

The following report is filtered by active items, all statuses, all funding sources, all assignments, all tags, and all goals.

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

Our needs assessment of student proficiency in reading/language arts indicates that _____.

Based on the needs assessment findings, our district goal is _____.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	5

Washington Colony Elementary - 1062513000000

GOAL **Goal 1B: Proficiency in Mathematics**

Our needs assessment of student proficiency in mathematics indicates that _____ .

Based on these needs assessment findings, our district goal is _____ .

Filing Cabinet Count	0
Resources and state requirements for this goal Available	4

Washington Colony Elementary - 1062513000000

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

An increasing percentage of English learners will make annual progress in learning English.

- By January 2016, the percentage of English learners acquiring English will increase from 59% to 62%, in order to progress toward the state-defined growth expectations as measured by CELDT.

Filing Cabinet Count	0	Budgeted:	\$4,700.00
Resources and state requirements for this goal Available	3		

STRATEGY English Language Development Instruction

ELD instruction will be provided daily for all English learners. Academic vocabulary development; verbal and written interactions; instructional modeling and monitoring will be used to access core content.

Filing Cabinet Count	0	Budgeted	\$4,700.00
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ACTION STEP ELA-ELD Instruction

Language instruction, in addition to and as it relates to content, will be delivered in both integrated and designated settings to support English learners.

Status	Not Begun 01/15/2015	Filing Cabinet Count	0
Start-End Dates	01/12/2015 - 01/29/2016	Budgeted	\$4,700.00
Tags	T3Y4		
Persons Responsible	Craig Bowden		

TASKS 0 of 2 Complete

Teacher Training	Not Begun	Due 1/29/2016
Teachers will be trained in research based SDAIE strategies that focus on developing academic vocabulary, verbal discourse, and writing. ELs and the Common Core and/or the Best Results for ELs will be attended by teachers.		Becky Mitchell (LEA)
Language Instruction	Not Begun	Due 1/29/2016
ELs will learn to produce language in meaningful interactions as needed for core participation. Focus includes scaffolding of language structures, purpose, and discourse for different audiences.		Becky Mitchell (LEA)

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

STRATEGY Intervention for English Learners

Intervention will be provided for English learners to support language development.

Filing Cabinet Count 0

ACTION STEP Interventions

Interventions will be provided to support EL access to core content. Grades K-2 will provide interventions for English learners to attain verbal and written language skills to ensure full access to core. Kate Kinsella's Academic Vocabulary Toolkits will address grades 3-8 for additional language support and English 3D will address interventions for long-term English learners. Houghton Mifflin Reading is the core program for ELA/ELD and the above programs serve to supplement during this time of transition.

Status	Not Begun 02/05/2015	Filing Cabinet Count	0
Start-End Dates	01/12/2015 - 01/29/2016		
Tags	T3Y4		
Persons Responsible	Craig Bowden, Becky Mitchell		

TASKS 0 of 1 Complete

Purchase of Materials	Not Begun	Due 7/29/2015
Kate Kinsella's Academic Vocabulary Toolkits and English 3D will be purchased to supplement ELA instruction for English learners.		Craig Bowden (LEA)

STRATEGY Progress Monitoring

English learner progress with language development will be monitored with both formal and informal measures.

Filing Cabinet Count 0

ACTION STEP Monitoring Student Progress

Language acquisition will be monitored three times per year with district adopted formative assessments, unit tests, and writing samples. Data will be analyzed in the areas of vocabulary development, reading basic skills, and writing to inform instructional planning for ELs.

Status	Not Begun 02/05/2015	Filing Cabinet Count	0
Start-End Dates	04/07/2015 - 01/29/2016		
Tags	T3Y4		
Persons Responsible	Craig Bowden, Becky Mitchell		

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

STRATEGY **Progress Monitoring**

ACTION STEP **Monitoring Student Progress**

TASKS 0 of 2 Complete

Formative Assessments

Not Begun

Due 10/30/2015

Benchmark assessments will be developed or adopted to be administered three times per year.

