

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

An increasing percentage of English learners will make annual progress in learning English. By Sept. 14, 2014 the percentage of ELs learning English will increase from 58.9% to 62%, in order to continue meeting the state defined growth expectations as measured by CELDT.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	3

Twin Rivers Unified - 3476505000000

GOAL Goal 2B: AMAO 2 - English Proficiency

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

By June, 2014, percentage of English learners in language instruction educational programs less than 5 years in USA schools attaining English language proficiency will increase from 22.1% to 22.8% in order to continue meeting the state-defined expectations for meeting the CELDT criterion for English language proficiency.

By June 30, 2014, the percentage of English learners in language instruction educational programs 5 or more years (Long Term ELs) attaining English language proficiency will increase from 45.0% 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	0
Resources and state requirements for this goal Available	3

STRATEGY Use standards aligned adopted materials for ELD

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
----------------------	---

ACTION STEP 1. Implement new ELD standards and instruction

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

Status	Completed 11/04/2013	Filing Cabinet Count	0
Start-End Dates	01/03/2013 - 06/01/2014		
Tags	T3Y4		
Persons Responsible	Graciela Garcia-Torres, Joseph Williams		

Twin Rivers Unified - 3476505000000

GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Use standards aligned adopted materials for ELD

ACTION STEP 1. Implement new ELD standards and instruction

TASKS 1 of 3 Complete

1.1 Disseminate ELD Materials	Completed	Due 8/25/2013
Inventory needs for materials and disseminate at appropriate intervals (e.g., ele. at the beginning of the trimester, secondary at the beginning of the semester.)		Graciela Garcia-Torres (LEA) , Kim Gothier (LEA)
1.2 Monitor ELD instruction delivery	In Progress	Due 9/29/2013
A Master Schedule will be submitted by the site administrator. The site administrator will monitor the ELD instruction delivery at least twice a year.		Graciela Garcia-Torres (LEA) , Joseph Williams (LEA)
1.3 Monitor Delivery	Not Begun	Due 11/29/2013
Principals will monitor the ELD strategies through classroom walkthroughs twice a year.		Graciela Garcia-Torres (LEA) , Joseph Williams (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 1 Implement Research Based Placement

Administator and site staff will place ELs according to research.

Status	Not Begun 11/04/2013	Filing Cabinet Count	0
Start-End Dates	12/02/2013 - 06/10/2016		
Persons Responsible	Graciela Garcia-Torres, Joseph Williams		

TASKS 0 of 7 Complete

1.1 Elementary including K-8	Not Begun	Due 1/1/0001
Cluster English Learners by English Proficiency in classes. Regroup for ELD instruction. Provide native language instruction when available.		Graciela Garcia-Torres (LEA)

GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Researched based policies for student scheduling

ACTION STEP 1 Implement Research Based Placement

1.2 7th and 8th grade CELDT levels 1 and 2	Not Begun	Due 1/1/0001
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.		
1.3 7th and 8th grade CELDT levels 3-5	Not Begun	Due 1/1/0001
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.		
1.4 9th thru 12th grade CELDT levels 1 and 2	Not Begun	Due 1/1/0001
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.		
1.5 9th thru 12th grade CELDT level 3	Not Begun	Due 1/1/0001
9th thru 12th grade CELDT level threes are enrolled with either ones and twos or fours and fives based on individual data.		
1.6 9th thru 12th grade CELDT levels 4 -5	Not Begun	Due 1/1/0001
9th thru 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.		
1.7 Native Speaker	Not Begun	Due 1/1/0001
World Language placement shall be based on Native Language when available to improve literacy in Native Language.		

