> <li>- Continue to internalize CCSS</li> </ul>	03/31/13  03/31/13  03/31/13  06/01/17	Principals Williams Shepard	See Goal 2C ELA Strategy 1	EIA

## Performance Goal 2b

### Improvement Area: English Proficiency

SMART Goal: • By (June 2016), the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 36% to 46%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.  
 By (June 2016), the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 56% to 67%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
ELD instruction will enhance students' English language acquisition. The district will ensure that teachers incorporate the new ELD standards aligned with Common Core State Standards. Through district-wide professional development that will be provided by WestEd.	#1 The WestEd team will provide a Training of Trainer (TOT) model to a selected group of teachers who will then provide training to all teachers in the district to understand the alignment of the ELD and Common Core State Standards. Teachers will apply these standards to their instructional planning in order to build English learners' language proficiency. Teachers will also learn how to integrate the ELD standards in the content areas.	08/05/13 - 05/30/14	Williams Shepard	- Establish contract with WestEd - Schedule dates and locations for TOT and district work groups - Identify teachers and TOSAs to attend TOT - Prepare materials - Develop and administer evaluation	08/13 08/13 08/13 08/13 06/14	Williams Shepard	Refer to Goal 2D	Parcel Tax Title II Title III Title I EIA
	#2 Identify instructional gaps in materials and seek input for additional supplementary (expository) materials to support English Learners in grades 3-8.	08/01/13-06/30/14	Williams Shepard	- Identify materials review team - Review materials and check for gaps - Attend instructional materials fair - Purchase materials if needed	05/13 06/13 09/12 03/13		\$40,000	Lottery
	#3 Summative/Formative assessments will be collected and analyzed three times a year to monitor the progress of ELs in ELD. The district will form a cohort that will include members from the District English Learner Coordinating Council (DELCCo) to develop the criteria for student work samples for summative assessments.	08/20/13-06/13/14	Williams Shepard	- Form a cohort for developing criteria for student work samples - Present student work sample criteria to administrators and teachers - Send reminders to administrators for student work sample reviews - Coaches and teachers collect/review work samples - Sites will review and submit a sample of reviewed work to the district - DELCCo members meet and analyze random samplings of student work sample data to note trends and determine needed support	05/13 06/13 08/13 06/14 06/14 06/14	Williams Shepard Vijayendran	Refer to Goal 2C ELA Strategy 1	Parcel Tax Title II Title III Title I EIA



Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Monitor Implementation Of Program and Strategies	#1 Teachers, administrators and district leadership collaboratively create the EESD Common Core State Standards Pedagogical Practices Rubric and EESD Common Core State Standards Curricular Implementation Rubric. Support for English Learners will be embedded into the rubrics and the rubrics will be used for monitoring the implantation of the ELD and core programs and research-based strategies.	08/01/13-06/01/16	Shepard Williams Deguara Kishimoto	- Invite team to create implementation norms and rubrics - Review, revise and finalize rubrics - Provide professional development for all administrators, teachers and instructional assistants on the implementation norms and rubrics	08/13 09/14 10/14	Shepard Williams Deguara Kishimoto	\$2,000	Title II
	#2 Monitor Implementation	09/30/13 06/30/14	Williams Shepard Deguara Kishimoto	- Schedule walkthroughs - Assign team members - Meet to review implementation data - Modify programs and instruction based on findings	10/13 10/13 06/14 06/14	Shepard Williams Deguara Kishimoto	No funding required	No funding required

