

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

An increasing percentage of English learners will make annual progress in learning English. By October 31, 2016 the percentage of ELs learning English will increase from 63.4% to 63.9%, in order to continue meeting the state defined growth expectations as measured by CELDT.

Filing Cabinet Count	2	Budgeted:	\$2,346,407.00
Resources and state requirements for this goal Available	3		

STRATEGY Provide Support Staff from Classroom-District

Provide EL Coordinators, TOSAs, and Bilingual Paraprofessionals.

Filing Cabinet Count	1	Budgeted	\$2,346,407.00
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ACTION STEP Program Support: AI Specialist Biligual; BP

Academic Intervention Specialists, Bilingual (AISB) will work with students, parents and sites to ensure all EL are assessed within one week of arriving (initials), they will monitor all ELs and provide regular reports to sites admin and teachers. They will also provide translation/interpretation services for our parents and community. They will be assigned to sites at a 350:1 ratio. This includes reclassified students.

There is no data to indicate that our BPs are effective in improving student achievement. We will, through attrition, not be replacing these positions and instead, provide sits with AISB and provide PD for teachers and principals specific to the support of our English Learners.

The Bilingual Paraeducators will remain at their current sites at a 30:1 ratio for CELDT 1 & 2. As these position are vacated, they will be replaced by the AISB.

Status	In Progress 02/18/2016	Filing Cabinet Count	0
Start-End Dates	05/11/2015 - 06/30/2016	Budgeted	\$1,770,259.00
Timeline Notes	We will begin hiring for the AISB in March 2016 and continue until our expected 30 positions have been filled.		
Persons Responsible	Chris Arnold, Lori Grace, Jacquelyn Moore, Anne Zeman		

ACTION STEP Fine Tune Support Staff for Annual Progress

Twin Rivers Unified - 3476505000000

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

STRATEGY Provide Support Staff from Classroom-District

ACTION STEP Fine Tune Support Staff for Annual Progress

Provide Teacher Coaches for ELD Teachers, who work specifically with the EI Coordinators to pinpoint areas needed for growth and work with teachers to move our students there. Program Specialists, supporting program development, compliance, and data analysis shared with TOSAs, site administration and site ELD, LTEL teachers. Paraeducators provide first language support (L1) to our CELDT Levels 1 and 2. In secondary, the L-1 support will be extended to Long Term English Learners (LTEL). We make every reasonable effort to translate school information and services for parents who may need it.

Status	Completed 02/18/2016	Filing Cabinet Count	0
Start-End Dates	05/22/2015 - 06/30/2016	Budgeted	\$214,236.00
Timeline Notes	We are using an outside consultant, hired two EI Coordinators, and two EL Coordinators.		

Persons Responsible Jacquelyn Moore, Lauren Odell, Anne Zeman

ACTION STEP Technical Support for Academic Achievement

There are software programs designed specifically to raise the level of achievement for English Learners. However, most of our EL students do not have internet access, computers or headsets with microphones that support immediate feedback: understanding and pronunciation of English. Or in the case of our Newcomers, supports their understanding of the basic structure of education in the United States and also access to the content curriculum in their primary language.

Status	Completed 02/18/2016	Filing Cabinet Count	0
Start-End Dates	05/11/2015 - 12/18/2015	Budgeted	\$319,234.00
Timeline Notes	TOAS, Teachers, EL/Categorical Department, Technology evaluate supplementary curricular materials May-June 2015 June 2015 determine appropriate computer devices for newcomers. Determine computer devices for EL classes. June 2015 Purchase July 2015 protocol for checking out devices for newcomers August- 2015 training for teachers, paraeducators September 2015 - disseminate to newcomers. Provide Computers on Wheels for all EL at sites that do not currently have this access.		

Persons Responsible Chris Arnold, Sonya Lewis, Jacquelyn Moore, Anne Zeman

ACTION STEP Dual Immersion Program K-6

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GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

STRATEGY Provide Support Staff from Classroom-District

ACTION STEP Dual Immersion Program K-6

TRUSD will be implementing a Pilot Dual Immersion Program for two sites starting in Kindergarten for the 2015-16 school year. Supply supplementary instructional materials. Each year we will add another Kinder cohort, reaching K-6 in 2021-22.

Status	In Progress 06/08/2015	Filing Cabinet Count	0
Start-End Dates	09/08/2014 - 08/16/2021	Budgeted	\$42,678.00
Timeline Notes	Fall 2014 and Spring 2015 begin trainings for teachers and administration. Spring 2015 Registration of students. Implementation Fall 2015. EL Coordinators and EI TOSAs will help support this program. Measure efficacy and determine next steps.		
Persons Responsible	Chris Arnold, Uve Dahmen, Sonya Lewis, Jacquelyn Moore, Anne Zeman		

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GOAL Goal 2B: AMAO 2 - English Proficiency

An increasing percentage of English learners will attain English language proficiency annually.

By June 2016, percentage of English learners in language instruction educational programs less than 5 years in USA schools attaining English language proficiency will increase from 19.1% to 22.8% in order to continue meeting the 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 (Long Term ELs) attaining English language proficiency will increase from 44.2% to 49.0%, in an effort to move towards the state-defined expectations for meeting the CELDT criterion for English-language proficiency.

Filing Cabinet Count	3	Budgeted:	\$289,633.00
Resources and state requirements for this goal Available	3		

STRATEGY Inventory use of ELD standard materials

Teachers of students in grades K-6 use the newly adopted Treasures program for ELD. National Geographic Inside is utilized for EL students in grades 7-8. National Geographic Edge is utilized for high school EL students in grades 9-12. Textbooks and adopted instructional materials are used as a bridge to Common Core and the new ELD Standards.

Filing Cabinet Count	0
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ACTION STEP Implement new ELD standards and instruction

Fully implement standards-aligned ELA/ELD materials using district adopted core and supplemental materials.

Status	In Progress 02/18/2016	Filing Cabinet Count	0
Start-End Dates	01/06/2016 - 08/15/2017		
Timeline Notes	Inventory of all sites and their use of ELD aligned materials. Completed December 2015		
Tags	T3Y4		
Persons Responsible	Kim Gothier, Sonya Lewis, Jacquelyn Moore		

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GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Inventory use of ELD standard materials

ACTION STEP Implement new ELD standards and instruction

TASKS 2 of 3 Complete

Disseminate ELD Materials	Completed	Due 9/30/2015
Inventory needs for materials and disseminate at appropriate intervals.		Dayna Russell (LEA) , Jacquelyn Moore (LEA) , Kim Gothier (LEA) , Sonya Lewis (LEA)
Schedule ELD instruction delivery	Completed	Due 10/30/2015
A Master Schedule will be submitted by the site administrator. Whenever possible 1x1 meetings with site EL Teams to discuss scheduling prior to building the master schedule.		Jacquelyn Moore (LEA) , Lori Grace (LEA) , Sonya Lewis (LEA)
Monitor ELD Delivery	In Progress	Due 6/3/2016
Principals will monitor ELD strategies. They will have access to the EL Program Evaluation Tools for walk throughs. Selected schools and those who request it will conduct calibrated walk throughs of classes with EL students.		Anne Zeman (LEA) , Jacquelyn Moore (LEA) , Lori Grace (LEA)

STRATEGY Researched based policies for student scheduling

District and site staff will use researched based policies to ensure English Learners are placed in the optimum learning environment.

Filing Cabinet Count 0

ACTION STEP Implement Research Based EL Placement

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GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Researched based policies for student scheduling

ACTION STEP Implement Research Based EL Placement

English Learners Services Department and site staff will place ELs according to CELDT and other assessment data. We will audit EI content area courses to determine if they are effective in meeting the needs of English Learners and also moving all high CELDT 3, and 4, and 5s to mainstreamed classes. We will also works with sites to reclassify students and move them to mainstream classes.

Status	In Progress 04/16/2014	Filing Cabinet Count	0
Start-End Dates	09/30/2015 - 10/31/2016		
Timeline Notes	For the 2015-16 school year, the ELSD worked with admins, sites to clarify effective EL placement. Master schedules for 2016-17 will reflect this changes as well.		
Persons Responsible	Chris Arnold, Lori Grace, Sonya Lewis, Jacquelyn Moore, Dayna Russell, Anne Zeman		

TASKS 8 of 8 Complete

Elementary including K-8	Completed	Due 10/31/2016
Cluster or use cohorts for English Learners by English proficiency in classes. When feasible provide Native Speakers learning.		Anne Zeman (LEA) , Dayna Russell (LEA) , Jacquelyn Moore (LEA) , Sonya Lewis (LEA)
Elementary specific ELD Learning	Completed	Due 12/13/2015
Provide plan for review by EI Coordinators & Director for 30 minutes discrete skill development based on classroom/ data feedback. Plan was designed and implemented. PD for this is continuing.		Anne Zeman (LEA) , Chris Arnold (LEA) , Jacquelyn Moore (LEA) , Sonya Lewis (LEA) , Uve Dahmen (LEA)
Native Speaker	Completed	Due 10/30/2015
World Language placement shall be based on Native Language when available to improve literacy in Native Language. This will continue each year.		Anne Zeman (LEA) , Dayna Russell (LEA) , Jacquelyn Moore (LEA) , Lori Grace (LEA) , Sonya Lewis (LEA)
7th and 8th grade CELDT levels 1 and 2	Completed	Due 10/30/2015
7th and 8th grade CELDT level 1 and 2 are enrolled in Inside Courses, Structured English Immersion(SEI) Math, Physical Education(PE), a semester of SEI History and SEI Science or a year of each.		Dayna Russell (LEA) , Jacquelyn Moore (LEA) , Sonya Lewis (LEA)

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GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Researched based policies for student scheduling

ACTION STEP Implement Research Based EL Placement

<p>7th and 8th grade CELDT levels 3-5</p> <p>7th and 8th grade CELDT level fours and fives are enrolled in ELA, Math, PE, History, Science, and an English based elective. 7th and 8th grade CELDT level threes are enrolled with either ones and twos or fours and fives based on individual data.</p>	<p>Completed</p>	<p>Due 10/30/2015</p>
<p>9th thru 12th grade CELDT levels 1 and 2</p> <p>9th thru 12th grade CELDT level ones and twos are enrolled in Edge courses and four additional courses leading to A-G ready HS Graduation or a precursor course designed to ready CELDT 1/2 to specific A-G courses.</p>	<p>Completed</p>	<p>Due 10/30/2015</p>
<p>9th thru 12th grade CELDT level 3</p> <p>9th thru 12th grade CELDT level threes are enrolled with either ones and twos or fours and fives -based on individual CELDT scores and other data- in Edge courses and four additional courses leading to A-G ready HS Graduation.</p>	<p>Completed</p>	<p>Due 10/30/2015</p>
<p>9th through 12th grade CELDT levels 4-5</p> <p>9th through 12th grade CELDT level fours and fives are enrolled in ELA, a College Prep English Elective and four additional courses leading to A-G ready HS Graduation.</p>	<p>Completed</p>	<p>Due 10/30/2015</p>

STRATEGY Teachers use Effective ELD Strategies

Teachers will incorporate effective, research-based strategies into lesson delivery in order to improve the academic language skills of English learners.

Filing Cabinet Count 0 Budgeted \$289,633.00

ACTION STEP Plan and Implement Effective ELD strategies

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GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Teachers use Effective ELD Strategies

ACTION STEP Plan and Implement Effective ELD strategies

Teachers will implement effective ELD instructional strategies rich in oral development as noted through observing classroom, using the Program walk-throughs form. The instructional strategies will clearly state language development goals and strategies for students to practice productive and receptive skills as outlined in the CCSS for ELA and enforced through the new ELD standards.

Status	In Progress 07/09/2014	Filing Cabinet Count	0
Start-End Dates	01/13/2013 - 06/17/2016	Budgeted	\$289,633.00
Timeline Notes	Provide GLAD Training to create more trainers. Have 8 district GLAD trainers by 10/2016. Use EL TOSAs in classrooms 2015-16. TOSAs will develop teacher cohorts to conduct peer observations June 2016. Conduct walk throughs with site administration		
Tags	T3Y4		
Persons Responsible	Sonya Lewis, Jacquelyn Moore, Lauren Odell, Anne Zeman		

TASKS 0 of 3 Complete

PD provided	In Progress	Due 6/30/2016
Develop schedule for providing PD using district developed ELD CCSS modules. Use My Learning Plan for push out training dates to staff.		Anne Zeman (LEA) , Jacquelyn Moore (LEA) , Lauren Odell (LEA) , Sonya Lewis (LEA)
Collaboratively Plan ELD	In Progress	Due 8/10/2016
Collaboratively plan ELD lessons, research based strategies, and documented in lesson plans.		Anne Zeman (LEA) , Jacquelyn Moore (LEA) , Sonya Lewis (LEA)
Use Riptide for Reading Summer Program, 2015 as a template for this summer work.		
Teacher Cohorts Peer Observation	Not Begun	Due 6/9/2016
TOSAs will develop teacher cohorts to conduct peer observations.		Jacquelyn Moore (LEA)

ACTION STEP Maximize Language Production

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GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Teachers use Effective ELD Strategies

ACTION STEP Maximize Language Production

Strategies will include a variety of opportunities for EL students to produce and practice the English language orally and in writing as described in the new ELD standards and CCSS.