Twin Rivers Unified - 3476505000000

GOAL Goal 2B: AMAO 2 - English Proficiency

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

ACTION STEP 1. Plan and Implement effective ELD strategies

Teachers will implement effective ELD instructional strategies rich in oral development as observed through doing walkthroughs, documented through learning targets and student artifacts. 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	Not Begun 02/22/2013	Filing Cabinet Count	0
Start-End Dates	01/13/2013 - 06/01/2014		
Tags	T3Y4		
Persons Responsible	Graciela Garcia-Torres, Joseph Williams		

TASKS 0 of 2 Complete

1.1 PD provided	In Progress	Due 12/20/2013
Develop schedule for providing PD using district dev. ELD CCSS modules.		GINNA MYERS (LEA) , GRACIELA GARCIA-TORRES (LEA) , JOSEPH WILLIAMS (LEA)
1.2 Collaboratively Plan ELD	Not Begun	Due 4/17/2013
Collaboratively plan ELD lessons research based strategies and documented in lesson plans.		GINNA MYERS (LEA) , GRACIELA GARCIA-TORRES (LEA) , JOSEPH WILLIAMS (LEA)

ACTION STEP 2. Maximize language production

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

Status	Not Begun 02/22/2013	Filing Cabinet Count	0
Start-End Dates	01/03/2013 - 06/01/2014		
Tags	T3Y4		
Persons Responsible	Graciela Garcia-Torres, Ginna Myers, Joseph Williams		

Twin Rivers Unified - 3476505000000

GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Teachers use Effective ELD Strategies

ACTION STEP 2. Maximize language production

TASKS 0 of 1 Complete

2.1 Collaborative Planning

Not Begun

Due 11/15/2013

Teachers collaboratively develop lesson plans for ELD instruction focusing on language production and academic output.

GINNA MYERS (LEA) , GRACIELA GARCIA-TORRES (LEA) , JOSEPH WILLIAMS (LEA)

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 0

ACTION STEP 1. Data for LTELs

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

Status	In Progress 09/24/2013	Filing Cabinet Count	0
Start-End Dates	01/03/2013 - 06/01/2014		
Tags	T3Y4		
Persons Responsible	Chris Arnold, Joseph Williams		

TASKS 0 of 1 Complete

1.1 Provide Quarterly ELD Data Reports and PD

In Progress

Due 6/30/2014

Produce quarterly reports for teachers regarding LTEL ELD progress to facilitate differentiated planning for effective instruction.

CHRIS ARNOLD (LEA) , GINNA MYERS (LEA) , GRACIELA GARCIA-TORRES (LEA) , JOSEPH WILLIAMS (LEA)

ACTION STEP 2. Targeted support to LTELs

Twin Rivers Unified - 3476505000000

GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Enhanced Support for Long Term English Learners

ACTION STEP 2. Targeted support to LTELs

Teachers utilize their data reports to plan for and deliver targeted interventions that provide opportunities for accelerated language development for LTELs an expanded settings.

Status	In Progress 09/24/2013	Filing Cabinet Count	0
Start-End Dates	01/13/2013 - 06/01/2014		
Tags	T3Y4		
Persons Responsible	Graciela Garcia-Torres, Joseph Williams		

TASKS 1 of 5 Complete

2.1 Data Reports	In Progress	Due 8/14/2013
Produce quarterly reports for teachers regarding LTEL ELD progress for lesson planning.		Chris Arnold (LEA) , Ginna Myers (LEA) , Joseph Williams (LEA)
2.2 ID LTELs	Completed	Due 3/21/2013
Assessment and Accountability will provide a list admin and teachers of LTELs for students that have been in U.S. schools for more than 4+ years.		Chris Arnold (LEA) , Graciela Garcia-Torres (LEA) , Joseph Williams (LEA)
2.3 Expand ELA/ELD course electives	In Progress	Due 2/28/2014
Expand ELA/ELD course electives for secondary LTEL students who have exited Inside and Edge courses to increase English development via CP English based electives.		Ginna Myers (LEA) , Graciela Garcia-Torres (LEA) , Joseph Williams (LEA) , Marla Miller (LEA)
2.4 Student Enrollment	Not Begun	Due 1/31/2014
Counselors and site administration will work closely with district staff to enroll LTEL students in an ELA/ELD elective courses.		Chris Arnold (LEA) , Graciela Garcia-Torres (LEA) , Joseph Williams (LEA) , Marla Miller (LEA)
2.5 Monitor appropriate placement of LTELs	In Progress	Due 4/25/2014
Transcripts of HS students will be monitored quarterly for appropriate placement.		Graciela Garcia-Torres (LEA) , Marla Miller (LEA)

Twin Rivers Unified - 3476505000000

GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Monitor ELD Program Implementation

Site and district administrators will conduct quarterly classroom walk-throughs to verify ELD/SDAIE strategies delivered during instruction. Site teams will be developed to support EL monitoring progress.