## Performance Goal 2c

### Improvement Area: AYP For EL Subgroup: English Language Arts

SMART Goal: By June 2014, the percentage of English learners attaining proficiency in reading/language arts will increase from 67% to 70%, as measured by the CST, CMA, CAPA, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Support Reading/Language Arts through scaffolded instruction: All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be implementing CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how English learners can access academic content, and how the ELD standards are addressed within the context of CCSS.	#1 Increasing scaffolding using research-based strategies: The District English Learner Coordinating Council (DELCCo) with selected teachers will receive professional development focused on techniques that will scaffold learning and provide differentiated instruction, i.e. modeling, tapping into prior knowledge, frontloading vocabulary, allowing students the opportunity to practice their language.	08/06/13-05/30/14	Williams Shepard Coaches Principals	- Determine strategies that are most impactful - Schedule professional development - Monitor implementation strategies	03/13 08/13 09/14	Williams Shepard Coaches Principals	\$50,000 \$50,000 \$200,000 \$50,000 \$150,000 (for coaching)  \$9,145 (DELCCo Meetings)	Parcel Tax Title II Title III Title I EIA
	#2 Provide a two day summer institute for teachers to gain knowledge of CCSS, develop units and examine current instructional materials for alignment to determine gaps, and consider applicable, research-based strategies to ensure that ELs are able to effectively access curriculum.	08/07/13-08/08/13	Williams Shepard Vijayendran	- Plan summer institute - Select participants - Locate training site and create training schedule - Prepare and administer evaluation - Feedback	05/13 06/13 07/13 08/13 09/13	Williams Shepard Deguara Vijayendran	\$5,000  \$5,000 stipends, resources	Title III  Title 1

Strategy #2 (From Design Plan)	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Monitor Implementation of Program and Strategies	#1 Teachers, administrators and district leadership collaboratively create the EESD Common Core State Standards Pedagogical Practices Rubric and EESD Common Core State Standards Curricular Implementation Rubric. Support for English Learners will be embedded into the rubrics and the rubrics will be used for monitoring	6/13/13-12/01/13	Shepard Williams Deguara Kishimoto	- Invite team to create implementation norms and rubrics - Review, revise and finalize rubrics - Provide professional development for all administrators, teachers and instructional assistants on the implementation norms and rubrics	08/13 09/14 10/14	Shepard Williams Deguara Kishimoto	\$2,000	Title II

	the implantation of the ELD and core programs and research-based strategies.							
	#2 Monitor Implementation	09/30/13-06/30/14	Williams Shepard	- Schedule walkthroughs - Assign team members - Meet to review implementation data - Modify programs and instruction based on findings	10/13 10/13 06/14 06/14	Shepard Williams Deguara Kishimoto	No funding required	No funding required

Strategy #3 (From Design Plan)	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Determine which particular areas of language appear to contribute to the stalled progress of these students. The analyses will also help identify high leverage areas for instructional emphasis in both ELD and English language arts instruction for Long Term English Learners.	#1 Students (K-8) will receive intensive ELD instruction, which allows them to be engaged in collaborative, interpretive, and productive academic uses of language using rigorous grade level texts and practices.	03/10/13 - 05/14/14	Williams Shepard	- Review the 6 year longitudinal study data - Review recommendations from WestEd and define the areas of focus - Review current strategies for ELD instruction - Ensure coaches and teachers use self-reflection to analyze student performance - Plan and provide intervention for developing language proficiency	03/13 03/13 05/13 05/13 09/13 06/13 06/13	WestEd Williams Shepard Vijayendran	No funding required	No funding required
	#2 Each school principal will identify English learners to receive intervention to improve their skills in English Language Arts. The school will provide intervention classes to targeted English Learners who are 2 years below grade-level in ELA. The focus of the intervention will be reading, comprehension, vocabulary, and writing.	09/22/13 - 05/03/14	Williams Shepard Principals Coaches	- Coaches provide strategies for teachers - Site and district administrators review data - Identify and schedule students and assessments - Identify materials and professional development - Administer assessment, collect, and analyze data - Review and analyze benchmark data of identified ELs	08/13 08/13 08/13 09/13 09/13 11/14	Williams Shepard Principals	\$12,000	Title 1

## Performance Goal 2c

### Improvement Area: AYP For EL Subgroup: Mathematics

By June 2014, the percentage of English learners attaining proficiency in Mathematics will increase from 70% to 75 %, as measured by the CST, CMA, CAPA and/or order to move toward state defined expectations for proficiency in Mathematics.

By June 2014, the LEA will meet the 95% participation rate for English learners assessed in mathematics.