Status	In Progress 05/24/2015	Filing Cabinet Count	0
Start-End Dates	01/03/2013 - 06/30/2016		
Tags	T3Y4		
Persons Responsible	Sonya Lewis, Jacquelyn Moore, Lauren Odell, Anne Zeman		

TASKS 0 of 1 Complete

Collaborative Planning	In Progress	Due 6/30/2016
Teachers collaboratively develop lesson plans for ELD and SDAIE instruction focusing on language production and academic output.		Anne Zeman (LEA) , Jacquelyn Moore (LEA) , Lauren Odell (LEA) , Sonya Lewis (LEA)

ACTION STEP Measured student progress

Assessments to measure student progress in accessing content and acquiring language will be developed through formative and common formative assessments. Benchmarks for math and ELA have been developed and will be used with our EI students.

Status	Not Begun 04/16/2014	Filing Cabinet Count	0
Start-End Dates	06/09/2014 - 06/30/2017		
Timeline Notes	Summer Riptide Program 2015 will help establish the protocol for collaborative lesson design. Once established and formalized through TOSA and EI Coordinator support, ensure it is pushed out to all ELD and Elementary teachers.		
Persons Responsible	Chris Arnold, Uve Dahmen, Sonya Lewis, Jacquelyn Moore, Lauren Odell, Anne Zeman		

TASKS 0 of 1 Complete

Riptide Protocol	In Progress	Due 12/18/2015
Summer Riptide Program 2015 will help establish the protocol for collaborative lesson design. Once established and formalized through TOSA and EI Coordinators' support, it will be pushed out to all ELD and Elementary teachers.		Anne Zeman (LEA) , Jacquelyn Moore (LEA) , Lauren Odell (LEA) , Sonya Lewis (LEA)

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GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Enhanced Support for Long Term English Learners

District and site staff will identify Long Term English Learners (LTEL) and provide teachers with tools to assist them with delivering targeted interventions to their LTEL students. Specialized programs will focus on accelerating the achievement of LTELs.

Filing Cabinet Count 2

ACTION STEP Data for LTELs

The district Assessment and Accountability Department will provide all teachers with multiple sources of data that will work with the EI Coordinators to assist teachers in analyzing reasons for stagnated progress and planning for interventions for LTELs in their classes.

Status	In Progress 05/24/2015	Filing Cabinet Count	0
Start-End Dates	05/25/2015 - 06/30/2016		
Tags	T3Y4		
Persons Responsible	Chris Arnold, Uve Dahmen, Sonya Lewis, Jacquelyn Moore, Lauren Odell, Anne Zeman		

TASKS 0 of 1 Complete

Provide ELD Data Reports and PD	In Progress	Due 6/30/2016
Produce reports and utilize formative assessments in Illuminate for teachers and bilingual paraeducators regarding LTEL, ELD progress to facilitate differentiated planning for effective instruction.		Anne Zeman (LEA) , Chris Arnold (LEA) , Jacquelyn Moore (LEA) , Sonya Lewis (LEA)

ACTION STEP 2. Targeted Support to LTELs

Teachers work with their site EI Team and TOSA to utilize their data reports and plan and deliver targeted interventions that provide opportunities for accelerated language development for LTELs in an expanded settings.

Status	In Progress 10/07/2014	Filing Cabinet Count	5
Start-End Dates	08/20/2015 - 06/12/2016		
Tags	T3Y4		
Persons Responsible	Chris Arnold, Uve Dahmen, Sonya Lewis, Jacquelyn Moore, Anne Zeman		

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GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Enhanced Support for Long Term English Learners

ACTION STEP 2. Targeted Support to LTELs

TASKS 0 of 3 Complete

2.1 Data Reports and Local Access	In Progress	Due 6/30/2016
Provide data and access to Illuminate to teachers regarding LTEL ELD progress for lesson planning.		Anne Zeman (LEA) , Chris Arnold (LEA) , Dayna Russell (LEA) , Jacquelyn Moore (LEA) , Sonya Lewis (LEA) , Uve Dahmen (LEA)
2.4 Student Enrollment	In Progress	Due 9/13/2015
Counselors, site EI team, and site administration will work closely with district staff to enroll LTEL students in ELA/ELD elective courses.		Chris Arnold (LEA) , Dayna Russell (LEA) , Jacquelyn Moore (LEA) , Sonya Lewis (LEA) , Uve Dahmen (LEA)
2.5 Monitor appropriate placement of LTELs	In Progress	Due 3/30/2016
Transcripts of HS EL students will be monitored quarterly for appropriate placement.		Dayna Russell (LEA) , Jacquelyn Moore (LEA) , Sonya Lewis (LEA)

STRATEGY Monitor ELD Program Implementation

Site and district administrators will conduct classroom walk-throughs, using the EL Program Walk Through form, to verify ELD/SDAIE strategies delivered during instruction.

EL TOSAs and site teachers will conduct peer walk throughs as well. The Director and EI Coordinators will conduct program walk throughs.

Filing Cabinet Count 0

ACTION STEP Walk-Throughs

Site administrators and district EI Support Staff will conduct walk-throughs, using EI Program Walk Through form, to verify that ELD/ SDAIE strategies are utilized during instruction.

Status	In Progress 05/17/2015	Filing Cabinet Count	0
Start-End Dates	08/22/2015 - 06/01/2016		
Tags	T3Y4		
Persons Responsible	Sonya Lewis, Jacquelyn Moore, Kathleen Walker, Anne Zeman		

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GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Monitor ELD Program Implementation

ACTION STEP Walk-Throughs

TASKS 0 of 3 Complete

Walk-Through Form	In Progress	Due 9/30/2015
Design walk-through form, conduct 1x1 with site EL teams to get input and refine this form.		Anne Zeman (LEA) , Jacquelyn Moore (LEA) , Kathleen Walker (LEA) , Sonya Lewis (LEA)
Professional Development	In Progress	Due 12/18/2015
Conduct 1x1 meetings with principals and EI support staff on effective EL instructional strategies also found in the walk-through form (walk- throughs conducted by site administrators, EI Director, EI TOSAs, EL Coordinators, EI Teacher Colleagues.		Anne Zeman (LEA) , Jacquelyn Moore (LEA) , Lauren Odell (LEA)
Site Schedules	In Progress	Due 6/9/2016
Principals will develop a Master EL Program Schedule for ELD instruction (K -12). Walk-through site schedule with Elementary, Secondary and/or EL Director, EI Coordinators and other administration will be in place and used at sites a minimum-twice a year		Anne Zeman (LEA) , Dayna Russell (LEA) , Jacquelyn Moore (LEA) , Lauren Odell (LEA)

ACTION STEP 5.2 Placement of EL in Elementary and Secondary

Site administrators and designated central office staff will monitor EL placement for appropriate leveled ELD instruction in elementary. In secondary the monitoring will include monitoring placement for all EL students.

Status	In Progress 05/24/2015	Filing Cabinet Count	0
Start-End Dates	03/17/2014 - 09/19/2016		
Timeline Notes	Will monitor twice a year, first in September then in January.		
Persons Responsible	Sonya Lewis, Jacquelyn Moore, Dayna Russell, Anne Zeman		

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

An increasing percentage of English learners will attain proficiency in Reading/Language Arts annually. By June 2016, the percentage of English learners attaining proficiency in reading/language arts will increase. The baseline measurement will be used from CSS and Smarter Balanced from the 2014-15 school year. Once we establish our base(2014-15 data) we will establish a target for the 2015-16 school year.

By June 2016, the percentage of English learners attaining proficiency in Math will increase. The baseline measurement will be used from CSS and Smarter Balanced from the 2014-15 school year. Once we establish our base(2014-15 data) we will establish a target for the 2015-16 school year.

By June 2016 the LEA will maintain at least the 95% participation rate for English learners assessed in Reading/Language Arts.

Filing Cabinet Count	0	Budgeted:	\$63,925.00
Resources and state requirements for this goal Available	3		

STRATEGY Implementation of CCSS and ELD Standards

Teachers will plan and deliver researched based strategies (e.g.)SDAIE, GLAD(Guided Language Acquisition Design), English Learners and Language Arts. Site and district administrators, Program Specialists, and Teachers on Special Assignment (TOSAs) will monitor ELA and Math instruction, the instructional delivery, pacing, and student work and other student outcomes. Based on the results of formative assessments and already designed benchmark assessments, teachers will make adjustments as needed to improve and refine ELA and Math instruction. Every effort will be made to integrate or apply current math instruction with current science instruction.

Filing Cabinet Count	0
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ACTION STEP Implement CCSS and ELD Standards

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Implementation of CCSS and ELD Standards

ACTION STEP Implement CCSS and ELD Standards

ELA, ELD and math teachers fully implement instruction of CCSS and ELD Standards using both adopted materials and teacher selected materials. Teachers will utilize research-based instruction strategies to include guided and independent practice and checking for understanding.

This will be monitored by the Director, EL TOSAs, who will also provide specific coaching, and the EL Coordinators.

Status	In Progress 02/18/2016	Filing Cabinet Count	0
Start-End Dates	09/24/2015 - 06/02/2017		
Timeline Notes	July 2015- design 2015-16 overview with TOSA, Update with EL Coordinators August 2016, Work with Curricular and instructional TOSA Executive Directors - July-September 2015 to integrate ELD training with ELA and CCSS Math Professional Development.		
Tags	T3Y4		
Persons Responsible	Mary Gerwer, Lori Grace, Sonya Lewis, Jacquelyn Moore, Lauren Odell, Dayna Russell, Kathleen Walker, Anne Zeman		

TASKS 0 of 1 Complete

Disaggregating Data for ELA & Math	In Progress	Due 6/13/2016
Student achievement data for ELA and Math discussed with EL site teams by EL Coordinators, reinforced via coaching by EL TOSAs. Assessment and Accountability Department will work with the Director and EL Coordinators to provide meaningful Data to sites.		Anne Zeman (LEA) , Chris Arnold (LEA) , Dayna Russell (LEA) , Jacquelyn Moore (LEA) , Lauren Odell (LEA) , Lori Grace (LEA) , Sonya Lewis (LEA) , Uve Dahmen (LEA)

STRATEGY Meaningful Instructional time for LTELs

Data (course-grained from CAHSEE, CELDT, Grades) for Long Term English Learners will be prepared for teachers. Teachers will work with the Program Specialists and TOSAs to design and analyze both the course and fine-grained data (formative assessments; interim assessments; review, calibrate, and score student work; Design and Assess Performance Tasks) data to plan and implement appropriate direction and interventions.

Filing Cabinet Count	0	Budgeted	\$63,925.00
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ACTION STEP Summer Literacy Program for LTELs

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Meaningful Instructional time for LTELs

ACTION STEP Summer Literacy Program for LTELs

Students in grades 3-6 who are not making year to year progress on CELDT and LTELs in grades 6-8 will be offered the opportunity to attend an intensive summer program designed to address their specific learning needs with literacy. This thematic program will integrate both math and science standards. Instruction will be based on ELD standards, specialized differentiated instruction methodologies, including SDAIE, GLAD, and science integration.

Status	Completed 02/18/2016	Filing Cabinet Count	0
Start-End Dates	06/22/2015 - 07/17/2015	Budgeted	\$63,925.00
Timeline Notes	Recruit and hire our top teachers May 19, 2015, Provide 20 hours of collaboration time, including a two hour vision and brainstorming session (June 4, 2015), that will provide direction and support for their task this summer-demonstrate literacy growth. A pre and post assessment will be administered and provide some of the feedback necessary to revise next year's summer intervention/enrichment program. If successful, will continue this program for the summer of 2016.		
Tags	T3Y4		
Persons Responsible	Chris Arnold, Sonya Lewis, Jacquelyn Moore, Lauren Odell, Anne Zeman		

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Meaningful Instructional time for LTELs

ACTION STEP Summer Literacy Program for LTELs

TASKS 1 of 3 Complete

Student Identification Identify students not making year to year progress on CELDT in grades 3-5 and LTEL students in grades 6-8.	In Progress	Due 10/31/2014 Chris Arnold (LEA) , Uve Dahmen (LEA)
Recruitment, Notification, and Enrollment Work closely with counselors and school staff to identify students in grades 3-5 that are not making year to year progress on CELDT (and other identified formative assessments) and LTEL students in grades 6-8. Notify parents and review placement.	Completed	Due 1/31/2016 Anne Zeman (LEA) , Chris Arnold (LEA) , Jacquelyn Moore (LEA) , Sonya Lewis (LEA)
Training Provide training for EI Coordinators, Teachers on Special Assignment (TOSAs), site administrators, teachers ensuring the best teachers teach our EL students, effective assessments, fluid path providing movement to the next higher level/course.	Not Begun	Due 2/19/2016 Anne Zeman (LEA) , Chris Arnold (LEA) , Dayna Russell (LEA) , Jacquelyn Moore (LEA) , Lauren Odell (LEA) , Lori Grace (LEA) , Sonya Lewis (LEA) , Uve Dahmen (LEA)

STRATEGY Site goals for EL

Each school site plan will reflect specific goals to address the needs of their EL students as an identified subgroup.