Filing Cabinet Count 0

ACTION STEP 1. Quarterly Walk-Throughs

Site and district administrators will conduct quarterly walk-throughs to verify that ELD/ SDAIE strategies are delivered during instruction.

Status	Not Begun 02/22/2013	Filing Cabinet Count	0
Start-End Dates	01/13/2013 - 06/01/2014		
Tags	T3Y4		
Persons Responsible	Graciela Garcia-Torres, Joseph Williams		

TASKS 0 of 3 Complete

1.1 Walk-Through Form	In Progress	Due 11/1/2013
Design walk-through form.		Graciela Garcia-Torres (LEA) , Joseph Williams (LEA)
1.2 Professional Development	Not Begun	Due 12/13/2013
Provide PD to admin on effective EL instructional strategies also found in the walk-through form .		Ginna Myers (LEA) , Graciela Garcia-Torres (LEA) , Joseph Williams (LEA)
1.3 Site Schedules	In Progress	Due 1/31/2014
Principals will develop a Master EL Program Schedule for ELD instruction. They will also submit the BP schedule demonstrating support for EL students. Walk-through site schedule will be in place for at least twice a year.		Graciela Garcia-Torres (LEA) , Joseph Williams (LEA)

Twin Rivers Unified - 3476505000000

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 2015, the percentage of English learners attaining proficiency in reading/language arts will increase from 34.1% to 40.6%, as measured by the CAPA, CAHSEE, and other assessments as developed for CCSS in order to move toward state-defined expectations for proficiency in Reading/Language Arts.

By June 2013 the LEA will maintain at least the 95% participation rate for English learners assessed in Reading/Language Arts.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	3

STRATEGY Implementation of CCSS and ELD Standards

Teachers will plan and deliver SDAIE based on CCSS and research-based programs for EL (Guided Language Acquisition Design-GLAD, English Learners and Language Arts-ELLA, etc). Site and district administrators will monitor ELA and Math instruction, the instructional delivery, pacing and student outcomes. Based on the results of formative assessments, teachers will make adjustments as needed to improve and refine ELA and Math instruction.

Filing Cabinet Count	0
----------------------	---

ACTION STEP 1. 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 SDAIE and research-based sheltered instruction strategies to include guided and independent practice and checking for understanding.

Status	Not Begun 02/24/2013	Filing Cabinet Count	0
Start-End Dates	02/01/2013 - 06/30/2014		
Tags	T3Y4		

TASKS 0 of 1 Complete

1.1 Disaggregating Data for ELA/Math	Not Begun	Due 11/29/2013
Student achievement data for ELA/Math will be provided to teachers quarterly by Assessment and Accountability Department.		Chris Arnold (LEA) , Graciela Garcia-Torres (LEA)

Twin Rivers Unified - 3476505000000

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

STRATEGY Extended learning time for LTELs

Data for Long Term English Learners will be prepared for teachers. Teachers will analyze the data to plan and implement appropriate interventions.

Filing Cabinet Count 0

ACTION STEP 1. Summer Academy for LTELs

Students in grades 3-5 who are not making year to year progress on CELDT and LTELs in grades 6-8 will be offered the opportunity to attend a 6 week special summer academy designed to address their special learning needs with ELA and mathematics integrated into Science and Social Studies instruction. Instruction will be based on ELD standards, specialized differentiated instruction methodologies including SDAIE, sheltered instruction, GLAD, ELLA and Arts Integration.

