

Tier 2 Operating Plan - Mid Year Review Report

Due Date: February 6, 2008

District Priority: Focus on Student Achievement **Owner(s):** Language Assessment and Development Department **Submitted by:** Joan Morris **Date:** 2/6/2008

District Strategy:				
1.2 Target Under-achieving sub-groups				
4.5.5 Ensure that the District has the correct people in each position, and appropriate professional development, time and support to be successful in their new jobs.				
Related District Tier 1 Target(s):				
<ul style="list-style-type: none"> • CST – increase percentage of EL students performing at proficient or better by 9% (indicator 3), • CAHSEE – increase EL passing rate by 9% (indicator 4) high schools only, • CELDT - % of EL students at Early Advanced or Advanced by 9% (indicator 5) • Organizational Assessment (Stellar People #4) – Embedded Professional Develop is provided to ensure transferability of knowledge and skill to the job. • Customer Service Survey - District respondent ranking of LADD 				
Tier 2 Indicators	Strategies Implemented	Data Collected and Analyzed	Data Analysis Results	Mid-Year Changes
<i>(Based on Tier 3 analysis)</i>	<i>(What strategies have been implemented along the way to meet your Tier 2 indicators?)</i>	<i>(What data have been collected and analyzed as identified to measure progress of Tier 2 indicators?)</i>	<i>(What are the findings of data analysis? What is working and what is not? Explain reasons for progress or lack of progress.)</i>	<i>(Based on the data analysis, what strategies need to be modified to meet your Tier 2 indicators?)</i>
<p>Closing the Gap: Beginning 2nd quarter, we will increase to two (2) per quarter the number of PD offerings that target research based instructional strategies as measured by rosters and agendas.</p>	<p>Secondary English Learners: • Focused Professional Development, Grades 6-12, through CORE on SDAIE for LDRTs, Coaches, and content area teachers of English Learners.</p> <p>Elementary English Learners: • Provided “Year 3” professional development for elementary SEI teachers. • Continued “Effective Coaching Practices” staff development trainings for Elementary LDRTs (Year 2 with CORE). • Three new SEI Teacher Training on use of <i>OCR’s EL Support Guide</i> and Santillana’s <i>Intensive English</i>.</p>	<p>Secondary English Learners: • Agendas, Rosters and Evaluations for Professional Development offerings: number of teachers trained and average evaluation.</p> <p>Elementary English Learners: • Agendas, Rosters and Evaluations for Professional Development offerings: number of teachers trained and average evaluation.</p>	<p>Secondary English Learners: <u>CORE SDAIE Trainings offered:</u> • Quarter One – 3 trainings • Quarter Two – 3 trainings <u>Participants:</u> - 34 Content Area Teachers - 7 Language Development Resource Teachers - 6 Literacy Coaches - 3 District Support Personnel <u>Observations:</u> • Two teachers were randomly selected to check implementation. There was no evidence of implementation in either classroom.</p> <p>Elementary English Learners: SEI Elementary Teacher Trainings: Quarter One – 5 trainings Quarter Two – 5 trainings <u>Participants:</u> 25 LDRTs 55 New SEI Classroom Teachers 118 Year 3 SEI Teachers Trained <u>Observations:</u> • Good implementation for ELD/SDAIE among first year teachers. • Follow up training on differentiation for Year 3 less discernable during classroom observations. • Not all SEI teachers who were scheduled to be trained were able to attend October trainings due to substitute issues.</p>	<p>Secondary English Learners: • Site LDRTs and Literacy Coaches will begin adding SDAIE trained teachers to observation schedule & district walkthroughs to provide more targeted support. • Teacher Specialist will increase visitations to trained teachers to provide support & to monitor implementation.</p> <p>Elementary English Learners: • LDRTs will be provided with Differentiated questions for Santillana lessons to have on hand during classroom observations.</p>

<p>Professional Development: Increase the amount of differentiated support offered to low performing schools by 100% via Teams of district level personnel as measured by monthly meeting agendas and logs.</p>	<ul style="list-style-type: none"> • Teacher Specialists act as Leads of "Schools Pursuing Excellence" support teams. • Teacher Specialists visit low performing schools weekly and meet with appropriate staff to report findings and offer support. • Bilingual Community Assistant will be funded through LADD to support improved communication with parents at John Muir High School. 	<ul style="list-style-type: none"> • Agendas for SPE Support meetings & minutes. • Logs for SPE visitations. • Personnel Requisition 	<p>John Muir High School:</p> <ul style="list-style-type: none"> • 3 Schools Pursuing Excellence meetings facilitated • 24/61 Visitations to JMHS • 11/61 Visitations to Washington Middle • 2/61 Visitations to Wilson Middle • Schools report that there has been some resolution on issues regarding Special Education and Attendance. Some alleviation of teacher vacancies; although problems persist. • Teams report that some "critical" issues are not resolved or helped through this process. These are usually related to security problems: burglaries, safety, etc. • Personnel has provided John Muir High School with an updated eligibility roster for the Community Assistant position. <p>Jackson School:</p> <ul style="list-style-type: none"> • 3 Schools Pursuing Excellence meetings facilitated • 7 visitations to Jackson 	<ul style="list-style-type: none"> • Develop a "protocol" to be used during "critical" situations. • District "Assessment Technician" will be deployed to school once a week and during CAHSEE testing to provide support to new personnel and to AP of Curriculum and Instruction. • Make visitations Jackson regularly during second semester.
<p>Increase to 2 times a week, the number of post Professional Development teacher observations to monitor implementation of strategies as measured by Teacher Specialists' observation forms and logs.</p>	<p>Districtwide: Continue implementation, staff development and monitoring of ELD/SDAIE at elementary and secondary schools. Conduct focused ELD walkthroughs.</p>	<ul style="list-style-type: none"> • Teacher Specialists' visitation/observation logs. 	<p>Secondary:</p> <ul style="list-style-type: none"> • 17/61 visitations to secondary schools were for teacher observations. The remainder was for meetings or trainings. • During these visitations, 4 were for content area teachers. There was little evidence of SDAIE implementation in these classes. <p>Elementary: 21 ELD walk-throughs were conducted with follow-up emails to LDRTs and principals 12 site visits to speak with LDRT/principals 4 ELAC meetings attended</p>	<p>Secondary:</p> <ul style="list-style-type: none"> • Increase the number of observations to content area teachers that have been trained. • Add SDAIE trained teachers to literacy walkthrough schedules to encourage implementation and support by resource personnel. <p>Elementary: Elementary walk-throughs will focus on differentiated questions and cooperative learning structures, strategies that were emphasized during Year 2 training.</p>
<p>Decrease to 48 hours the amount of time it takes for LADD staff to answer emails.</p>	<p>Baseline number and dates of unopened emails taken in November and progress will be checked monthly for all LADD staff members.</p>	<ul style="list-style-type: none"> • Staff survey of unopened emails with the earliest date. 	<ul style="list-style-type: none"> • Number of unopened emails has increased from 9 to 11. However, there are two staff members that are new to the count. • Response time has decreased from 5 days at the latest to 3 days. 	<ul style="list-style-type: none"> • Good progress is being made. A reminder to staff to work on their email response time will be sent periodically.

Support Needed *(Is there support from others that is needed or could help the work be easier/faster/better?):*

It would be helpful if there were a communicated approach to dealing with security issues that arise at schools. There is no clear point person for these issues and it may delay getting support to schools during difficult times.