Becky Mitchell (LEA) , Craig Bowden (LEA)

Language Acquisition Progress

Not Begun

Due 1/29/2016

Publisher embedded unit tests administered from the Vocabulary Toolkits and English 3D every 4-6 weeks and writing samples (baseline and 3 addressing CC genres) analyzed 4 times per year within PLCs. Data used to monitor language acquiring.

Becky Mitchell (LEA) , Craig Bowden (LEA)

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GOAL Goal 2B: AMAO 2 - English Proficiency

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

1. By January 2016, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 19.6% to 25.5% or greater in order to move toward state-defined expectations for meeting the CELDT criterion for English language proficiency.
2. By January 2016, the percentage of English learners in language instruction educational programs 5 years or more attaining English language proficiency will increase from 38.6% to 52.8% in order to meet or move toward state-defined expectations for meeting the CELDT criterion for English language proficiency.

Filing Cabinet Count	0	Budgeted:	\$6,000.00
Resources and state requirements for this goal Available	3		

STRATEGY Attaining English Proficiency

An increasing percentage of English learners will attain English proficiency annually. Explicit designated and integrated language instruction will take place daily to promote progress in acquiring academic vocabulary and language structures required to meet the language demands of the next level on CELDT moving toward and attaining English proficiency.

Filing Cabinet Count	0	Budgeted	\$6,000.00
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ACTION STEP English Proficiency

English language acquisition as it is integrated in literacy development and academic discourse is to be a school wide focus. Academic vocabulary instruction within listening, speaking, reading, and writing will be addressed through interactions with the teacher and peers in both verbal and written structured language practice with connections to content specific or literary texts. Long-term English learners will deepen understanding and comprehension of informational text for specific formal writing tasks as they build language skills for the complexities of academic writing and speaking.

Status	Not Begun 01/15/2015	Filing Cabinet Count	0
Start-End Dates	01/12/2015 - 01/29/2016	Budgeted	\$6,000.00
Tags	T3Y4		
Persons Responsible	Craig Bowden, Becky Mitchell		

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GOAL **Goal 2B: AMAO 2 - English Proficiency**

STRATEGY **Attaining English Proficiency**

ACTION STEP **English Proficiency**

TASKS 0 of 4 Complete

Primary Grade Language Development

Not Begun

Due 1/29/2016

K-2 language development to be integrated in literacy and content instruction. Grade level rigor to be maintained for ELs through explicit designated ELD. ELs expected to master grade level standards while attaining English proficiency.

Becky Mitchell (LEA) , Craig Bowden (LEA)

Academic Language Development

Not Begun

Due 1/29/2016

Grade 3-8 instruction develops academic vocabulary and language structures in speech and writing as related to R/LA units. Students receive scaffolded interactive routines leading to independence in writing and speaking while building concept knowledge.

Becky Mitchell (LEA) , Craig Bowden (LEA)

Supplemental Resources

Not Begun

Due 7/31/2015

Purchase Dr.Kinsella's Academic Vocabulary Toolkits (3-8) and English 3D (6-8)to implement structured and meaningful continuum for building fluency with academic language.

Becky Mitchell (LEA) , Craig Bowden (LEA)

Teacher Training

Not Begun

Due 1/29/2016

Instructional staff to receive training regarding implementation of Academic Vocabulary Toolkits and English 3D.

Becky Mitchell (LEA) , Craig Bowden (LEA)

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GOAL Goal 2C: AMAO 3 - Reading/Language Arts

An increasing percentage of English learners will attain proficiency in Reading/Language Arts.

By (monthly/year), the percentage of English learners attaining proficiency

in Reading/Language Arts will increase from __% to __%, as measured by the local assessments and/or benchmarks, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.