Filing Cabinet Count 0

STRATEGY Reclassification

EL Reclassification process is to be refined for criteria and monitoring purposes. All adequate supports to increase Reclassification of students in TRUSD schools within 3-6 years in the system. Refined Initially Fluent English Proficient (IFEP) and Reclassified Fluent English Proficient (RFEP) monitoring of student progress needs to be in place for sustained student academic success.

Filing Cabinet Count 0

ACTION STEP Reclassification process

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Reclassification

ACTION STEP Reclassification process

Clearly defined reclassification criteria will need to be adjusted to meet the description under CCSS and CELDT (ELPAC). This means providing clear benchmarks for entry and exit EL designation in the system.

Status	In Progress 04/16/2014	Filing Cabinet Count	0
Start-End Dates	11/04/2013 - 06/30/2017		
Timeline Notes	State guidelines are being developed, in the meantime, TRUSD has refined our internal process. 2015-16 is the state timeline to ensure that our reclassification process aligns with the state.		
Persons Responsible	Chris Arnold, Uve Dahmen, Lori Grace, Sonya Lewis, Jacquelyn Moore, Dayna Russell, Anne Zeman		

ACTION STEP Monitoring of Reclassified Students

Clearly establish monitoring of reclassified students. Monitoring checks must happen once a year after reclassification for two consecutive school years after the RFEP/IFEP date. Parent and student must be informed of student progress.

Status	In Progress 04/16/2014	Filing Cabinet Count	0
Start-End Dates	09/11/2015 - 06/09/2016		
Timeline Notes			
Persons Responsible	Chris Arnold, Jacquelyn Moore, Dayna Russell		

STRATEGY Maximize comprehension

Teachers will use research based instructional EL strategies, including strategies designed to increase student engagement.

Filing Cabinet Count 0

ACTION STEP 1. Student Engagement

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GOAL **Goal 2C: AMAO 3 - AYP for EL Subgroup**

STRATEGY **Maximize comprehension**

ACTION STEP **1. Student Engagement**

Teachers will ensure they know their students (academically, and individually- strengths and challenges). Teachers will provide multiple opportunities for students' voice and choice.

Status	In Progress 07/09/2014	Filing Cabinet Count	0
Start-End Dates	08/20/2015 - 06/09/2016		
Timeline Notes	Strategies will be observed on walk-throughs.		
Tags	T3Y4		
Persons Responsible	Sonya Lewis, Jacquelyn Moore, Kathleen Walker, Anne Zeman		

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GOAL Goal 2D: High Quality Professional Development

The TRUSD will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.

By June 2014 -75%% of TRUSD teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency per the new ELD standards and/or achievement in Reading/Language arts and/or Mathematics in the CCSS, as determined by the LEA needs assessment.

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

By June 2014 100% of teachers of English Language Arts/English Language Development will continue to be authorized to teach ELD.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

STRATEGY High Quality Professional Development

Provide staff development for all teachers of ELs to address the new ELD standards as well as the CCSS for ELA and Math.

Filing Cabinet Count	0
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ACTION STEP CCSS Training

The training will address the new ELD standards as well as the CCSS for ELA and math. This training will consist of content specific staff development, training for use of adopted texts and instructional materials, effective student engagement strategies, data analysis instruction and continuing support, differentiated instruction, ELD and SDAIE strategies. Training will incorporate modeling of appropriate instructional strategies as well as numerous opportunities to practice during training and observe best practices of other teachers and trainers.

Status	Completed 09/20/2014	Filing Cabinet Count	2
Start-End Dates	08/20/2015 - 06/09/2016		
Tags	T3Y4		
Persons Responsible	Jacquelyn Moore, Lauren Odell, Kathleen Walker, Anne Zeman		

Twin Rivers Unified - 3476505000000

GOAL **Goal 2D: High Quality Professional Development**

STRATEGY **High Quality Professional Development**

ACTION STEP **CCSS Training**

TASKS 0 of 4 Complete

PD Schedule	In Progress	Due 6/11/2016
PD Schedule is posted on My Learning Plan for teachers to register.		
Training for Trainers	In Progress	Due 6/11/2016
Provide trainers with an understanding and specific strategies of ELD Standards and CCSS for ELA and Math. Ensure GLAD strategies are readily available (K-8) double trainers (from 4-8). Adapt GLAD strategies, provide PD for 9-12.		
Preparation for Trainers	In Progress	Due 6/11/2016
Prepare trainers and order supplies and materials for PD sessions, including GLAD training.		
ELD/ELA Units of Study	In Progress	Due 6/11/2016
Teachers of EL will develop ELD units of study for effective ELD implementation in K-12. They will work with ELA/ELD Curriculum Units to provide all EL students with rigorous course work.		

ACTION STEP **Meeting the needs of LTELs**

Training on meeting the needs of Long Term English Language Learners will be provided throughout the school year. Specific research based strategies will be the catalyst of the content. Courses for LTELs will be offered in 2015-16, on going training will be provided.

Status	In Progress 05/25/2015	Filing Cabinet Count	0
Start-End Dates	09/26/2013 - 06/30/2017		
Persons Responsible	Sonya Lewis, Jacquelyn Moore		

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GOAL Goal 2E: Parent and Community Participation

TRUSD will promote the involvement of parents and community members in the education of English learners.

TRUSD will continue its work with our parents of EL students through our site ELAC committees. Representatives of each ELAC committee will participate in our District ELAC Team, working to ensure full support for our students' growth. This includes a review and input for the SPSA and our Title III Plan.

We also know that support of parents' educational growth impacts students' achievement. To that end, we have provided Parent Institute for Quality Education (PIQE), CBET, Parent University, Latino Literacy Program, CABE, California Common Core State Standards(CCSS) information and information specific to ELL's: California English Language Development Test/English Language Proficiency Assessments for California (CELDT/ ELPAC), placement, and A-G requirements.

Filing Cabinet Count	0	Budgeted:	\$86,510.00
Resources and state requirements for this goal Available	1		

STRATEGY TRUSD will provide clear & timely communication

TRUSD will provide numerous and varied methods of communication with parents to increase their awareness of school programs and their opportunities and incentives to participate more fully in their children's education.

Filing Cabinet Count	1
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ACTION STEP 1. Web pages and School Loop

All schools and teachers will be monitored in their upkeep of current notices and student information on their schools web pages and School Loop, a program available for parents to stay informed about their children's classes and assignments and communicate with teachers specifically about their children's progress in their classes.

Status	Completed 09/19/2014	Filing Cabinet Count	0
Start-End Dates	06/30/2014 - 06/29/2018		
Timeline Notes	TRUSD uses School Loop, allowing parents to access students' academic progress. Websites for each department are found on the TRUSD website.		

GOAL **Goal 2E: Parent and Community Participation**

STRATEGY **TRUSD will provide clear & timely communication**

ACTION STEP **1. Web pages and School Loop**

Tags T3Y4

Persons Responsible Chris Arnold, Sonya Lewis, Jacquelyn Moore, Rudy Puente

ACTION STEP **2. Automated all call messages to families**

School administrators and staff will communicate weekly with parents to inform them of school program information as well as individualized messages about students. Whenever possible, messages will be done in the students' language.

Status In Progress 05/25/2015 Filing Cabinet Count 0

Start-End Dates 06/30/2014 - 07/01/2016

Tags T3Y4

Persons Responsible Jacquelyn Moore, Rudy Puente

ACTION STEP **3. Translated notifications**

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GOAL Goal 2E: Parent and Community Participation

STRATEGY TRUSD will provide clear & timely communication

ACTION STEP 3. Translated notifications

All mandated informational notices will be communicated to parents, whose primary language other than English represents 15% or more of the student population, will have translation and interpretation services.

Status	Completed 04/16/2014	Filing Cabinet Count	0
Start-End Dates	05/10/2015 - 06/29/2018		
Tags	T3Y4		
Persons Responsible	Jacquelyn Moore, Rudy Puente		

STRATEGY Build Parent Capacity

Site administrators and school staff will offer trainings and meetings in order to increase parent capacity to participate in school programs, understand the curriculum and assessments, and to assist their children to achieve in their schoolwork.

Filing Cabinet Count	0	Budgeted	\$86,510.00
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ACTION STEP 1. Trainings for School Committees

TRUSD district staff does offer training each year for participation on school site councils, English Learner Advisory Committee (ELAC), Parent Advisory Committee (PAC) and District English Advisory Committee (DELAC) as well as any other committee available for parent participation at the district, site levels and non-profit private schools.

Status	Completed 05/25/2015	Filing Cabinet Count	0
Start-End Dates	06/26/2015 - 06/30/2017		
Tags	T3Y4		
Persons Responsible	Yolanda Falkenberg, Sonya Lewis, Jacquelyn Moore, Rudy Puente		

ACTION STEP 2. Informational Meetings and Retreats

The District, schools, and teachers sponsor annual Back-to-School night, Open House, Annual Title I Meeting, Special Program Information Meetings or Fairs in order to share information and encourage parents to increase their participation at the classroom, school, and district levels.

Status	In Progress 06/23/2015	Filing Cabinet Count	8
Start-End Dates	06/26/2015 - 06/30/2017		
Tags	PI_Yr3, SWD		
Persons Responsible	Jacquelyn Moore, Rudy Puente		

ACTION STEP 3. Community Based English Tutoring

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GOAL Goal 2E: Parent and Community Participation

STRATEGY Build Parent Capacity

ACTION STEP 3. Community Based English Tutoring

TRUSD will offer Community Based English Tutoring as requested by sites and parents.

Status	In Progress 07/09/2014	Filing Cabinet Count	1
Start-End Dates	02/28/2013 - 06/30/2016	Budgeted	\$41,530.00
Tags	T3Y4		
Persons Responsible	Jacquelyn Moore, Dayna Russell, Anne Zeman		

TASKS 1 of 2 Complete

3.1 Interest Survey	Completed	Due 4/21/2016
Conduct an interest survey for parents via a Needs Assessment process at least once a year. Use that survey to determine supports needed by our parents.		
		Jacquelyn Moore (LEA)

3.2 Class Schedules	In Progress	Due 6/30/2016
Schedule and hold classess.		
		Anne Zeman (LEA) , Dayna Russell (LEA) , Jacquelyn Moore (LEA)

ACTION STEP Literacy Program

Program designed to increase literacy at home through parent training and guided practice.

This is a 6-week course that will be offered through out the district, for PK-12.

Status	Not Begun 06/23/2015	Filing Cabinet Count	0
Start-End Dates	09/01/2015 - 05/13/2016	Budgeted	\$44,980.00
Persons Responsible	Yolanda Falkenberg, Jacquelyn Moore		

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GOAL Goal 2F: Parental Notification

The LEA will provide required communications to parents in a timely manner.

By June 2016 the LEA will continue to provide parents of ELs with the following information regarding their children, in a language parents can understand:

- o identification as EL;
- o program placement options;
- o program placement notification;
- o English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used;
- o academic achievement level;
- o redesignation information; and
- o 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) & (b) and 3302(a) through (c)]

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

STRATEGY Parent Notification Requirements

TRUSD will continue to provide all required parent notifications within the required timelines.

Filing Cabinet Count	0
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ACTION STEP 1. Updates and Revisions

DELAC will review the required notifications to EL parents and make recommendations to improve communication. The EL Department will create and revise required parent notifications as needed to stay up to date.

Status	In Progress 06/23/2015	Filing Cabinet Count	0
Start-End Dates	07/01/2015 - 07/01/2018		
Timeline Notes	Annual notices are reviewed and revised before each distribution.		
Tags	T3Y4, Parent		
Persons Responsible	Jacquelyn Moore		

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GOAL Goal 5A: Increase Graduation Rates

Graduation rates for 2014 show that 77% is the graduation rate overall. The district graduation rate for English Learners is 72.8%.

By 2015, our goal is to meet the graduation rate of 79% and 74% for district-wide and English Learners respectively.

Filing Cabinet Count	1	Budgeted:	\$361,597.00
Resources and state requirements for this goal Available	1		

STRATEGY Supplemental Support and Intervention Services

Identified EL students, along with all other subgroups, will receive supplemental support and multi tiered intervention systems to support reading, writing, academic language, and/or credit recovery.

Additionally, Long Term EL (LTEL) students in grades 7-12 will be placed into LTEL classes and English based elective classes to increase performance on the CELDT, prepare students for middle and high school courses, and stay on track for four year high school graduation.