Status	Not Begun 09/24/2013	Filing Cabinet Count	0
Start-End Dates	03/29/2013 - 07/31/2013		
Tags	T3Y4		
Persons Responsible	Chris Arnold, Graciela Garcia-Torres, Ginna Myers, Joseph Williams		

TASKS 0 of 3 Complete

1.1 Student Identification	Not Begun	Due 3/29/2013
Identify students not making year to year progress on CELDT in grades 3-5 and LTEL students in grades 6-8.		Chris Arnold (LEA) , Graciela Garcia-Torres (LEA)
1.2 Recruitment, Notification and Enrollment	Not Begun	Due 5/17/2013
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 LTEL students in grades 6-8. Notify parents and start enrollment process.		Chris Arnold (LEA) , Graciela Garcia-Torres (LEA)
1.3 Training	In Progress	Due 8/30/2013
Provide training for teachers and bilingual para-educators on ELD standards, differentiated instruction based on student CELDT levels, planning and implementing instruction utilizing research-based instructional strategies for EL students.		Ginna Myers (LEA) , Graciela Garcia-Torres (LEA)

ACTION STEP 2. LTEL ELA Course Development

Twin Rivers Unified - 3476505000000

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

STRATEGY Extended learning time for LTELs

ACTION STEP 2. 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	Not Begun 04/03/2013	Filing Cabinet Count	0
Start-End Dates	04/01/2013 - 06/01/2014		
Timeline Notes	class to be piloted during 2013-2014 school year.		
Tags	T3Y4		
Persons Responsible	Graciela Garcia-Torres		

STRATEGY Maximize comprehension through oral development

Strategies include consistent and frequent application of new ELD standards including the use of Effective research based instructional strategies specific to EL students.

Filing Cabinet Count 0

ACTION STEP 1. Student Engagement

Teachers will use effective research based strategies to maximize language production and promote comprehensible input.

Status	Not Begun 04/03/2013	Filing Cabinet Count	0
Start-End Dates	03/01/2013 - 06/02/2014		
Timeline Notes	Strategies will be observed on quarterly walkthroughs.		
Tags	T3Y4		
Persons Responsible	Graciela Garcia-Torres, Ginna Myers, Joseph Williams		

STRATEGY Common Core Implementation

Prepare staff to work with ELs through CCCSS for ELA and Math.

Filing Cabinet Count 0

ACTION STEP 1. CCSS Professional Development

Twin Rivers Unified - 3476505000000

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

STRATEGY Common Core Implementation

ACTION STEP 1. CCSS Professional Development

Provide initial training on CCSS with focus on strategies for working with EL students. Teachers of ELD and ELA will participate in initial training, which will be expanded to include math, social science, and science later in the 2013-14 school year.

Status	In Progress 09/24/2013	Filing Cabinet Count	0
Start-End Dates	06/28/2012 - 08/05/2013		
Timeline Notes	CCSS trainings with focus on EL strategies will be offered quarterly.		
Tags	T3Y4		
Persons Responsible	Graciela Garcia-Torres, Ginna Myers		

TASKS 1 of 3 Complete

1.1 Schedule PDs	In Progress	Due 6/30/2014
Prepare PDs, publicity fliers, and reserve rooms.		Ginna Myers (LEA) , Graciela Garcia-Torres (LEA)
1.2 Participants	Completed	Due 4/30/2013
Identify PD participants.		Ginna Myers (LEA) , Graciela Garcia-Torres (LEA) , Joseph Williams (LEA)
1.2 PD	In Progress	Due 6/30/2014
Provide on going professional development opportunities through out the year including summer.		Ginna Myers (LEA) , Graciela Garcia-Torres (LEA) , Joseph Williams (LEA)

Twin Rivers Unified - 3476505000000

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 CCCSS for ELA and Math.