Filing Cabinet Count 0

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GOAL Goal 2C: AMAO 3 - Mathematics

· By (month/year), the percentage of English learners attaining proficiency in Mathematics will increase from ___% to ___%, as measured by the local assessments and/or benchmarks, in order to move toward state-defined expectations for proficiency in Mathematics.

· Optional: By (month/year), the percentage of teacher s of English learners implementing the ELD Standards in tandem with the California Common Core Standards will increase from ___% to ___% as measured by locally developed observation tools.

[Required per Elementary and Secondary Education Act, Sections 3116(a) & (b) and 3122(a)(3)(A)(iii)]

Filing Cabinet Count 0

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GOAL Goal 2D: High Quality Professional Development

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

By January 2016, the Washington Colony instructional staff will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the Washington Colony Needs Assessment.

Filing Cabinet Count	0	Budgeted:	\$5,000.00
Resources and state requirements for this goal Available	1		

STRATEGY II-SIG 14: Professional Development

Provide high-quality job-embedded professional development that is aligned with the school's EL goals within the LCAP, LEAP, and SPSA plans and are designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement strategies ensuring English learner participation and success in core content.

Tulare County Office of Education will provide training and support through coaching and professional development. Using the new ELA/ELD Framework and the vignettes to guide and assist teachers in developing Integrated and Designated ELD lessons. The training will begin in the fall of 2015 and will occur a minimum of 5 days. TCOE ELD specialist will work closely to monitor progress on a monthly basis.

Filing Cabinet Count	0	Budgeted	\$5,000.00
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ACTION STEP Professional Development, Training, and Coaching

The LEA will provide high quality professional development to instructional staff that encompasses the instruction of academic language development that meets the language demands of content areas to improve EL achievement. Teachers will receive professional development and coaching in the implementation of research-based language instruction in the delivery of ELD, R/LA, and mathematics. FCOE ASIST ELA-ELD and math coaches will be available to guide teachers on an implementation plan addressing methods to improve language instruction for EL annual progress, attainment of English proficiency, and academic achievement. Research based EL strategies for Structured Language Practice will be used to promote EL involvement in verbal interactions and the construction of academic language in discussion and writing.

Status	Not Begun 01/15/2015	Filing Cabinet Count	0
Start-End Dates	01/20/2015 - 01/29/2016	Budgeted	\$5,000.00
Tags	T3Y4		
Persons Responsible	Craig Bowden, Becky Mitchell		

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

STRATEGY **II-SIG 14: Professional Development**

ACTION STEP **Professional Development, Training, and Coaching**

TASKS 0 of 2 Complete

Language Development Coaching	Not Begun	Due 1/29/2016
Coaching within core content lessons will be provided by ELA-ELD and math coaches from FCOE. Coaches to assist in planning for implementation of Structured Language Practice strategies promoting EL proficiency in ELA and math.		Becky Mitchell (LEA) , Craig Bowden (LEA)
ELA or Math Content Training	Not Begun	Due 1/29/2016
Teachers will attend content specific trainings, seminars, and workshops that include content access strategies for ELs or guidance in the use of materials as they relate to full implementation of Common Core.		Becky Mitchell (LEA) , Craig Bowden (LEA)

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GOAL Goal 2E: Parent and Community Participation

The LEA will promote the involvement of parents and community members in the education of English learners. By January, 2016 the LEA will maintain and/or increase (EL) parent participation in school events.

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

STRATEGY Parent and Community Participation

The LEA will provide opportunities for parents of English learners and community members to participate in school events and the education of their children.

Filing Cabinet Count	0
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ACTION STEP Parent Participation

The LEA will make opportunities available for parents to be involved in leadership, school-wide celebrations of student success, and other school committees. Parents are mailed invitations to Award Assemblies where academic success or Student of the Month (based on character trait) is celebrated. Parents of all ELs are invited to participate in leadership roles on ELAC/DELAC, Site Council or to participate as stakeholders for LCAP. Parents receive an extensive list of ways they may be involved at school via monthly newsletters and the Washington Colony website.