Filing Cabinet Count	0	Budgeted	\$361,597.00
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ACTION STEP 1. Support for ELs

Extended learning through after school tutoring, summer programs, will provided targeted, intensive intervention to accelerate the graduation rate for ELs. Teacher training includes but is not limited to Area III Writing training for teachers specific to EL learners, GLAD Training, and LTEL students. The Summer of 2016 will also include incoming 2nd -12th grade literacy programs.

Status	In Progress 07/09/2014	Filing Cabinet Count	0
Start-End Dates	05/03/2015 - 07/31/2016	Budgeted	\$18,240.00
Timeline Notes	Timeline includes planning and training for teachers and support staff.		
Tags	T3Y4		
Persons Responsible	Jacquelyn Moore, Craig S. Murray, Lauren Odell, Dayna Russell, Anne Zeman		

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GOAL Goal 5A: Increase Graduation Rates

STRATEGY Supplemental Support and Intervention Services

ACTION STEP 1. Support for ELs

TASKS 0 of 4 Complete

1.1 Student Identification Identify LTEL students for specific courses and supports.	In Progress	Due 6/9/2016 Anne Zeman (LEA) , Chris Arnold (LEA) , Dayna Russell (LEA) , Jacquelyn Moore (LEA)
1.3 After School Programs Schedule after school tutoring.	In Progress	Due 7/28/2016 Anne Zeman (LEA) , Craig S. Murray (LEA) , Dayna Russell (LEA) , Jacquelyn Moore (LEA)
1.4 Supplemental Program Computerized programs for grades TK-12, including but not limited to: Online-coach, Imagine Learning, and Scientific Learning.	In Progress	Due 7/1/2016 Anne Zeman (LEA) , Craig S. Murray (LEA) , Dayna Russell (LEA) , Jacquelyn Moore (LEA)
Training Includes but not limited to Area III Writing Training for teachers specific to EL learners.	In Progress	Due 7/30/2015 Jacquelyn Moore (LEA) , Lauren Odell (LEA)

ACTION STEP 2. Data Reports and Analysis

Teachers and counselors will be provided regular data reports for identification, placement, planning, and modification of instruction and interventions of EL and LTEL students. EL Coordinators will work with our Assessment and Accountability Department and sites to identify data that is indicative of progress, collaboratively analyze that data, and determine their next steps to support the site and students.

Status	In Progress 06/09/2015	Filing Cabinet Count	0
Start-End Dates	08/21/2015 - 06/30/2016		
Timeline Notes	Data information will be updated after each grade reporting period.		
Tags	T3Y4		
Persons Responsible	Chris Arnold, Uve Dahmen, Jacquelyn Moore, Lauren Odell, Anne Zeman		

ACTION STEP 3. Increase support for credit deficient students

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GOAL Goal 5A: Increase Graduation Rates

STRATEGY Supplemental Support and Intervention Services

ACTION STEP 3. Increase support for credit deficient students

Supplemental Instruction (Credit Recovery) will be offered outside the regular school day and during summer sessions.

Status	In Progress 07/09/2014	Filing Cabinet Count	0
Start-End Dates	09/07/2015 - 12/30/2017		
Tags	T3Y4		
Persons Responsible	Jacquelyn Moore		

TASKS 0 of 1 Complete

3.1 Credit Recovery	In Progress	Due 6/9/2016
Ed Services Department utilizes Program Specialists, coordinate counselors to schedule students, look at data reports to determine eligibility and enrollment, register and set up logistics of facilities, teachers, and schedules.		Chris Arnold (LEA) , Jacquelyn Moore (LEA)

ACTION STEP 4. Targeted Support to LTEL's

Data and Assessment will provide a list of LTELs for secondary that have been in TRUSD for more than 4+ years. Use Illuminate to produce quarterly reports for teachers regarding LTEL ELD progress information and planning tools to teachers. Ensure effective bilingual para support is available for LTELs.

Status	In Progress 07/09/2014	Filing Cabinet Count	0
Start-End Dates	06/30/2015 - 12/30/2017		
Tags	T3Y4		
Persons Responsible	Chris Arnold, Jacquelyn Moore		

ACTION STEP Intervention for EL and LTEL Students

Design and implement a summer program for incoming 9 -12 grade. Content area courses design for the needs of EL and LTEL. It will include conceptual understanding, academic vocabulary and writing.

This will require collaborative course design and the goal is to have these courses provide elective credit.

Status	Not Begun 06/23/2015	Filing Cabinet Count	0
Start-End Dates	07/01/2015 - 08/12/2016	Budgeted	\$343,357.00
Persons Responsible	Chris Arnold, Uve Dahmen, Lori Grace, Jacquelyn Moore, Craig S. Murray, Lauren Odell, Dayna Russell		

GOAL Goal 5A: Increase Graduation Rates

STRATEGY Supplemental Support and Intervention Services

ACTION STEP LTEL ELA Course Development

Develop an ELA/ELD course for secondary LTEL students who have exited Inside and Edge courses to increase success in content mainstream courses.

Status	Completed 06/11/2015	Filing Cabinet Count	0
Start-End Dates	03/29/2013 - 06/11/2015		
Timeline Notes	Developed and implemented 2014-15 school year.		
Tags	T3Y4		
Persons Responsible	Graciela Garcia-Torres, Lori Grace, Jacquelyn Moore		

Twin Rivers Unified - 3476505000000

GOAL Goal 5B: Decrease Dropout Rates

The district dropout rate was 21.8 in 2011-12. Our goal is have fewer than 10% of students dropping out for any reason by June, 2015. Our goal for English learners is to have fewer than 10% dropping out for any reason by June, 2015.

Filing Cabinet Count	1
Resources and state requirements for this goal Available	1

STRATEGY Extended School - Alternative Ed

Increasing student participation in Extended Learning programs to both provide credit recovery and goal setting toward college or career and college visits. This program has proven effective based on last summers data. Last year, summer 2012, 11 students from Alternative Education were able to graduate by the end of the summer. The number of mid-year graduates increased by almost 50% based on the extended year program. Our goal is to continue and expand this program to serve a greater number of High Priority students across the district.

Filing Cabinet Count	0
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ACTION STEP Plan and implement Extended Year at all Alt School

Extended year is 20 days, 5 days a week, 4 weeks, including one day (Friday) devoted to build student engagement, goal setting, fostering youth development and sharing information about post -secondary school and career options.

Status	Completed 09/20/2014	Filing Cabinet Count	0
Start-End Dates	03/18/2013 - 08/30/2013		
Timeline Notes	Alternative Education Extended Year program planning begins March of each school year and culminates in 4 weeks of instruction ending prior to August.		
Persons Responsible	Rudy Puente		

TASKS 0 of 1 Complete

Coordination	Not Begun	Due 4/30/2013
Schedule, enroll students, hire and train teachers, acquire facilities, arrange transportation for fieldtrips, order curriculum and instructional materials, update transcripts, etc.		Rudy Puente (LEA)

Twin Rivers Unified - 3476505000000

GOAL Goal 5B: Decrease Dropout Rates

STRATEGY Supplemental Instruction (Credit Recovery)

Supplemental Instruction (Credit Recovery) will be offered before/after the regular school day and during summer sessions. Keeping students on track towards graduation and offering credit recovery options will decrease the dropout rate by offering these options to a greater number of High Priority students across the district.

Filing Cabinet Count 0

ACTION STEP Coordination of Supplemental Instruction

Counselors will identify students in need of credit recovery by reviewing student grades/transcripts. Counselors will refer students to the registration process and provide the student with a registration form verifying the courses needed for credit recovery. Students will register with the district office for all credit recovery courses.

Status Not Begun 03/04/2013 Filing Cabinet Count 0
Start-End Dates 03/29/2013 - 12/30/2017

ACTION STEP Implementation of Professional Development

Implement professional development as outlined in this LEA Plan and recommendations by the District Leadership Team (DSLTT).

Status Completed 09/20/2014 Filing Cabinet Count 2
Start-End Dates 03/29/2013 - 12/30/2017

STRATEGY Develop districtwide philosophy of school climate

Develop a districtwide philosophy of supporting schools to build systems that ensure welcoming, safe and positive, environments for students. Ensure that anti-bullying measures are implemented and monitored effectively across schools.

Filing Cabinet Count 0

ACTION STEP Multi Year Plan - Anti-Bullying

Develop and implement a multi year plan to refine and increase anti-bullying. Preliminary assigning individuals to attend trainings at schools and utilize Placer County Office of Education BEST Practices trainings.

Status Not Begun 03/04/2013 Filing Cabinet Count 0
Start-End Dates 03/29/2013 - 12/30/2017

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1A: Proficiency in Reading/Language Arts

In 2012, our school district had 44.1% of our students score proficient or advanced on the ELA CST, a growth from 43.9% in 2010, for the next five years, students will grow by at least 4% annually until reaching at least 55.0% by 2017.

West Ed, an approved DAIT provider recently conducted a 4Four Dimensional District Study of TRUSD, showing extreme variance in instructional strategies across the district. By 2017, this variance will be reduced by 50% as measured by classroom observations using Danielson and Webb's Depth of Knowledge.

The following strategies and actions are driving the coherent instructional program Common Core K-12.

Filing Cabinet Count 1

STRATEGY Instructional Materials

Use current standards aligned ELA instructional materials, K-12, building upon teacher expertise in the utilization of current curriculum, using pacing guides and fidelity, to ensure all standards are being addressed. Use this strategy to increase student proficiency, as measured by CST, by at least 4% each year (as outlined in Goal 1A.)

Filing Cabinet Count 0

ACTION STEP Core Instructional materials as foundation for CCS

The current ELA instructional materials, core and supplemental will be used as the launching pad for CCSS. Supplemental materials to support the rigor and depth of CCSS will be identified and utilized. After merging the district piloted several recommended ELA K-6 programs. The pilot yielded a K-6 curriculum that was adopted in 2010-11, implemented in one school in 2011-12, and across all elementary sites 2012-13.

Status	In Progress 09/23/2014	Filing Cabinet Count	0
Start-End Dates	08/31/2012 - 07/28/2017		
Timeline Notes	This initiative will continue through the tenure of the current LEA plan.		
Persons Responsible	Kim Gothier		

ACTION STEP Curriculum Council - optimize curriculum decisions

The Curriculum Council will make recommendations about textbook adoptions, course alignments, professional development related to ELA core and intervention programs K-12. See attachment AR Curriculum Development and Evaluation.

Status	In Progress 04/28/2014	Filing Cabinet Count	0
Start-End Dates	01/01/2013 - 12/30/2017		
Timeline Notes	Ongoing		

ACTION STEP Implement vision of the Curriculum Council

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1A: Proficiency in Reading/Language Arts

STRATEGY Instructional Materials

ACTION STEP Implement vision of the Curriculum Council

The Curriculum Council will implement its vision as outlined in the attached AR. It will roll out curriculum, instruction and assessment that is enacted districtwide. The council will ensure the marketing of this vision is followed by the necessary development to imbed the vision into the practice in all classrooms (4Dimensional District Study, WestEd, 2013.)

Status	Completed 09/24/2014	Filing Cabinet Count	1
Start-End Dates	02/01/2013 - 06/01/2014		

TASKS 0 of 1 Complete

Marketing of Vision	In Progress	Due 12/30/2017
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The Curriculum Council will market the vision with the support of other stakeholders throughout the district to imbed the vision into all classrooms.

STRATEGY Standards-aligned Instruction

Fully implement CCSS professional development plan with the support of contracted DAIT provider to provide workshops/trainings for teachers on specific strategies and best practices related to 21st Century skill development, and provide teachers with coaching support that has been proven effective in highly successful districts with similar demographics on implementing the strategies learned.

Filing Cabinet Count 0

ACTION STEP Districtwide focus on rigorous instruction

Provide professional development on instruction that demands higher order thinking skills from students (Depths of Knowledge). Use collaborative time to discuss and refine instructional practices related to rigor. Provide observational feedback and coaching to support growth in this area.

Status	In Progress 04/28/2014	Filing Cabinet Count	0
Start-End Dates	06/03/2013 - 12/30/2017		
Timeline Notes	CCSS professional development 3 year plan to begin May 2013		

ACTION STEP Focused Coaching on Instructional Strategies

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1A: Proficiency in Reading/Language Arts

STRATEGY Standards-aligned Instruction

ACTION STEP Focused Coaching on Instructional Strategies

Train and coach teachers in development of lesson objectives and ensure they are posted in classrooms and driven by focus of higher order thinking. Ensure that teachers can write the objectives and drive their lessons based on a measurable outcome that can yield data to inform subsequent lessons.

Status	In Progress 04/28/2014	Filing Cabinet Count	0
Start-End Dates	03/01/2013 - 12/30/2017		
Timeline Notes	CCSS coaching and training began 2012/13 and will continue throughout the tenure of this plan.		