Filing Cabinet Count	0
----------------------	---

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	In Progress 09/24/2013	Filing Cabinet Count	0
Start-End Dates	08/05/2012 - 08/04/2014		
Tags	T3Y4		
Persons Responsible	Graciela Garcia-Torres, Ginna Myers		

Twin Rivers Unified - 3476505000000

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

STRATEGY **High Quality Professional Development**

ACTION STEP **CCSS Training**

TASKS 0 of 5 Complete

1.1 PD Schedule	In Progress	Due 9/30/2013
PD Schedule has been posted on my MyLearning Plan for teachers to register.		Ginna Myers (LEA) , Graciela Garcia-Torres (LEA)
1.2 Training for Trainers	Not Begun	Due 9/20/2013
Provide trainers with an understanding and specific strategies of ELD Standards and CCSS for ELA and Math.		Ginna Myers (LEA) , Graciela Garcia-Torres (LEA) , Joseph Williams (LEA)
1.3 Best Practices	Not Begun	Due 8/16/2013
Schedule peer visits to view models of best practices.		Ginna Myers (LEA) , Graciela Garcia-Torres (LEA) , Joseph Williams (LEA)
1.4 Preparation for Trainers	In Progress	Due 6/30/2014
Prepare trainers and order supplies and materials for PD sessions.		Ginna Myers (LEA) , Graciela Garcia-Torres (LEA)
1.5 Identify Participants	Not Begun	Due 6/20/2014
Site administrators will nominate teachers to become a trainer of trainers for their school site. One per site.		Graciela Garcia-Torres (LEA) , Joseph Williams (LEA)

Twin Rivers Unified - 3476505000000

GOAL Goal 2E: Parent and Community Participation

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

By June 2014 the TRUSD will improve and increase parent outreach strategies so that 50% of parents are active participants in the education of their children

Filing Cabinet Count	0
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	0
----------------------	---

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	Not Begun 02/24/2013	Filing Cabinet Count	0
Start-End Dates	02/01/2013 - 06/30/2014		
Tags	T3Y4		
Persons Responsible	Chris Arnold, Janet Balcom, Graciela Garcia-Torres, Gwyn Lamar, Marla Miller, Rudy Puente, Joseph Williams		

TASKS 0 of 1 Complete

1.1 Monitoring	Not Begun	Due 10/31/2013
Develop a schedule for regular monitoring of School Loop use 4 times a year.		Graciela Garcia-Torres (LEA) , Gwyn Lamar (LEA) , Joseph Williams (LEA) , Marla Miller (LEA) , Rudy Puente (LEA)

ACTION STEP 2. Teleparent and translated all-call messages

Twin Rivers Unified - 3476505000000

GOAL Goal 2E: Parent and Community Participation

STRATEGY TRUSD will provide clear & timely communication

ACTION STEP 2. Teleparent and translated all-call messages

School administrators and staff will communicate weekly with parents to inform them of school program information as well as individualized messages about students.

Status	In Progress 09/24/2013	Filing Cabinet Count	0
Start-End Dates	02/01/2013 - 06/30/2014		
Tags	T3Y4		
Persons Responsible	Janet Balcom, Graciela Garcia-Torres, Gwyn Lamar, Rudy Puente, Joseph Williams		

TASKS 0 of 1 Complete

2.1 Monitoring	Not Begun	Due 1/31/2014
Develop a system to monitor the use of Teleparent for all sites on a monthly basis.	Graciela Garcia-Torres (LEA) , Janet Balcom (LEA) , Joseph Williams (LEA) , Marla Miller (LEA) , Rudy Puente (LEA)	

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. Currently, TRUSD is providing translations for mandated and information items in Spanish, Hmong, and Russian. These services go beyond the legal requirement, but are offered while budget allows to accommodate parents.