Strategy #1 (From Design Plan)	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
All English learners will receive daily mathematics instruction that is challenging, rigorous, and targeted to support their success using district adopted basic core and supplemental support instructional materials. Differentiated instruction will be provided.	#1 The Instruction Department will ensure that all students are provided differentiated instruction and have access to standards-based mathematics and materials.	08/20/13-06/15/14	Williams Shepard Principals	- Review mathematics standards and instructional materials and determine needs	08/13	Williams Shepard Principals	No funding required	No funding required
				- Identify supplemental materials -Ensure adequate instructional minutes	09/13 05/14			
	#2 Provide a two day summer institute for teachers to gain knowledge of CCSS, develop units and examine current instructional materials for alignment to determine gaps, and consider applicable, research-based strategies to ensure that ELs are able to effectively access curriculum.	08/07/13-08/08/13	Williams Shepard Vijayendran West Ed	- Select participants - Determine location - Organize materials - Determine Outcomes - Develop and administer evaluation	06/13 06/13 07/13 07/13 08/13	Williams Shepard Vijayendran	Refer to Goal 2C Strategy 2	Title 1 Title III

Strategy #2 (From Design Plan)	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
The EESD Common Core State Standards Pedagogical Practices Rubric and EESD Common Core State Standards Curricular Implementation Rubric will be created and utilized.	#1 Teachers, administrators and district leadership collaboratively create the EESD Common Core State Standards Pedagogical Practices Rubric and EESD Common Core State Standards Curricular Implementation Rubric. Support for English Learners will be embedded into the rubrics and the rubrics will be used for monitoring the implantation of the ELD and core programs and research-based strategies.	6/13/13-12/01/13	Shepard Williams Deguara Kishimoto	- Invite team to create implementation norms and rubrics - Review, revise and finalize rubrics - Provide professional development for all administrators, teachers and instructional assistants on the implementation norms and rubrics	08/13 09/14 10/14	Shepard Williams Deguara Kishimoto	\$2,000	Title II

Strategy #3	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
English learners will be provided instruction that will enable them to move toward proficiency in math.	#2 Develop English learners conceptual understanding, making sure students (K-8) are learning and retaining the critical information they need to succeed at higher levels.	08/05/14-05/03/14	Coaches Principals Williams Shepard	- Provide student data reports to sites and district administrators for review	08/13	Coaches Principals Williams Shepard	Refer to Goal 2C ELA Strategy 1	Parcel Tax Title II Title III Title I EIA
				- Identify EL students for individual instructional needs	08/13			
				- Coaches provide ELD strategies for teachers	09/13			
				- Provide additional professional development as needed	10/13			
				- Ensure small group differentiated math instruction	11/13			
				- Review local and state assessment data of identified ELs	05/14			

Strategy #4	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Determine which particular areas of language appear to contribute to the stalled progress of these students. The analyses will also help identify high leverage areas for instructional emphasis in both ELD and English language arts instruction for Long Term English Learners.	#1 Students will receive intensive ELD instruction, which allows them to be engaged in collaborative, interpretive, and productive academic uses of language using rigorous grade level texts and practices.	08/01/13-06/01/17	Williams Shepard Vijayendran	- Review the WestEd 6 year longitudinal study data, recommendations, and define area of focus	03/13	Williams Shepard Vijayendran	\$17,000	EIA
				- Review current strategies and data	05/13			
				- Develop a LTEL Plan for intervention for developing language proficiency	09/13			
				- Coaches provide LTEL support for teachers	10/13			

**Performance Goal 2d**  
**Improvement Area: High Quality Professional Development**

SMART Goal: By Aug.2014, 100% of LEA teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics.

By June 2014, 100% of LEA administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Common Core State Standards and ELD Standards Alignment: The district will provide high quality professional development to ensure that teachers incorporate the Common Core State Standards and the new ELD standards in their daily instructional practice.	#1 The WestEd team will provide a Trainer of Trainer (TOT) model K-8 to the Teachers on Special Assignment (TOSAs) and a selected group of teachers who will then provide training to all teachers in the district to understand the alignment of the ELD and Common Core State Standards.	08/05/13-05/30/14	Williams Shepard Deguara	- Establish contract with WestEd	08/13	Williams	\$19,000	Staff Development Funding
				- Schedule dates and locations for TOT and district work groups	08/13			
				- Identify teachers and TOSAs to attend TOT	08/13			
				- Prepare materials	08/13			
- Develop and administer evaluation	08/13	Cowdery						

Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Evergreen will continue to provide high quality professional development for administrators. The focus of the professional development will allow expansion of knowledge of the next generation ELD Standards and the alignment with CCSS.	#1 Strengthen PD focus on ELs through the collaboration with WestEd and teacher and administrator input. Strengthen professional development opportunities to ensure high quality and an emphasis on research-based strategies for English learners. All site administrators will participate in scheduled professional development.	08/05/13-05/15/14	Williams Shepard	- Provide a 4-day PD for administrators on ELA/math CCSS and new ELD standards	08/13	Williams Shepard	\$40,000	Title II
				- Survey participants to determine effectiveness of 4 day PD	08/13			
				- Analyze and respond to feedback	08/13			

**Performance Goal 2e**  
**Improvement Area: Parent and Community Participation**

SMART Goal: By June 2014, Evergreen School District will improve and increase parent outreach strategies so that 50% of EL parents are active participants in the education of their children.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Parents have equitable educational access to all programs. The Family Engagement Framework will be shared with parents. Additionally, the district will use the implementation rubric from the Family Engagement Framework for empowering and mobilizing parents to reach the highest level of parent engagement that will result in improved student achievement.	#1 Through the collaboration with parents, teachers, administration and the community, the district will implement the Family Engagement Framework that will strengthen our parent involvement opportunities to ensure that parents play an active role in supporting student achievement.	03/05/13-05/30/14	Williams Principals	<ul style="list-style-type: none"> <li>- Present framework and rubrics to administrators</li> <li>- Site administrators develop a Family Engagement plan</li> <li>- Submit plan to district office for review</li> <li>- Report plans to ELAC and DELAC</li> <li>- At site and district levels, monitor Family Engagement plans</li> </ul>	05/13 09/13 10/13 12/13 05/14	Williams Principal	\$250	Title 1
	Through the collaboration with teacher and administration, and parent input, the district categorical department will provide educational opportunities to ensure that parents are able to acquire knowledge and tools that will empower them to improve their child's social, emotional development and academic achievement.	03/05/13-05/30/14	Williams	<ul style="list-style-type: none"> <li>- Identify Long Term English Learners</li> <li>- Schedule and host a focus group meeting and classes throughout the year.</li> <li>- Develop a differentiated learning plan</li> <li>- Monitor progress of parent participation</li> <li>- Host data chats to determine effectiveness of parent involvement</li> <li>- Present summary of data chats</li> </ul>	03/13 09/13 10/13 05/14 05/14 05/14	Williams	\$14,094	EIA/Title 1

## Performance Goal 2f

### Improvement Area: Parental Notification

SMART Goal: By (September 2014), 100% of the schools and the district will have a system in place with multiple strategies to facilitate two-way communication and ensure that all parents have comprehensible materials that include program placement options, program placement notification, English language proficiency levels, academic achievement levels, and redesignation information.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
The district office will provide centralized support for ongoing district-level communication and interaction between schools and parents/families.	#1 The district's categorical program department will translate district documents and provide translators for communication at district events and meetings for Spanish and Vietnamese languages in a timely and high quality manner.	04/05/13 - 05/15/14	Williams	- Recruit and identify translators	08/13	Williams	\$3,411.05	EIA



### CA6 Goal 3: Highly-Qualified Teachers

**Instructions Per ESEA legislation, poor and minority students will not be taught by inexperienced, unqualified or out-of-field teachers at higher rates than other students. Teachers holding Provisional Intern Permits (PIPs) and Short Term Staff Permits (STSPs) may not teach in high poverty and high minority schools.**

SMART Goal: A recent analysis of teacher assignments found that 1 out of 610 teachers is not highly qualified under NCLB regulations. By 2017, 100% of teachers will be highly qualified under NCLB regulations.