TASKS 0 of 1 Complete

Observation and Debrief Matrix	In Progress	Due 12/30/2017
Develop an observation and debrief matrix for sharing feedback with teachers.		

STRATEGY Provide Quality Professional Development

Provide quality professional development on the ELA Common Core State Standards, including teacher support for understanding content-specific elements of the CCSS, effective instructional strategies, establish processes to maximize expectations for student achievement across the system to reduce the instructional variance observed through WestEd's 4-Dimensional District Study.

Filing Cabinet Count 0

ACTION STEP District Improvement Facilitation (DAIT)

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1A: Proficiency in Reading/Language Arts

STRATEGY Provide Quality Professional Development

ACTION STEP District Improvement Facilitation (DAIT)

At the heart of this action step is the implementation of a coherent standards-based/standards-aligned instruction 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. As required by Program Improvement Corrective Action 6, the district has partnered with a state approved DAIT provider. Using WestEd's 4Four Dimensional District Study (Needs Assessment) and recommendations as a springboard, the DSLT prioritized and will implement agreed upon critical focus areas. The DSLT has made recommendations that the district focus on 4 Key Areas: Trust, Professional Development, Common Core and Defined Autonomy to ensure improved outcomes for students. The vehicle for implementing these focus areas will be through comprehensive, collaborative, and cohesive roll out and implementation of CA Common Core State Standards (CCSS).

Status	Not Begun 02/23/2013	Filing Cabinet Count	0
Start-End Dates	12/10/2012 - 06/30/2014		
Timeline Notes	The WestEd 4Four Dimensional District Study was developed in January 2013. The DSLT met and made recommendations for LEA planning in February 2013 and will meet several more times in school year 2012-13. The contract with WestEd continues through June 2013 with a proposal for continued support through June 2014.		

ACTION STEP CCSS Training Summer Institutes

Provide 4 weeks of summer institute trainings to accommodate all teacher groups. Pay teachers negotiated pay rate to attend. Hire CCSS trainers/presenters based on input from selected DAIT provider.

Status	Completed 09/24/2014	Filing Cabinet Count	0
Start-End Dates	06/03/2013 - 08/30/2013		
Timeline Notes	Planning to begin in March 2013 to culminate in the last two offerings the weeks before school starts.		

TASKS 0 of 1 Complete

CCSS Training Summer Institute	In Progress	Due 12/30/2017
Coordination of dates, times, locations, teacher recruitment, My Learning Plan, DAIT team and coaching presenters for the CCSS Training Summer Institute.		

ACTION STEP Shift focus of PLC "Late Start" Wednesday to CCSS

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1A: Proficiency in Reading/Language Arts

STRATEGY Provide Quality Professional Development

ACTION STEP Shift focus of PLC "Late Start" Wednesday to CCSS

The district will shift use of time to maximize CCSS professional learning efforts. This is a major re-focusing of current practice. By re-designating what used to be called Late Start Wednesdays (formerly site-based professional development/meetings) to now be used as formalized CCSS Professional Learning Community time where teachers review data on the results of CCSS lessons, share best practices, revise lessons based on data and generally build capacity of grade level and content area teams to implement the CCSS as effectively as possible.

Status	In Progress 02/23/2013	Filing Cabinet Count	0
Start-End Dates	05/29/2013 - 06/15/2017		
Timeline Notes	The focus of "Late Start Wednesday" will become CCSS beginning school year 2013-14 throughout the term of this LEA Plan.		

ACTION STEP District-wide, mandatory PD days for CCSS Unit Dev

Combined total of 3 days of mandatory Professional Development has been agreed upon by both the Teacher's Union and the District for school year 2013-14. The calendar is re-negotiated each year however all mandatory PD days will be focused on CCSS through 2017.

Status	Not Begun 02/22/2013	Filing Cabinet Count	0
Start-End Dates	08/15/2013 - 12/30/2017		
Timeline Notes	For school year 2013-14 continuing through 2016-17		

STRATEGY Curriculum Development and Evaluation

The Superintendent shall organize a collaborative process for the development of curriculum to meet the needs of students across the district. Curriculum shall be designed to support the rigors of CCSS and with the Board's expectations. Curriculum is a system decision, and all curriculum proposals shall be presented to the Curriculum Committee. If the proposal meets the criteria of the Curriculum Council, it will be presented to the Superintendent for consideration and possible submission to the Board.

Filing Cabinet Count 0

ACTION STEP Formulation of Curriculum Council

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1A: Proficiency in Reading/Language Arts

STRATEGY Curriculum Development and Evaluation

ACTION STEP Formulation of Curriculum Council

Interested teachers, parents, site administrators, and guidance counselors shall submit an application to serve for a minimum of two (2) years on the Curriculum Council.

Status	Not Begun 02/28/2013	Filing Cabinet Count	0
Start-End Dates	01/02/2013 - 12/30/2017		
Timeline Notes	Board adopted this AR in December, Council to be formed Jan-Feb and work to continue through tenure of the LEA Plan 2013-17.		

ACTION STEP Curriculum Development & Revision

Curriculum development may be initiated in a variety of ways. See AR 6141 Curriculum Development and Evaluation -- attached.

Status	Not Begun 02/28/2013	Filing Cabinet Count	0
Start-End Dates	12/15/2012 - 12/30/2017		

TASKS 0 of 1 Complete

Create Committee	In Progress	Due 4/1/2013
See attachment		

STRATEGY Provide grade-span specific ELA interventions

A compilation of the 2013 Academic Program Survey (APS) by both elementary sites and secondary sites shows that a variety of ELA interventions are in place across the district including Imagine Learning, Accelerated Reader, Study Island, Renaissance Learning, Lexia, Standards Plus, CAHSEE Revolution Prep software and department/teacher created re-teaching lessons. The APS clearly demonstrates that a comprehensive, intervention program, by grade span is needed. By school year 2014-15, a targeted plan for grade-level specific ELA interventions will be ready to implement. The newly created Curriculum Council, comprised of a variety of stakeholders will take the lead on this project. The goal is to increase effectiveness and consistency on ELA intervention programs, by grade spans, by 90% as measured by the 2015 APS, review of SPSA's, and curriculum expenditures.

Filing Cabinet Count 0

ACTION STEP Curriculum Council - - intervention by grade span

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1A: Proficiency in Reading/Language Arts

STRATEGY Provide grade-span specific ELA interventions

ACTION STEP Curriculum Council - - intervention by grade span

Curriculum Council drives district initiatives for alignment of interventions by grade span to provide more consistency between sites.

Status	Not Begun 03/04/2013	Filing Cabinet Count	0
Start-End Dates	03/29/2013 - 12/30/2017		

ACTION STEP Use CCSS as foundation for intervention

Use content subject specific teacher created curriculum packages including standards maps, pacing guides, themes based on published textbooks and standards-aligned district assessments as a bridge to CCSS interventions. Continue with programs proven effective while building to CCSS.

Status	Not Begun 03/04/2013	Filing Cabinet Count	0
Start-End Dates	03/29/2013 - 12/30/2017		

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1B: Proficiency in Mathematics

In 2012, our district had 48.8% of our students score proficient or advanced on the Math CST, for the next five years, students will grow by a least 4.7% annually until reaching at least 67.6% by 2017.

West Ed, an approved DAIT provider recently conducted a 4Four Dimensional District Study of TRUSD, showing extreme variance in instructional strategies across the district. By 2017, this variance will be reduced by 50% as measured by classroom observations using Danielson and Webb's Depth of Knowledge.

The following strategies and actions are driving the coherent instructional program Common Core K-12.

Filing Cabinet Count 0

STRATEGY Instructional Materials

Use current standards aligned Math instructional materials, K-12, building upon teacher expertise in the utilization of current curriculum, using pacing guides and fidelity, to ensure all standards are being addressed. Use this strategy to increase student proficiency, as measured by CST, by at least 4% each year (as outlined in Goal 1B.)

Filing Cabinet Count 0

ACTION STEP Core Instructional Materials as Foundation for CCS

The current Math instructional materials, core and supplemental, will be used as the launching pad for CCSS. Supplemental materials to support the rigor and depth of CCSS will be identified and utilized. After merging the district piloted several recommended Math programs. The pilot yielded Envision Math that was adopted and implemented in 2009-10 across all elementary sites.

Status	Completed 09/23/2014	Filing Cabinet Count	0
Start-End Dates	08/31/2012 - 07/28/2017		
Timeline Notes	This initiative and will continue through the tenure of the current Math plan.		

ACTION STEP Curriculum Council - optimize curriculum decisions

The Curriculum Council to make recommendations about textbook adoptions, course alignments, professional development related to math core and intervention programs K-12. See attachment AR Curriculum Development and Evaluation.

Status	Completed 09/23/2014	Filing Cabinet Count	0
Start-End Dates	01/01/2013 - 12/30/2017		
Timeline Notes	Ongoing		

ACTION STEP Implement vision of the Curriculum Council

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1B: Proficiency in Mathematics

STRATEGY Instructional Materials

ACTION STEP Implement vision of the Curriculum Council

The Curriculum Council will implement it's vision as outlined in the attached AR. It will roll out curriculum, instruction and assessment that is enacted district-wide. The council will ensure the marketing of this vision is followed by the necessary development to imbed the vision into the practice in all classrooms (4Dimensional District Study, WestEd, 2013.)

Status	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	02/01/2013 - 12/30/2017		

TASKS 0 of 1 Complete

Marketing of Vision	In Progress	Due 12/30/2017
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The Curriculum Council will market the vision with the support of other stakeholders throughout the district to imbed the vision into all classrooms.

STRATEGY Standards-aligned Instruction

Fully implement CCSS professional development plan with the support of contracted DAIT provider to provide workshops/trainings for teachers on specific strategies and best practice related to 21st Century skill development, and provide teachers with coaching support that has been proven effective in highly successful districts with similar demographics on implementing the strategies learned.

Filing Cabinet Count 0

ACTION STEP District-wide focus on rigorous instruction

Provide professional development on instruction that demands higher order thinking skills from students (Depths of Knowledge). Use collaborative time to discuss and refine instructional practices related to rigor. Provide observational feedback and coaching to support growth in this area.

Status	Completed 04/29/2014	Filing Cabinet Count	0
Start-End Dates	06/03/2013 - 12/30/2017		
Timeline Notes	CCSS professional development 3 year plan to begin May 2013		

ACTION STEP Focused Coaching on Instructional Strategies

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1B: Proficiency in Mathematics

STRATEGY Standards-aligned Instruction

ACTION STEP Focused Coaching on Instructional Strategies

Train and coach teachers in development of lesson objectives and ensure they are posted in classrooms and driven by focus of higher order thinking. Ensure that teachers can write the objectives and drive their lessons based on a measurable outcome that can yield data to inform subsequent lessons.

Status	Completed 04/29/2014	Filing Cabinet Count	0
Start-End Dates	03/01/2013 - 12/30/2017		
Timeline Notes	CCSS coaching and training began 2012/13 and will continue throughout the tenure of this plan.		

TASKS 1 of 1 Complete

Observation and Debrief Matrix	Completed	Due 12/30/2017
Develop an observation and debrief matrix for sharing feedback with teachers.		

STRATEGY Provide Quality Professional Development

Provide quality professional development on the Math Common Core State Standards, including teacher support for understanding content-specific elements of the CCSS, effective instructional strategies, establish processes to maximize expectations for student achievement across the system to reduce the instructional variance observed through WestEd's 4Four Dimensional District Study.

Filing Cabinet Count 0

ACTION STEP District Improvement Facilitation (DAIT)

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1B: Proficiency in Mathematics

STRATEGY Provide Quality Professional Development

ACTION STEP District Improvement Facilitation (DAIT)

At the heart of this action step is the implementation of a coherent standards-based/standards-aligned instruction 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. As required by Program Improvement Corrective Action 6, the district has partnered with a state approved DAIT provider. Using WestEd's 4Four Dimensional District Study (Needs Assessment) and recommendations as a springboard, the DSLT prioritized and will implement agreed upon critical focus areas. The DSLT has made recommendations that the district focus on 4 Key Areas: Trust, Professional Development, Common Core and Defined Autonomy to ensure improved outcomes for students. The vehicle for implementing these focus areas will be through comprehensive, collaborative, and cohesive roll out and implementation of CA Common Core State Standards (CCSS).

Status	In Progress 04/29/2014	Filing Cabinet Count	0
Start-End Dates	12/10/2012 - 06/30/2014		
Timeline Notes	The WestEd 4Four Dimensional District Study was developed in January 2013. The DSLT met and made recommendations for LEA planning in February 2013 and will meet several more times in school year 2012-13. The contract with WestEd continues through June 2013 with a proposal for continued support through June 2014.		

ACTION STEP CCSS Training Summer Institutes

Provide 4 weeks of summer institute trainings to accommodate all teacher groups. Pay teachers negotiated pay rate to attend. Hire CCSS trainers/presenters based on input from selected DAIT provider.