Status	Completed 09/24/2013	Filing Cabinet Count	0
Start-End Dates	07/01/2012 - 06/30/2013		
Tags	T3Y4		
Persons Responsible	Janet Balcom, Graciela Garcia-Torres, Gwyn Lamar, Rudy Puente, Joseph Williams		

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

ACTION STEP 1. Trainings for School Committees

Twin Rivers Unified - 3476505000000

GOAL Goal 2E: Parent and Community Participation

STRATEGY Build Parent Capacity

ACTION STEP 1. Trainings for School Committees

TRUSD district staff will offer training each year for participation on school site councils, English Learner Advisory Committee (ELAC), District Advisory Committee (DAC) 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	In Progress 09/24/2013	Filing Cabinet Count	0
Start-End Dates	02/01/2013 - 06/30/2014		
Tags	T3Y4		
Persons Responsible	Janet Balcom, Graciela Garcia-Torres, Gwyn Lamar, Rudy Puente		

TASKS 0 of 1 Complete

1.1 Training Schedule	In Progress	Due 12/20/2013
Develop a schedule for regular trainings - August 30th.	Graciela Garcia-Torres (LEA) , Gwyn Lamar (LEA) , Rudy Puente (LEA)	

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	Not Begun 02/24/2013	Filing Cabinet Count	0
Start-End Dates	02/02/2013 - 06/30/2014		
Tags	PI_Yr3, SWD		
Persons Responsible	Janet Balcom, Graciela Garcia-Torres, Gwyn Lamar, Marla Miller, Rudy Puente		

ACTION STEP 3. Community Based English Tutoring

TRUSD will offer Community Based English Tutoring as requested by sites and parents, providing funds for services are available and included in site plans as part of their categorical funding allocations.

Status	In Progress 09/24/2013	Filing Cabinet Count	0
Start-End Dates	02/28/2013 - 06/30/2014		
Tags	T3Y4		
Persons Responsible	Graciela Garcia-Torres		

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

STRATEGY **Build Parent Capacity**

ACTION STEP **3. Community Based English Tutoring**

TASKS 0 of 2 Complete

3.1 Interest Survey

Not Begun

Due 10/18/2013

Conduct an interest survey via a Needs Assessment process twice a year - September and January.

Graciela Garcia-Torres (LEA)

3.2 Class Schedules

Not Begun

Due 11/1/2013

Schedule and hold classes.

Graciela Garcia-Torres (LEA)

Twin Rivers Unified - 3476505000000

GOAL Goal 2F: Parental Notification

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

By June 2014 the LEA will continue to provide 100% of 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
----------------------	---

ACTION STEP 1. Updates and Revisions

The DELAC will review the required notifications to EL parents and make revisions, if needed, to address requirements or improve communication.

Status	Completed 09/24/2013	Filing Cabinet Count	0
Start-End Dates	07/01/2012 - 06/30/2013		
Timeline Notes	Annual notices are reviewed and revised before each distribution.		
Tags	T3Y4, Parent		
Persons Responsible	Graciela Garcia-Torres		

TASKS 0 of 1 Complete

1.1 Revisions	In Progress	Due 8/30/2013
Publish Schedule for school year 2013/2014 in August 2013		Graciela Garcia-Torres (LEA)

Twin Rivers Unified - 3476505000000

GOAL Goal 5A: Increase Graduation Rates

Graduation rates for 2011 show that 68.7% is the graduation rate overall. The district graduation rate for English Learners is 66.5%.

By 2014, our goal is to meet the graduation rate of 75.3% and 72.9% for district-wide and English Learners respectively as outlined in the Adequate Yearly Progress (AYP) 4-year graduation cohort report. Thereafter meet annual goal as outlined by AYP requirements.

Filing Cabinet Count	1
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 intervention services to assist them with CAHSEE preparation, academic support (reading, writing and academic language), and credit recovery. Additionally, Long Term EL (LTEL) students in grades 7-12 will be placed into English based elective classes to increase performance on the CELDT, prepare students for middle and high school courses and to stay on track for four year High School graduation .

Filing Cabinet Count	0
----------------------	---

ACTION STEP 1. Support for ELs

Extended learning through after school tutoring, the summer LTEL academy, CAHSEE prep, and credit recovery will provided targeted, intensive intervention to accelerate the graduation rate for ELs.