Results from our analysis of the distribution of highly qualified teachers indicate that poor and minority children are not taught by inexperienced, under-qualified, or out-of-field teachers at higher rates than are other children in the district. The district will work to ensure that this continues.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Monitor teacher credentials when making school and class placements.	#1 Ensure all teachers meet highly qualified requirements by providing professional development resources, monitoring progress and providing funding support.	08/15/12-06/15/17	Shepard Schmitt	- The Director of Human Resources and the Associate Superintendent will regularly meet to monitor progress of program completion  -The Director of Human Resources will meet regularly with teachers who are not NCLB compliant to ensure that progress toward completion of all requirements is being made.	04/13  08/13	Shepard Schmitt	No funding required	No funding required

Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Continue the practice of recruiting and/or hiring only teachers who are NCLB compliant.	#1 Review placement of teachers assigned to schools with high populations of poor and/or minority students.	4/01/13-09/30/13	Schmitt		09/30/13	Schmitt	No funding required	No funding required

**Rubric for Evaluating Program Improvement Year 3 Corrective Action Revised Local Educational Agency Plan**

**Name of Local Educational Agency (LEA):** \_\_\_\_\_

**Primary Reviewer:** \_\_\_\_\_ **Secondary Reviewer:** \_\_\_\_\_ **Date of Review:** \_\_\_\_\_

**The revised LEA Plan will document:**

- **The implementation of a coherent standards-based/standards-aligned instructional program using instructional materials which may be aligned to Common Core State Standards (CCSS) resources for all students in kindergarten through grade twelve (K–12) in reading/English/language arts, mathematics, and interventions as needed.**
- **How the instructional needs of students not meeting proficiency have been targeted, especially English learners (ELs), students with disabilities (SWDs), and any racial, ethnic, and socioeconomically disadvantaged student groups not meeting proficiency targets.**

- **Appropriate professional development activities, including, but not limited to, professional development focused on standards-based/standards-aligned instruction and materials, implementation of CCSS, and the use of effective instructional strategies.**
- **Steps the LEA is taking to support any of its advancing Program Improvement (PI) schools to restructure and implement school-level corrective action activities.**
- **Implementation of any additional recommendations made by a district assistance and intervention team (DAIT) or other technical assistance provider (for LEAs in the moderate technical assistance category).**

<b>Standards-based/Standards-aligned Instructional Program</b>	<b>No Revisions Needed</b>	<b>Revisions Needed</b>
	<b>Documented in revised LEA Plan</b>	<b>Not addressed in revised LEA Plan</b>
<p><b>The plan addresses the implementation of a coherent standards-based/standards-aligned instructional program using instructional materials which may be aligned to CCSS resources for all students in K–12 in reading/English/language arts, mathematics, and interventions as needed:</b></p>		
<ul style="list-style-type: none"> <li>• <b>Identifies standards-based/standards-aligned core instructional program and instructional materials for each grade span in reading/English/language arts.</b></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Identifies standards-based/standards-aligned core instructional program and instructional materials for each grade</b></li> </ul>		

span in mathematics.		
<ul style="list-style-type: none"> <li>Identifies standards-based/standards-aligned instructional program and instructional materials for interventions as needed.</li> </ul>		
<ul style="list-style-type: none"> <li>Describes specific strategies and actions to support a coherent instructional program in all schools to improve student achievement.</li> </ul>		

<b>Focus on High Priority Students</b>	<b>No Revisions Needed</b>	<b>Revisions Needed</b>
	<b>Documented in revised LEA Plan</b>	<b>Not addressed in revised LEA Plan</b>
<b>The plan targets the instructional needs of students not meeting proficiency targets, especially ELs, SWDs, and any racial, ethnic, and socioeconomically disadvantaged student groups not meeting proficiency targets:</b>		

<ul style="list-style-type: none"><li>● <b>Describes strategies and actions to support the specific needs of ELs in the standards-based/standards-aligned instructional program, if applicable.</b></li></ul>		
<ul style="list-style-type: none"><li>● <b>Describes strategies and actions to support the specific needs of SWDs in the standards-based/standards-aligned instructional program, if applicable.</b></li></ul>		
<ul style="list-style-type: none"><li>● <b>Describes strategies and actions to support the specific needs</b></li></ul>		