Status	Completed 04/29/2014	Filing Cabinet Count	0
Start-End Dates	06/03/2013 - 08/30/2013		
Timeline Notes	Planning to begin in March 2013 to culminate in the last two offerings the weeks before school starts.		

TASKS 0 of 1 Complete

CCSS Training Summer Institute	In Progress	Due 12/30/2017
Coordination of dates, times, locations, teacher recruitment, My Learning Plan, DAIT team and coaching presetners for the CCSS Training Summer Institute.		

ACTION STEP Shift focus of PLC "Late Start" Wednesday to CCSS

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1B: Proficiency in Mathematics

STRATEGY Provide Quality Professional Development

ACTION STEP Shift focus of PLC "Late Start" Wednesday to CCSS

The district will shift use of time to maximize CCSS professional learning efforts. This is a major re-focusing of current practice. By re-designating what used to be called Late Start Wednesdays (formerly site-based professional development/meetings) to now be used as formalized CCSS Professional Learning Community time where teachers review data on the results of CCSS lessons, share best practices, revise lessons based on data and generally build capacity of grade level and content area teams to implement the CCSS as effectively as possible.

Status	Completed 04/29/2014	Filing Cabinet Count	0
Start-End Dates	05/29/2013 - 06/15/2017		
Timeline Notes	The focus of "Late Start Wednesday" will become CCSS beginning school year 2013-14 throughout the term of this LEA Plan.		

ACTION STEP District-wide, mandatory PD days for CCSS Unit Dev

Combined total of 3 days of mandatory Professional Development has been agreed upon by both the Teacher's Union and the district for school year 2013-14. The calendar is re-negotiated each year however all mandatory PD days will be focused on CCSS through 2017.

Status	Completed 04/29/2014	Filing Cabinet Count	0
Start-End Dates	08/15/2013 - 05/29/2014		
Timeline Notes	For school year 2013-14 continuing through 2016-17		

STRATEGY Provide grade-span specific math interventions

A compilation of the 2013 Academic Program Survey (APS) by both elementary sites and secondary sites shows that a variety of math interventions are in place across the district including Math Triumphs, ST math, CAHSEE Revolution Prep software and Department/teacher created re-teaching lessons. The APS clearly demonstrates that a comprehensive, intervention program, by grade span is needed. By school year 2014-15, a targeted plan for grade-level specific math interventions will be ready to implement. The newly created Curriculum Council, comprised of a variety of stakeholders will take the lead on this project. The goal is to increase effectiveness and consistency of math intervention programs, by grade spans, by 90% as measured by the 2015 APS, review of SPSA's, and curriculum expenditures.

Filing Cabinet Count 0

ACTION STEP Curriculum Council -- intervention by grade span

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1B: Proficiency in Mathematics

STRATEGY Provide grade-span specific math interventions

ACTION STEP Curriculum Council -- intervention by grade span

Curriculum Council drives district initiatives for alignment of interventions by grade span to provide more consistency between sites.

Status Not Begun 04/29/2014 Filing Cabinet Count 0

Start-End Dates 04/01/2013 - 07/29/2016

Timeline Notes Curriculum council to begin planning April 2013 and for implementation school year 2015-16.

Persons Responsible Craig S. Murray, Kathleen Walker, Anne Zeman

ACTION STEP Use CCSS as foundation for intervention

Use content subject specific teacher created curriculum packages including standards maps, pacing guides, themes based on published textbooks and standards-aligned district assessments as a bridge to CCSS interventions. Continue with programs proven effective while building CCSS.

Status Not Begun 02/26/2013 Filing Cabinet Count 0

Start-End Dates 07/01/2014 - 12/30/2017

Timeline Notes The formation of Curriculum Council was approved by the Board in December of 2012. This group, of various relevant stakeholders, meets monthly to make critical curriculum/instructional decisions. By school year, 2014-15, intervention based on CCSS will be in place.

STRATEGY Curriculum Development and Evaluation

The Superintendent shall organize a collaborative process for the development of curriculum to meet the needs of students across the district. Curriculum shall be designed to support the rigors of CCSS and with the Board's expectations. Curriculum is a system decision, and all curriculum proposals shall be presented to the Curriculum Committee. If the proposal meets the criteria of the Curriculum Council, it will be presented to the Superintendent for consideration and possible submission to the Board.

Filing Cabinet Count 0

ACTION STEP Formulation of Curriculum Council

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1B: Proficiency in Mathematics

STRATEGY Curriculum Development and Evaluation

ACTION STEP Formulation of Curriculum Council

Interested teachers, parents, site administrators and guidance counselors shall submit an application to serve for a minimum of two (2) years on the Curriculum Council.

Status	Not Begun 03/04/2013	Filing Cabinet Count	0
Start-End Dates	01/02/2013 - 12/30/2017		
Timeline Notes	Board adopted this AR in December, Council to be formed Jan-Feb and work to continue through tenure of the LEA Plan 2013-2017.		

ACTION STEP Curriculum Development and Revision

Curriculum development may be initiated in a variety of ways. See AR 6141 Curriculum Development and Evaluation --attached.

Status	Not Begun 03/04/2013	Filing Cabinet Count	0
Start-End Dates	12/15/2012 - 12/30/2017		

TASKS 0 of 1 Complete

Create Committee	In Progress	Due 4/1/2013
See attachment		

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1C: Proficiency of High Priority Students

In 2012, our district had 39.3% of our Hispanic students score proficient or advanced on the ELA CST, a growth from 39.0% in 2010. For the next five years, Hispanic students will meet the criteria for safe harbor each year and grow to 45.0% in 2013 until reaching at least 61.0% by 2017.

In 2012, our district had 37.5% of our African American students score proficient or advanced on the ELA CST, a growth from in 2010. For the next five years, African American students will meet the criteria for safe harbor each year and grow to 42.7% in 2013 until reaching at least 58.3% by 2017.

In 2012, our district had 42.5% of our Asian students score proficient or advanced on the ELA CST, a reduction from 59.1% in 2010. The district is taking measures to seriously address this negative growth. A growth target has been established as follows: the Asian student subgroup will meet the criteria for safe harbor each year and grow to 61.2 % in 2013 until reaching at least 77% proficiency by 2017.

In 2012, our district had 47.7% of our English Learner students score proficient or advanced on the ELA CST, a decrease from 49.3% in 2010. For now, leave it in. For the next five years, English Learner students will meet the criteria for safe harbor each year and grow to 52.2% in 2013 until reaching at least 65.7% proficient or above by 2017.

In 2012, our district had 46.5% of our Socioeconomically Disadvantaged students score proficient or advanced on the ELA CST, a decrease from 48.0% in 2010. For the next five years, Socioeconomically Disadvantaged students will meet the criteria for safe harbor each year and grow to 52.8% in 2013 until reaching at least 71.7% by 2017.

In 2012, our district had 29.4% of our Students with Disabilities students score proficient or advanced on the ELA CST, a decrease from 30.7% in 2010. For the next five years, Students with Disabilities students will meet the criteria for safe harbor each year and grow to 35.5% in 2013 until reaching at least 53.8 % by 2017.

Filing Cabinet Count 0 Budgeted: \$300,000.00

STRATEGY Academic Support for SWD

Continue to provide training and coaching to ensure current instructional materials and teaching strategies are implemented. Building upon content knowledge of standards so that Special Education teachers are continuing to familiarize themselves with recently adopted programs in preparation for using current program as launching pad for CCSS.

Teachers with an expertise in current programs will transition to CCSS more effectively. The following curriculum is research-based adopted by our district:

- Reading Mastery
- Corrective Reading
- Envision Math
- Inside
- Connecting Math Concepts
- Language!

The complete list of curriculum used in SWD programs is attached.

Filing Cabinet Count 0

ACTION STEP District Improvement Facilitation (DAIT)

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1C: Proficiency of High Priority Students

STRATEGY Academic Support for SWD

ACTION STEP District Improvement Facilitation (DAIT)

As required by Program Improvement Corrective Action 6, the district has partnered with a state approved DAIT provider. Using WestEd's 4Four Dimensional District Study (Needs Assessment) and recommendations as a springboard, the District Site Leadership Team (DSLTL) prioritized and will implement agreed upon critical focus areas. The DSLTL has made recommendations that the district focus on 4 Key Areas: Trust, Professional Development, Common Core and Defined Autonomy to ensure improved outcomes for students. The vehicle for implementing these focus areas will be through comprehensive, collaborative, and cohesive roll out and implementation of Ca Common Core State Standards (CCSS.)

Status	Completed 09/23/2014	Filing Cabinet Count	0
Start-End Dates	12/10/2012 - 06/30/2014		
Timeline Notes	The WestEd 4Four Dimensional District Study was developed in January 2013. The DSLTL met and made recommendations for LEA planning in February 2013 and will meet several more times in school year 2012/13. The contract with WestEd continues through June 2013 with the proposal for continued support through June 2014.		

ACTION STEP CCSS Training Summer Institutes

Provide 4 weeks of summer institute trainings to accommodate students with disabilities teachers (SWD). Pay teachers negotiated pay rate to attend. Hire CCSS trainers/presenters based on input from selected DAIT provider.

Status	Completed 09/23/2014	Filing Cabinet Count	0
Start-End Dates	06/03/2013 - 08/30/2013		
Timeline Notes	Planning to begin in March 2013 to culminate in the last two offerings the weeks before school starts.		

ACTION STEP Provide training current programs and CCSS

Specific training time for Special Education will be set aside during mandatory PD days, during late start Wednesdays, and during voluntary and mandatory after school professional development hours. Some teachers choose mini units to advance on pay scale and some choose to take non-instructional rate.

Status	In Progress 09/23/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2013 - 12/30/2017		

ACTION STEP Inclusion of support staff in PD for SWD

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1C: Proficiency of High Priority Students

STRATEGY Academic Support for SWD

ACTION STEP Inclusion of support staff in PD for SWD

It's critical that school psychologists, speech and language pathologists, counselors, and other related support staff to be included in CCSS professional development so that they can best design support student services and placements, understand the rigors of CCSS and support special education teachers in implementing CCSS.

Status	Not Begun 02/27/2013	Filing Cabinet Count	0
Start-End Dates	07/01/2013 - 12/30/2017		
Timeline Notes	Beginning with CCSS Professional Development modules, summer 2013.		

STRATEGY Strategic and Intensive Interventions

Use roll-out and implementation of Common Core State Standards and current research-based interventions in ELA and mathematics to increase academic support for high priority students that have not met AYP. This will start with high yield strategies in core classrooms to increase levels of student engagement and access to higher levels of Depths of Knowledge. Intervention will begin in core classrooms where differentiation will support sub-groups not meeting AYP with targeted instruction based on on-going results of formative assessments.

Filing Cabinet Count	0	Budgeted	\$300,000.00
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ACTION STEP Continuously monitor HP students outcomes w/data

Assess the needs of long-term English Learner students through the use of district data and the support of contracted DAIT provider. Contract with a DAIT provider that has a proven record of effectiveness in the improvement of EL programs.

Monitor, refine and differentiate core instruction and interventions based on the needs of all student subgroups. Use the data from the recent district Achievement Gap report to design high quality teaching and intervention programs that address the academic performance needs of our students.

Status	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	01/01/2013 - 12/30/2017		
Timeline Notes	The WestEd 4Dimensional District Study and the TRUSD Achievement Gap Report were completed in school year 2012-13. These reports clearly showed a need for improvement in this area. Work around improving the academic achievement of all low performing subgroups is continual through the term of this LEA plan.		

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1C: Proficiency of High Priority Students

STRATEGY Strategic and Intensive Interventions

ACTION STEP Continuously monitor HP students outcomes w/data

TASKS 0 of 1 Complete

Monitor student outcomes In Progress Due 5/31/2013

The Data and Assessment team to provide data by subgroups to instructional leaders following each assessment cycle. DAIT provider contract executed and coordinated through Educational Services.

ACTION STEP Allocated Time for Collaboration

Following the PLC model will include dedicated time for teachers to collaborate, review student data, and address the unique student needs of diverse learners.

Status	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	06/30/2013 - 12/30/2017		

ACTION STEP Credit Recovery

Counselors will monitor transcripts and place students in appropriate credit recovery courses.

Status	Not Begun 02/28/2013	Filing Cabinet Count	0
Start-End Dates	03/01/2013 - 12/30/2017		

ACTION STEP Supplemental Instruction (Credit Recovery)

Supplemental Instruction (Credit Recovery) will be offered before/after the regular school day and during summer sessions.

Supplemental Educational Services will be provided as mandated by NCLB.

Status	Not Begun 02/28/2013	Filing Cabinet Count	0
Start-End Dates	03/01/2013 - 12/30/2017	Budgeted	\$300,000.00

STRATEGY Teacher Collaboration to Support SWD

Facilitated collaboration opportunities for teachers to address the needs of students with disabilities when planning CCSS professional development roll-out utilizing district mandated professional development days, late start Wednesdays and summer institute training for all teachers.