Status	Not Begun 01/15/2015	Filing Cabinet Count	0
Start-End Dates	01/20/2015 - 01/29/2016		
Tags	T3Y4		
Persons Responsible	Craig Bowden, Becky Mitchell		

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

STRATEGY **Parent and Community Participation**

ACTION STEP **Parent Participation**

TASKS 0 of 2 Complete

Award Assemblies	Not Begun	Due 1/29/2016 Craig Bowden (LEA)
<p>Each month an award assembly honors students named Student of the Month. Each trimester, students are honored for attendance, academic achievement, or exemplary demonstration of character. Parents are mailed invitations to attend these celebrations.</p>		

ELAC/DELAC Involvement	In Progress	Due 1/29/2016 Becky Mitchell (LEA)
<p>D/ELAC agendas include topics that inform EL parents of the EL Program and Master Plan including district adopted policies. Parents are invited to participate as an advisory regarding ELs. Leadership roles are available through an election process.</p>		

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GOAL Goal 2F: Parental Notification

The LEA will provide required communications to parents in a timely manner. By January 2016, the LEA will provide 100% of parents of ELs with written information regarding their children adhering to appropriate timelines and additional verbal clarification of each of the following during the first trimester parent-teacher conference:

- o Identification as an EL
- o Program placement options
- o Program placement notification
- o English language proficiency level as determined by CELDT
- o Academic achievement level
- o Re-designation information

Filing Cabinet Count	0	Budgeted:	\$2,450.00
Resources and state requirements for this goal Available	1		

STRATEGY Parental Notification

Written notifications to parents of ELs are provided in a language understandable to the parent and in a timely manner.

Filing Cabinet Count	0	Budgeted	\$2,450.00
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ACTION STEP Translating Communications

LEA will ensure communications are translated into a language understandable to the parent. EL parents will receive information in their primary language.

Status	Not Begun 01/16/2015	Filing Cabinet Count	0
Start-End Dates	01/20/2015 - 01/29/2016	Budgeted	\$2,450.00
Tags	T3Y4		
Persons Responsible	Craig Bowden, Becky Mitchell		

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GOAL **Goal 2F: Parental Notification**

STRATEGY **Parental Notification**

ACTION STEP **Translating Communications**

TASKS 0 of 3 Complete

English Learner Program Notifications	Not Begun	Due 1/29/2016
Parents of initial and annual CELDT takers are provided with written translated program placements and options each year during parent-teacher conference with a translator present.		
		Becky Mitchell (LEA)

CELDT Results and Reclassification Criteria	Not Begun	Due 1/29/2016
Initial identification, program options and notifications for initials and annuals is received within 30 days of student enrollment or by the close of the CELDT testing window. CELDT reports are mailed to parents when received from the contractor.		
		Becky Mitchell (LEA)

Clarification of EL Program	Not Begun	Due 1/29/2016
Parents of ELs will be provided with clarification of EL identification, initial and annual placement, programs available, assessment results, and reclassification at the time of enrollment or during parent-teacher conference through a translator.		
		Becky Mitchell (LEA)

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GOAL Goal 2G: Services for Immigrant Students

The LEA will provide high quality Instruction and Support Services to all immigrant students.

- By (month/year) enhanced instructional opportunities will be provided to ___% of immigrant students and their families.

[See Elementary and Secondary Education Act, sections 3116(a) & (b) and 3115(e)]

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

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GOAL **Goal 5A: Increase Graduation Rates**

Results from our analysis of graduation rates indicate that _____ .

Based on these data, our district goal is _____ .

Our district goal for English learners is _____ .

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

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GOAL **Goal 5B: Decrease Dropout Rates**

Results from our analysis of dropout rates indicate that _____ .

Based on these data, our district goal is _____ .

Our district goal for English learners is _____ .