Status	In Progress 09/24/2013	Filing Cabinet Count	0
Start-End Dates	02/28/2013 - 07/31/2014		
Timeline Notes	Timeline includes planning and training for teachers and support staff.		
Tags	T3Y4		
Persons Responsible	Chris Arnold, Graciela Garcia-Torres, Gwyn Lamar, Marla Miller, Ginna Myers, Joseph Williams		

Twin Rivers Unified - 3476505000000

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	Not Begun	Due 7/31/2013
Identify students for various support services.		Chris Arnold (LEA) , lishwara Ryaru (LEA) , Joseph Williams (LEA)
1.2 CAHSEE	In Progress	Due 7/31/2013
Hold CAHSEE prep - district-wide		Joseph Williams (LEA)
1.3 After School Programs	In Progress	Due 7/31/2013
Schedule after school tutoring.		Gwyn Lamar (LEA)
1.4 Supplemental Program	Not Begun	Due 6/30/2013
Computerized programs for grades TK-12, including but not limited to: Online-coach, Imagine Learning, and Scientific Learning.		Graciela Garcia-Torres (LEA) , Joseph Williams (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.

Status	Not Begun 02/24/2013	Filing Cabinet Count	0
Start-End Dates	02/01/2013 - 06/30/2014		
Timeline Notes	Data reports will be updated after each grade reporting period and after the receipt of major assessments.		
Tags	T3Y4		
Persons Responsible	Chris Arnold, Graciela Garcia-Torres, Joseph Williams		

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 09/24/2013	Filing Cabinet Count	0
Start-End Dates	04/01/2013 - 12/30/2017		
Tags	T3Y4		
Persons Responsible	Graciela Garcia-Torres, Gwyn Lamar, Marla Miller, Joseph Williams		

Twin Rivers Unified - 3476505000000

GOAL Goal 5A: Increase Graduation Rates

STRATEGY Supplemental Support and Intervention Services

ACTION STEP 3. Increase support for credit deficient students

TASKS 1 of 1 Complete

3.1 Credit Recovery

Completed

Due 3/1/2013

Ed Services Department utilizes Program Specialists coordinate counselors to schedule students, look at data reports to determine eligibility and enrollment, register and set up logisticss of facilities schedules etc.

Chris Arnold (LEA) , Graciela Garcia-Torres (LEA) , Gwyn Lamar (LEA) , Joseph Williams (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 DataWise to produce quarterly reports for teachers regarding LTEL ELD progress information and planning tools to teachers.

Status	In Progress 09/24/2013	Filing Cabinet Count	0
Start-End Dates	03/30/2013 - 12/30/2017		
Tags	T3Y4		
Persons Responsible	Chris Arnold, Gwyn Lamar, Marla Miller, Ginna Myers, Joseph Williams		

ACTION STEP 5. 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	In Progress 09/24/2013	Filing Cabinet Count	0
Start-End Dates	03/29/2013 - 12/30/2017		
Tags	T3Y4		
Persons Responsible	Graciela Garcia-Torres, Marla Miller, Joseph Williams		

TASKS 0 of 1 Complete

5.1 Develop ELD Courses

Not Begun

Due 7/1/2013

Content Specialist ELA/ELD will collaborate with Curriculum Council to create, review and make recommendations to the Superintendent.

Joseph Williams (LEA)

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
----------------------	---

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	Not Begun 02/27/2013	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	Not Begun 03/04/2013	Filing Cabinet Count	0
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		

GOAL Goal 5B: Decrease Dropout Rates

STRATEGY Build Student Engagement and Motivation

Establish districtwide practices and provide the needed multi-level staff development on schoolwide and classroom approaches that build student engagement and motivation.

Filing Cabinet Count 0

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 02/25/2013	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, Ginna Myers, Joseph Williams		

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 02/25/2013	Filing Cabinet Count	0
Start-End Dates	01/01/2013 - 12/30/2017		
Timeline Notes	Ongoing		
Persons Responsible	Joseph Williams		

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	In Progress 02/23/2013	Filing Cabinet Count	0
Start-End Dates	02/01/2013 - 06/01/2014		
Persons Responsible	Joseph Williams		

TASKS 0 of 1 Complete

Marketing of Vision	In Progress	Due 12/30/2017
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 02/25/2013	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		
Persons Responsible	Ginna Myers, Joseph Williams		