Filing Cabinet Count 0

ACTION STEP Allocated Collaboration Time

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1C: Proficiency of High Priority Students

STRATEGY Teacher Collaboration to Support SWD

ACTION STEP Allocated Collaboration Time

Professional development will include dedicated time for collaboration to address the diverse needs of all students.

Status	Completed 09/23/2014	Filing Cabinet Count	0
Start-End Dates	06/03/2013 - 12/30/2017		

STRATEGY New ELD Standards aligned to CCSS

Adopt and implement the new English Language Development Standards that are aligned to Common Core. Ensure staff have the professional development necessary to implement them in their core instruction, thereby limiting the need to pull students out of core classes. (WestEd, 2013)

Filing Cabinet Count	0
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ACTION STEP Provide professional development on new ELD Stand

Incorporate training on new ELD standards, aligned with Common Core, into CCSS Professional Development. Provide coaching.

Status	Not Begun 02/28/2013	Filing Cabinet Count	0
Start-End Dates	07/01/2013 - 12/30/2017		

ACTION STEP EL Training

Professional development training will include meeting the specific needs of English Learners in the standards based instructional program through scaffold unit design for CCSS. (see Title III Plan)

Status	Not Begun 11/10/2013	Filing Cabinet Count	0
Start-End Dates	03/04/2013 - 12/29/2017		

STRATEGY SES

TRUSD sets aside 20% of our Title I allocation to provide Supplemental Education Services and school Choice to our eligible students. Approximately 3,500 high priority students who are academically deficient are enrolled in the program.

Filing Cabinet Count	0
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Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1D: Effective Teaching and Administration

Currently, 80% of district teachers, and 80% of administrators have had training on our current reading/language arts, math and intervention adoptions. Our goal is to have all teachers and administrators fully trained on common core state standards from current adoptions and bridge materials by June 2014 as measured by participation rate in district professional development (ie sign-in sheets, My Learning Plan).

Filing Cabinet Count 0

STRATEGY PD for Administrators

Professional development for administrators will be redesigned to address CCSS-related implementation needs. Principal meetings will be used to provide training on CCSS content and pedagogy including strategies and intensive interventions. Likewise, district leadership meetings will also be used to provide site administrators with knowledge and skills related to CCSS. Additionally aspiring administrators are encouraged to participate in the Sacramento County Office of Education's Administrator Trainings (formerly AB 430) and the district's Aspiring Administrators modules.

Filing Cabinet Count 0

ACTION STEP Redesign Principal Meetings to Address CCSS

All principal meetings will be re-purposed to increase site leaders' knowledge and skills on CCSS content and pedagogies. In addition, administrators will be expected to report out the progress of implementation of CCSS at their school sites.

Status	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	05/29/2013 - 06/15/2017		

ACTION STEP Administrator Training on CCSS & Leadership

Encourage administrators to attend conferences, SCOE trainings and district sponsored CCSS trainings on effective monitoring and implementation

Status	Not Begun 03/11/2013	Filing Cabinet Count	0
Start-End Dates	05/30/2013 - 12/30/2017		

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1D: Effective Teaching and Administration

STRATEGY PD for Teachers

Based on WestEd's 4Four Dimensional Study Report, a significant percentage of classroom instruction is currently lacking in rigor and utilization of research-based, effective strategies (e.g. student engagement). This goal will address the need for a comprehensive, classroom-embedded PD plan for improving instruction in all classrooms and in all content areas. A focus on CCSS pedagogies (writing, cloze reading, mathematical modeling, use of informational text) will be implemented.

Filing Cabinet Count 0

ACTION STEP Development of Common Evaluation Tool for Teaching

With help from DAIT, DSLT, Curriculum Council, district instructional staff and teachers, a standardized protocol/evaluation or assessment of Professional Development effects on instruction will be developed. This protocol will consist of a set of criteria that is aligned with the focus on DOK and CCS Best Practices.

Status	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	06/03/2013 - 12/30/2017		

ACTION STEP PD on Best Practices

Professional development will be offered in multiple formats and will be redesigned so that it is more classroom-embedded (e.g. lesson studies). Focus on student engagement and other research-backed strategies will be continued as measured by professional development agendas, participation rates on My Learning Plan, principals reports and classroom observations.

Status	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	04/01/2013 - 12/30/2017		

STRATEGY Preparing for Transition to CCSS

See above regarding third party recommendations and coaching including developing LEA Plan for transition to Common Core State Standards (Implement Corrective Action 6).

Filing Cabinet Count 0

ACTION STEP PD on Common Core- Focus on Content

Professional development will be offered in multiple formats to increase teachers' academic content knowledge in ELA and Math to build capacity for rigorous instruction. This PD will include monitoring, coaching and support as measured by professional development agendas, participation rates on My Learning Plan, principals reports and classroom observations.

Status	In Progress 02/27/2013	Filing Cabinet Count	0
Start-End Dates	06/03/2013 - 12/30/2017		

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1D: Effective Teaching and Administration

STRATEGY Preparing for Transition to CCSS

ACTION STEP PD on Common Core- Focus on Inst'l Practices

Professional development will be offered in multiple formats and will be redesigned so that it is more classroom-embedded (e.g. lesson studies). PD will focus on practices that support instruction that fully address the rigor and depth of Common Core. The other R's of CCS- Relevance and Relationships, will also be addressed as measured by professional development agendas, participation rates on My Learning Plan, principals reports and classroom observations.

Status	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	01/01/2013 - 12/30/2017		

STRATEGY Professional Collaboration Time

Provide regular opportunity for data-based collaboration for all teachers. Collaboration time will focus on addressing the academic needs of the high priority sub-groups.

Filing Cabinet Count	0
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ACTION STEP District Wide-PD Days-Include Collaboration Time

District-wide PD Days will be designed to include opportunities for collaboration among teachers. The emphasis will be on CCSS (content and pedagogies). Teachers will work in groups based on subject areas and grade span.

Status	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	08/01/2013 - 12/30/2017		

ACTION STEP Late Start Wednesdays Collaboration Time

Provide quality professional development on the Common Core State Standards, including teacher support for understanding content-specific elements of the CCSS, effective instructional strategies, establish processes to maximize expectations for student achievement across the system to reduce the instructional variance observed through WestEd's 4Four Dimensional District Study.

Status	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	05/01/2013 - 12/30/2017		

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1E: Involvement, Implementing, Monitoring

The current needs assessment Four4 Dimensional Study showed there is a need for a clear consistent message across all parent groups about the specific ways that they see their responsibilities for student outcomes or how partnerships work across the schools and greater community. The goal is to increase parent and community awareness by 50% regarding district programs as measured by parent involvement activities, community/parent surveys and school loop.

Filing Cabinet Count 0

STRATEGY Articulation Among Educational Levels

Examine any currently existing process for supporting student transitions from one level to the next, identify applicable best practices, and take steps to replicate those best practices across the district.

Filing Cabinet Count 0

ACTION STEP Supporting Post-Secondary Success

Review current systems to support post-secondary success, and make changes to ensure that a focus on post-secondary preparation is consistent across the district.

Status	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	06/30/2013 - 12/30/2017		

STRATEGY Parent and Community Involvement

Improve the use of communication tools like School Loop. Ensure that its use is widespread by all schools and teachers, and that families know when and how to check the system to get the information they need to support their student's education.

Filing Cabinet Count 0

ACTION STEP Staff Selection

Select staff to lead a re-implementation of the expectations and use of School Loop across all schools. Ensure school leaders designate a staff member to be responsible for improving the use of School Loop at their site. This person should be a respected leader and skilled in facilitating professional development.

Status	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	06/30/2013 - 12/30/2017		

ACTION STEP Training

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1E: Involvement, Implementing, Monitoring

STRATEGY Parent and Community Involvement

ACTION STEP Training

Ensure all staff get high quality professional development on the system and on the expectations around using it. Ensure all new staff to the district (new to teaching or new to the district, but veteran) are taken through consistent modules of training on the use and expectations around using School Loop. At least annually train the entire parent body, in-person, on how to use the tool. State to parents regularly where they can get support at the school.

Status	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	06/30/2013 - 12/30/2017		

ACTION STEP Coaching and Consultation

Provide all teachers with access to a person on staff who can coach them on fully implementing the expected use levels of the tool. Provide parents with access to a coach of the same language.

Status	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	06/30/2013 - 12/30/2017		

ACTION STEP Formative Performance Assessment

Collect regular data on which schools have fully implemented it or not as expected, which teachers are using it as expected or not, which families are not using the tool, and "bright spot" data on innovative uses to share across the district.

Status	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	06/30/2013 - 12/30/2017		

ACTION STEP Facilitative Administration

Identify a district level re-implementation team tasked with ensuring all roadblocks are removed and that data is analyzed and acted upon swiftly. Set goals for implementation success and use data to assess progress toward reaching the district goals.

Status	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	06/30/2013 - 12/30/2017		

ACTION STEP Decision Data Systems

Ensure the implementation team meets regularly to review data to determine if interventions or success celebration is to be executed.

Status	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	06/30/2013 - 12/30/2017		

ACTION STEP System Interventions

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1E: Involvement, Implementing, Monitoring

STRATEGY Parent and Community Involvement

ACTION STEP System Interventions

When the implementation team notices a place to intervene from the performance assessment data, they should work within their decision rights to remove barriers to full implementation.

Status	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	06/30/2013 - 12/30/2017		

ACTION STEP 2. Events Schedule

Develop a Master Schedule for all events and monitor that events are posted on school websites.

Status	Not Begun 02/25/2013	Filing Cabinet Count	0
Start-End Dates	02/25/2013 - 05/30/2014		
Tags	PI_Yr3		

STRATEGY Program Monitoring

Establish a formal accountability system, utilizing multiple measures, to ensure that there are increases in student achievement and a professional development system that supports staff in meeting expectations. Ensure that all sites conduct annual program evaluations on academic programs and interventions to be reported in their school site plans, reviewed with leadership and parent groups, and used to refine programs.

Filing Cabinet Count	0
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ACTION STEP Targeted Support for Sites

Monitor the performance, conduct outreach and provide support as needed to ensure that access and success in academic programs is provided across the system. When a school is struggling to meet district goals the district will target the school with the needed professional development and resources.

Status	Not Begun 02/25/2013	Filing Cabinet Count	0
Start-End Dates	06/30/2013 - 12/30/2017		

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1F: Support Schools in Corrective Action

AYP results show that 26 of our 47 schools are identified as Program Improvement Yr 3-5. Our goal is for these schools to have cumulative increases of 4 percentage points in 2013 (per safe harbor goals), and each subsequent year (both ELA and Math) for a culminating growth of a least 16% by 2017. Intensive, multifaceted support from central office and DAIT will be provided for schools in corrective action. The support will be focused or targeted and will be based on student achievement data and other outcome indicators. Support will start with a comprehensive student performance data analysis, mimicking the four dimensional needs study conducted by WestED. Based on data, Professional Development will be designed to improve instruction. Likewise, student performance data will be used to drive focused interventions for students.

Filing Cabinet Count 0

STRATEGY Support for Schools in PI Year 3

Schools in PI, Year 3 must fully implement state approved ELA McGraw Hill Treasures curriculum, use student learning coaches for efficacy of implementation in preparation for Common Core roll-out. DSLT team will collaborate with school's leadership team to analyze student performance data (district benchmarks and state tests) and identify specific needs. Targeted interventions will be planned in collaboration with DAIT. Parent involvement will be improved via a redesigned communication plan that utilizes all avenues of engaging parents. The district has support in place to make certain that schools have plans documented in their SPSA's for all sub-groups not meeting AYP to make at least 4% growth annually in both ELA and math.

Filing Cabinet Count 1

ACTION STEP Support for Program Improvement Schools Yr. 3-5

Use the resources of Sacramento County Office of Education Program Improvement Division to support Program Improvement Yr 3-5 site administrators in the development of programs/instructional strategies proven effective in improving similar schools as measured by API growth and AYP safe harbor goals.

Status	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	01/01/2013 - 12/30/2017		

ACTION STEP Comprehensive Needs Assessment

A comprehensive needs assessment study will be conducted with the help of DAIT, similar to WestEd's 4-Dimensional Needs Assessment.

Status	Not Begun 02/26/2013	Filing Cabinet Count	0
Start-End Dates	08/01/2013 - 05/30/2014		
Timeline Notes	This will be conducted at the start of the school year 13-14 and will include new data from state tests.		

ACTION STEP Data-driven monitoring of instruction and program

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1F: Support Schools in Corrective Action

STRATEGY Support for Schools in PI Year 3

ACTION STEP Data-driven monitoring of instruction and program

Data from formative assessments, classroom walk-throughs, and district benchmarks will be used to monitor program success and need for additional support and resources. Parent feedback through regular parent meetings will also be used to inform program success.