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

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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 and mathematics annually.

1. By January 2016 there will be a 10% reduction of the total number of English learners not attaining proficiency in reading/language arts, as measured by Common Core Assessment (SBAC) to move toward state-defined expectations for proficiency in reading/language arts.

2. By January 2016, there will be a 10% reduction of the total number of English learners not attaining proficiency in mathematics, as measured by Common Core Assessment (SBAC) to move toward state-defined expectations for proficiency in mathematics.

In addition we will use local benchmarks to determine progress. We will utilize Illuminate Interim assessments that are aligned to SBAC. These assessments are given three times per year. Students will grow by 5% per year. Baseline data will be established Spring of 2015.

These assessments are given in both ELA and Math.

Filing Cabinet Count	0	Budgeted:	\$4,000.00
Resources and state requirements for this goal Available	3		

STRATEGY AYP for EL Subgroup

An increasing percentage of English learners will attain proficiency in reading/language arts and mathematics annually. ELs will receive support with integrated language development and differentiation in content instruction for R/LA and mathematics.

Filing Cabinet Count	0	Budgeted	\$4,000.00
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ACTION STEP Core Content Access, Support, and Monitoring

Content instruction will be provided that supports students in developing the academic language to meet the demands of core content discourse and, simultaneously, will ensure ELA and Mathematics instruction that allows comprehensible access to Common Core content standards as assessed on district adopted assessments. Common Core ELA and Math content instruction will be cognitively planned to provide focus for academic language structures, content vocabulary development, and be delivered with SDAIE language supports or Structured Language Practice that allows ELs comprehensible access to grade level standards.

Status	Not Begun 01/15/2015	Filing Cabinet Count	0
Start-End Dates	03/02/2015 - 01/29/2016	Budgeted	\$4,000.00
Tags	T3Y4		
Persons Responsible	Craig Bowden, Becky Mitchell		

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

STRATEGY **AYP for EL Subgroup**

ACTION STEP **Core Content Access, Support, and Monitoring**

TASKS 0 of 3 Complete

Content Language Development	Not Begun	Due 1/29/2016
Content instruction and language development delivery will be integrated. Instruction provides multiple opportunities to participate and interact in written and verbal discourse required to achieve 70% or better on district CC aligned assessments.		

Monitoring	Not Begun	Due 1/29/2016
Formative assessments three times per year will be used to monitor progress of ELs in ELA or math. Assessments administered at the end of unit study and formative assessments will be analyzed within PLC structure for instructional planning.		

Support ELD in CCSS Implementation	Not Begun	Due 1/29/2016
Professional development provided for teachers to support ELs in implementation of Common Core. Teachers will receive training to instruct language development skills in content.		

ACTION STEP **Core Content Monitoring**

LEA administrator will monitor instruction and student progress in content. Site administrator will perform twice per month walk-throughs and informal observations to ensure instruction includes integration of ELD and the scaffolds for ELs.

Status	Not Begun 01/16/2015	Filing Cabinet Count	0
Start-End Dates	04/01/2015 - 01/29/2016		
Tags	T3Y4		
Persons Responsible	Craig Bowden		

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

STRATEGY **AYP for EL Subgroup**

ACTION STEP **Core Content Monitoring**

TASKS 0 of 2 Complete

Informal Observations

Not Begun

Due 1/29/2016

Site administrators will routinely visit classrooms to observe practices of integrated instruction for content and language development.

Craig Bowden (LEA)

Monitoring Student Achievement

Not Begun

Due 1/29/2016

Analysis of student data from formative assessments will be used to inform instruction. Staff and administrators will analyze formative assessment data to monitor student achievement and determine challenges, strategies, or interventions for ELs.

Becky Mitchell (LEA) , Craig Bowden (LEA)

TOTAL PLAN FUNDS:	\$50,941.00
Budgeted	\$22,150.00
Actual	\$0.00