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 02/23/2013	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.		
Persons Responsible	Ginna Myers, Joseph Williams		

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.		
Persons Responsible	Gwyn Lamar, Joseph Williams		

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	In Progress 02/25/2013	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.		
Persons Responsible	Ginna Myers, Joseph Williams		

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

STRATEGY Provide Quality Professional Development

ACTION STEP CCSS Training Summer Institutes

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

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		

Twin Rivers Unified - 3476505000000

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

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

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.		
Persons Responsible	Joseph Williams		

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		
Persons Responsible	Joseph Williams		

TASKS 0 of 1 Complete

Create Committee	In Progress	Due 4/1/2013
See attachment		Joseph Williams (LEA)

Twin Rivers Unified - 3476505000000

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

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

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		
Persons Responsible	Joseph Williams		

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	In Progress 02/25/2013	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.		
Persons Responsible	Joseph Williams		

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	Not Begun 02/25/2013	Filing Cabinet Count	0
Start-End Dates	01/01/2013 - 12/30/2017		
Timeline Notes	Ongoing		
Persons Responsible	Joseph Williams		

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		
Persons Responsible	Joseph Williams		

TASKS 0 of 1 Complete

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

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	In Progress 02/25/2013	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		
Persons Responsible	Joseph Williams		

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	In Progress 02/25/2013	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.		
Persons Responsible	Joseph Williams		

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 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 03/04/2013	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.		
Persons Responsible	Gwyn Lamar, Joseph Williams		

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	In Progress 02/25/2013	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 presertners for the CCSS Training Summer Institute.		

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	In Progress 02/25/2013	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 02/25/2013	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 02/26/2013	Filing Cabinet Count	0
Start-End Dates	04/01/2013 - 07/01/2014		
Timeline Notes	Curriculum council to begin planning April 2013 and for implementation school year 2014-15.		

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.		
Persons Responsible	Joseph Williams		

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.		
Persons Responsible	Joseph Williams		

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		
Persons Responsible	Joseph Williams		

TASKS 0 of 1 Complete

Create Committee	In Progress	Due 4/1/2013
See attachment		Joseph Williams (LEA)

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	In Progress 02/25/2013	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 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	In Progress 02/25/2013	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	Not Begun 02/27/2013	Filing Cabinet Count	0
Start-End Dates	07/01/2013 - 12/30/2017		
Persons Responsible	Janet Balcom		

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.		
Persons Responsible	Janet Balcom		

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
----------------------	---	----------	--------------

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.		
Persons Responsible	Joseph Williams		

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	In Progress 02/25/2013	Filing Cabinet Count	0
Start-End Dates	06/03/2013 - 12/30/2017		
Persons Responsible	Ginna Myers, Joseph Williams		

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

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		
Persons Responsible	Joseph Williams		

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		
Persons Responsible	Graciela Garcia-Torres, Ginna Myers, Joseph Williams		

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

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		
Persons Responsible	Joseph Williams		

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		
Persons Responsible	Gwyn Lamar, Ginna Myers, Joseph Williams		

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
----------------------	---

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			
Persons Responsible	Gwyn Lamar			

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
----------------------	---

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.		
Persons Responsible	Gwyn Lamar, Joseph Williams		

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		
Persons Responsible	Joseph Williams		

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

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
----------------------	---

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.		
Persons Responsible	Gwyn Lamar, Joseph Williams		

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		
Persons Responsible	Joseph Williams		

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		
Persons Responsible	Gwyn Lamar, Joseph Williams		

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
----------------------	---

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%
- 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

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	Not Begun 02/26/2013	Filing Cabinet Count	0
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	Not Begun 02/27/2013	Filing Cabinet Count	0
Start-End Dates	08/15/2012 - 06/30/2014		
Timeline Notes	Each teacher has two years to become compliant under ESEA.		

TASKS 0 of 1 Complete

Non-compliant teachers In Progress 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:	\$0.00
Budgeted	\$300,000.00
Actual	\$0.00