Status	Not Begun 02/26/2013	Filing Cabinet Count	0
Start-End Dates	08/01/2013 - 12/30/2017		

ACTION STEP Improved Parent Engagement

Adopt the new national framework for parent engagement. Adopt a formalized, district-wide program that clearly installs a system in schools to build a culture and set of practices that significantly improves how parents are engaged as partners, at all schools.

Status	Not Begun 02/26/2013	Filing Cabinet Count	0
Start-End Dates	08/01/2013 - 12/30/2017		

ACTION STEP Planning and Design - PD and Programs

Data from needs assessments, plus other student and school outcome measures will be used to plan and design targeted PD for all instructional staff. Central office staff, DAIT, and school leadership team will collaborate on addressing needs, based on the study, to design both targeted PDs and program interventions for students.

Status	Not Begun 02/26/2013	Filing Cabinet Count	0
Start-End Dates	09/01/2013 - 09/28/2013		

STRATEGY Support for Schools in PI Year 4

Schools identified PI Year 4 are following corrective actions as outlined in their SPSA's including full implementation of the 9 EPC's (Learning Coaches, Instructional Minutes, Fidelity, Pacing Guides etc). The district re-structured into 3 networks to provide individualized support for these schools. In collaboration with DAIT and central office staff, a comprehensive needs analysis will be conducted, similar to WestEd's Four Dimensional Study. DAIT, central office staff, and site leadership team will study and analyze data to design targeted and focused PD for the school sites. The monitoring protocols include frequent coaching sessions with principals, classroom observation and feedback and peer sharing through Instructional Rounds.

Filing Cabinet Count	0
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ACTION STEP Comprehensive Needs Assessment

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1F: Support Schools in Corrective Action

STRATEGY Support for Schools in PI Year 4

ACTION STEP Comprehensive Needs Assessment

A comprehensive needs assessment study will be conducted with the help of DAIT, similar to WestEd's 4-Dimensional Needs Assessment.

Status	Not Begun 02/26/2013	Filing Cabinet Count	0
Start-End Dates	08/01/2013 - 05/30/2014		
Timeline Notes	This will be conducted at the start of the school year 13-14 and will include new data from state tests.		

ACTION STEP Planning and Design - PD and Programs

Data from needs assessments, plus other student and school outcome measures will be used to plan and design targeted PD for all instructional staff. Central office staff, DAIT, and school leadership team will collaborate on addressing needs, based on the study, to design both targeted PDs and program interventions for students.

Status	Not Begun 02/26/2013	Filing Cabinet Count	0
Start-End Dates	08/01/2013 - 12/30/2017		

ACTION STEP Data-driven monitoring of instruction and program

Data from formative assessments, classroom walk-throughs, and district benchmarks will be used to monitor program success and need for additional support and resources. Parent feedback through regular parent meetings will also be used to inform program success.

Status	Not Begun 02/26/2013	Filing Cabinet Count	0
Start-End Dates	09/02/2013 - 12/30/2017		

ACTION STEP Improved Parent Engagement

Adopt the new national framework for parent engagement. Adopt a formalized, district-wide program that clearly installs a system in schools to build a culture and set of practices that significantly improves how parents are engaged as partners, at all schools.

Status	Not Begun 02/26/2013	Filing Cabinet Count	0
Start-End Dates	08/01/2013 - 12/30/2017		

ACTION STEP Support for Program Improvement Schools Yr. 3-5

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1F: Support Schools in Corrective Action

STRATEGY Support for Schools in PI Year 4

ACTION STEP Support for Program Improvement Schools Yr. 3-5

Use the resources of Sacramento County Office of Education Program Improvement Division to support Program Improvement Yr 3-5 site administrators in the development of programs/instructional strategies proven effective in improving similar schools as measured by API growth and AYP safe harbor goals.

Status	In Progress 02/28/2013	Filing Cabinet Count	0
Start-End Dates	01/01/2013 - 12/30/2017		

STRATEGY Support for Schools in PI Year 5

The following TRUSD district schools are identified as Program Improvement Year 5: Castori (Michael J) Elementary, Del Paso Elementary, Fairbanks, Garden Valley, Hagginwood, Morey Avenue Early Childhood Development, Noralto, Foothill Ranch MS, Martin Luther King Jr. JHS, Rio Linda Preparatory Academy, Rio Tierra JHS, Foothill HS, Grant HS, Pacific HS, Vista Nueva, Harmon Johnson Elementary.

Harmon Johnson Elementary made Safe Harbor 2011-12 and has the potential to exit Program Improvement if 2012-13 is met.

Aside from Castori Elementary (restructuring plans in 2010), these sites went through restructuring prior to TRUSD becoming a district. Restructuring took various forms including; replacing the principal, re-opening as a charter school, new grade configurations, full implementation of new curriculum, full implementation of the nine Essential Program Components (9 EPC's)with assigned instructional coaches.

This year 2012-13, Year 5+ schools are continuing with 9 EPC's, differentiated support through specific instructional leaders, and mandated requirements.

The specific district strategy to support these high needs schools is to use assistance of DAIT provider to support the most needy schools, cohesive and comprehensive roll out of CCSS, targeted technical assistance, monitoring and coaching instructional practices. The specific goal is to have 25% (4)of these schools make Safe Harbor as measured by the 2012-13 AYP Report.

Filing Cabinet Count	0
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ACTION STEP Comprehensive Needs Assessment

A comprehensive needs assessment study will be conducted with the help of DAIT, similar to WestEd's 4-Dimensional Needs Assessment that was done for the district.

Status	Not Begun 02/26/2013	Filing Cabinet Count	0
Start-End Dates	08/01/2013 - 05/30/2014		
Timeline Notes	This will be conducted at the start of the school year 13-14 and will include new data from state tests.		

ACTION STEP Planning and Design - PD and Programs

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1F: Support Schools in Corrective Action

STRATEGY Support for Schools in PI Year 5

ACTION STEP Planning and Design - PD and Programs

Data from needs assessments, plus other student and school outcome measures will be used to plan and design targeted PD for all instructional staff. Central office staff, DAIT, and school leadership team will collaborate on addressing needs, based on the study, to design both targeted PDs and program interventions for students.

Status	Not Begun 02/26/2013	Filing Cabinet Count	0
Start-End Dates	08/01/2013 - 12/30/2017		

ACTION STEP Data-driven monitoring of instruction and program

Data from formative assessments, classroom walk-throughs, and district benchmarks will be used to monitor program success and need for additional support and resources. Parent feedback through regular parent meetings will also be used to inform program success.

Status	Not Begun 02/26/2013	Filing Cabinet Count	0
Start-End Dates	08/01/2013 - 12/30/2017		

ACTION STEP Improved Parent Engagement

Adopt the new national framework for parent engagement. Adopt a formalized, district-wide program that clearly installs a system in schools to build a culture and set of practices that significantly improves how parents are engaged as partners, at all schools.

Status	Not Begun 02/26/2013	Filing Cabinet Count	0
Start-End Dates	08/01/2013 - 12/30/2017		

ACTION STEP Support for Program Improvement Schools Yr. 3-5

Use the resources of Sacramento County Office of Education Program Improvement Division to support Program Improvement Yr 3-5 site administrators in the development of programs/instructional strategies proven effective in improving similar schools as measured by API growth and AYP safe harbor goals.

Status	Not Begun 02/28/2013	Filing Cabinet Count	0
Start-End Dates	01/01/2013 - 12/30/2017		

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 1F: Support Schools in Corrective Action

STRATEGY Technical Assistance from SCOE - PI Director

Use the resources of Sacramento County Office of Education Program Improvement Division to support Program Improvement Yr 3-5 site administrators in the development of programs/instructional strategies proven effective in improving similiar schools as measured by API growth and AYP safe harbor goals.

Filing Cabinet Count 0

ACTION STEP Encourage on-going leadership training

Provide administrators with information about regional trainings to support leadership skills, offer administrator training at the district level and pay substitute administrators when principal is off-site attending trainings.

Status	Not Begun 02/27/2013	Filing Cabinet Count	0
Start-End Dates	08/01/2012 - 06/30/2017		
Timeline Notes	Ongoing		

ACTION STEP Encourage attendance at SCOE PI Trainings

Update site administrators on programs offered through SCOE including on-site technical support.

Status	Not Begun 02/28/2013	Filing Cabinet Count	0
Start-End Dates	08/01/2012 - 12/30/2017		

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 3: Highly-Qualified Teachers

94% of TRUSD's teachers are compliant with ESEA. The district will increase the number of Highly Qualified teachers in our district to 97% by the beginning of the 14/15 school year and to reach 100% by 2017. The highest percentage of non-HQT teachers are currently placed in Alternative Educational Settings (ie: Vista & Keema.) Specifically, at those two sites, the district will reduce the percentages by 20% beginning school year 2014 as measured by HQT reports.

Below is information on the sites where we have non-highly qualified teachers. The percentage reflects the teachers who are NOT highly qualified according to ESEA.

- CCAA = 7%
- Foothill High School = 5%
- Foothill Ranch Middle School = 17%
- Frontier* = 4%
- Grant High School = 5%
- Highlands High School = 6%
- Joyce* = 4%
- Keema = 48%
- Norwood JHS = 3%
- Oakdale* = 4%
- Ridgepoint* = 4%
- Rio Linda High = 3%
- Rio Linda Prep = 5%
- Rio Tierra JHS = 7%
- Smythe 7/8 = 39%
- Village* = 4%
- Vista Nueva = 33%

Filing Cabinet Count	0
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Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 3: Highly-Qualified Teachers

STRATEGY Distribution of Highly Qualified Teachers

94% of TRUSD’s teachers are compliant with ESEA. The district will increase the number of Highly Qualified teachers in our district to 97% by the beginning of the 14/15 school year. The highest percentage of non-HQT teachers are currently placed in Alternative Educational Settings (ie: Vista & Keema.) Specifically, at those two sites, the district will reduce the percentages by 20% beginning school year 2014 as measured by HQT reports.

Below is information on the sites where we have non-highly qualified teachers. The percentage reflects the teachers who are NOT highly qualified according to ESEA.

- CCAA = 7%
- Foothill High School = 5%
- Foothill Ranch Middle School = 17%
- Frontier* = 4%
- Grant High School = 5%
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- Joyce* = 4%
- Keema = 48%
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- Oakdale* = 4%
- Ridgepoint* = 4%
- Rio Linda High = 3%
- Rio Linda Prep = 5%
- Rio Tierra JHS = 7%
- Smythe 7/8 = 39%
- Village* = 4%
- Vista Nueva = 33%

Filing Cabinet Count 0

ACTION STEP Develop strategic plan in collaboration with HR

Begin task force led by Human Resources, with specific input from Special Education, Alternative Education (most impacted programs)to develop a plan to have 90% of alternative education and special education teachers placed in corrected subject area classes. Continue with monitoring of HQT and equitable distribution of HQT teachers in priority program like Special Ed, Alternative Ed & PI Schools Yr 3+.

Status	Completed 09/29/2014	Filing Cabinet Count	3
Start-End Dates	04/01/2013 - 07/31/2014		

Twin Rivers Unified - 3476505000000

GOAL CA6 Goal 3: Highly-Qualified Teachers

STRATEGY Individualized support for non-HQT teachers

Teachers can become compliant by completing an individualized plan that includes CSET exams, coursework, Verification Process for Special Settings, or advance certification. The District will pay for whatever they choose.

Filing Cabinet Count 0

ACTION STEP HR to monitor and support

Human Resource Specialists support teachers in becoming compliant by completing an individualized plan that includes CSET exams, coursework, Verification Process for Special Settings, or advance certification. The district will fund one of the outlined options.

Status	Completed 09/29/2014	Filing Cabinet Count	3
Start-End Dates	08/15/2012 - 06/30/2014		
Timeline Notes	Each teacher has two years to become compliant under ESEA.		

TASKS 1 of 1 Complete

Non-compliant teachers	Completed	Due 12/30/2017
Non-compliant teachers meet with credentials analyst to create individualized plan for HQT compliance. Credentials Analyst monitors HQT reports on a continuous basis.		

Twin Rivers Unified - 3476505000000

GOAL Goal 1D: Effective Teaching and Administration

At the heart of this LEA Plan is the implementation of a coherent standards-based/standards-aligned instruction 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. As required by Program Improvement Corrective Action 6, the district has partnered with WestEd (state approved DAIT provider) to facilitate district improvement. Using WestEd's 4Four Dimensional District Study (Needs Assessment) and recommendations as a springboard, the District Site Leadership Team (DSLTL) prioritized and will implement agreed upon critical focus areas. The DSLTL has made recommendation that the district focus on 4 Key Areas: Trust, Professional Development, Common Core and Defined Autonomy to ensure improved outcomes for students. The vehicle for implementing these focus areas will be through comprehensive, collaborative, and cohesive roll out and implementation of Ca Common Core State Standards (CCSS.)

Filing Cabinet Count 0

TOTAL PLAN FUNDS:	\$4,894,685.00
Budgeted	\$3,448,072.00
Actual	\$0.00