<p><b>of other high-priority students not meeting proficiency targets, if applicable.</b></p>		
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<p><b>Appropriate Professional Development</b></p>	<p><b>No Revisions Needed</b></p>	<p><b>Revisions Needed</b></p>
	<p><b>Documented in revised LEA Plan</b></p>	<p><b>Not addressed in revised LEA Plan</b></p>
<p><b>The plan describes appropriate professional development activities, including, but not limited to, professional development focused on standards-based/standards-aligned instruction and materials, implementation of CCSS, and the use of effective instructional strategies.</b></p>		
<p><b>· Describes specific professional development actions focused on the implementation of a coherent standards-based/standards-aligned instructional program.</b></p>		

<ul style="list-style-type: none"> <li>• <b>Describes specific professional development actions focused on the implementation of CCSS.</b></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Describes specific professional development actions focused on the use of effective instructional strategies.</b></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Describes specific professional development actions to ensure effective implementation of the strategic and intensive intervention programs in reading/English/language arts, mathematics, and other subjects as needed.</b></li> </ul>		

<b>Support for Program Improvement Schools</b>	<b>No Revisions Needed</b>	<b>Revisions Needed</b>
	<b>Documented in revised LEA Plan</b>	<b>Not addressed in revised LEA Plan</b>
<b>The plan describes the steps the LEA is taking to support its advancing PI schools to restructure and</b>		

<p><b>implement school-level corrective action activities:</b></p>		
<p><b>Schools in Program Improvement Year 3 (Corrective Action)</b></p>		
<ul style="list-style-type: none"> <li>• <b>Identifies the corrective action(s) assigned to these schools.</b></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Describes the implementation of PI corrective action in individual schools.</b></li> </ul>		
<p><b>Schools in Program Improvement Year 4 (Restructuring/Alternative Governance)</b></p>		



<ul style="list-style-type: none"> <li>Identifies the restructuring plan and includes one of the five restructuring/alternative governance arrangements for each PI Year 4 school.</li> </ul>		
<p>Schools in Program Improvement Year 5 (Restructuring/Alternative Governance)</p>		
<ul style="list-style-type: none"> <li>Describes the implementation of the restructuring/alternative governance plan for each PI Year 5 school that was developed when the school was in PI Year 4.</li> </ul>		

<b>Technical Assistance Recommendations</b>	<b>No Revisions Needed</b>	<b>Revisions Needed</b>
	<b>Documented in revised LEA Plan</b>	<b>Not addressed in revised LEA Plan</b>
<b>The plan describes the steps the LEA is taking to implement any additional recommendations made by a DAIT or other technical assistance provider (for LEAs in the moderate technical assistance category):</b>		


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Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
[strategy #2 to achieve SMART Goal goes here- use ideas from needs assessment]...	[action step 1 to implement strategy here]			[task 1 to achieve action step 1] [task 2 to achieve action step 1] [task 3 to achieve action step 1]...				
	[if needed, action step 2 to implement strategy here]			[task 1 to achieve action step 2] [task 2 to achieve action step 2] [task 3 to achieve action step 2]...				
	[if needed, action step 3 to implement strategy here]			[task 1 to achieve action step 3] [task 2 to achieve action step 3] [task 3 to achieve action step 3]...				
	[if needed, action step 4 to implement strategy here]...			[task 1 to achieve action step 4] [task 2 to achieve action step 4] [task 3 to achieve action step 4]...				

**Smart Goal Example from CDE:**

*Example:*

*Our needs assessment showed that only 15.1% of our English learners in our program for more than 5 years scored proficient or above on the CELDT. Our local assessments similarly showed slow progress in English proficiency for this group. There seems to be a plateau at the intermediate level.*

*Our goal is to improve English language proficiency for students in the program more than 5 years to 45% within 3 years (September 2015). To realistically make progress toward this 3-year goal, we will need to achieve at least 25% proficiency for this group by September 2012. We plan to measure progress toward this goal at least quarterly through local assessments until the target is achieved.*

*The “SMART goal” wording of our LEA Plan goal might be as follows:*

*English learners in our district program for more than 5 years will increase English language proficiency from 15.1% to 25% by September 2012 and to 45% by September 2015, as measured by the CELDT.*

To get Safe Harbor: [Safe Harbor - California Department of Education  
www.cde.ca.gov/ta/ac/ay/documents/safeharbor2012.xls](http://www.cde.ca.gov/ta/ac/ay/documents/safeharbor2012.xls)