

**CUPERTINO LANGUAGE IMMERSION PROGRAM STRATEGIC PLAN
2009-2011**

Mission and Vision

- ❖ Provide both the native English and the native Mandarin speakers the opportunity to become bilingual and biliterate in a Chinese immersion environment.
- ❖ Develop life long learners who will be productive and caring citizens.
- ❖ Set high, consistent expectations for our students, both academically and socially.
- ❖ Expect students to learn in a safe, child-centered environment within which all students will be motivated and challenged.
- ❖ Encourage students to grow in self-discipline, enabling them to work both independently and cooperatively in all their endeavors.
- ❖ Develop an international perspective and appreciation for cultural diversity.

Goal 1: Student Achievement

Develop high levels of proficiency in understanding, speaking, reading and writing in English and Mandarin through immersion education while achieving proficiency in all academic subjects and meeting or exceeding district guidelines.

Goal 2: Cultural Diversity

Instill in students an understanding and appreciation for cultural diversity and an international perspective using the language as a vehicle for instruction.

Goal 3: Support Services:

Provide resources and programs designed to support students' diverse academic, social and emotional needs.

Goal 4: Financial Stability

Ensure the financial stability and program growth by optimizing the financial resources and assets in accordance with district guidelines.

Goal 5: Facilities

Provide adequate facilities and establish a system to accommodate changes over time.

Goal 6: Staffing

Attract, develop and retain effective, diverse staff and promote teaming and collaboration.

Percentage of the School Day for Mandarin and English:

Grades	Mandarin %	English %
K-1 st	70%	30%
2 nd -3 rd	60%	40%
4 th -5 th	50%	50%
6 th , 7 th , 8 th	30%	70%

Goal 1: Student Achievement

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Focus Areas	Item	2008-2009	2009-2010	2010-2011	District \$	CLIPCO \$
Curriculum and Instruction	K-5: Complete translation of the social studies readers.	K-5: Kindergarten, second and fourth grades are in progress.		Continue refining and developing curriculum as needed.		X
Set annual curriculum goals	Annually: Publish curriculum goals and budget. Summarize accomplishments, project goals for the next year.	-DCAC apprised of curriculum goals for the year. -Consultants hired. -Curriculum Task Force convened to establish scope of work and to monitor progress. -CLIP teachers asked to proof read and comment on the efficacy of small books produced for social studies this year SS small books: 2nd and 5th grade are in process. Translation K-5 of small books will be done in June. Formal approval from Scott Foresman for production of small books has been requested. -Report results to the Advisory Committee.	-Set curriculum goals, establish budget for curriculum. Goals: -Report card will be updated by August, 2009 (district is handling this). -Chinese LA Standards: review and set “target standards” for each grade. -Review Chinese assessments to ensure a match with Chinese LA standards. Small social studies booklets for all grades will be finalized by August 2009. Publisher approval has been given.	-Set curriculum goals, establish budget for curriculum. Report to DCAC.		X \$25,000 Meyerholz 2009
Textbooks and Materials	Chinese Textbooks and Materials	Materials: Assess what materials will be needed for next year. Continue to purchase materials annually as budget allows. Textbooks: The Curriculum Task Force recommended that the staff look at a new language arts textbook,	Assess what materials will be needed for next year. Continue to purchase materials annually as needed and as budget allows. Review the <u>Meizhou Chinese Text</u> this year. Determine whether it is a match for the program. Plan accordingly for the next year.	Assess what materials will be needed for next year. Continue to purchase materials annually. Plan for the adoption of the <u>Meizhou Chinese Text</u> if recommended and		X \$40,000 Meyerholz 2009

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		<u>Meizhou Chinese Text, for grades 1-9.</u>	Materials are limited for science and math in the upper grades. Fifth grade will focus on key vocabulary in math and look for more ways to challenge advanced students. Time to cover math and science is also a factor.	budget permits. Continue to budget for materials needed in math and science.		
High School	Continuation for CLIP students at the high school level.	Discuss the direction of the high school program with the high school Assistant Superintendent of Instruction. High school teachers are working on setting common standards.	Continue to communicate with high school administration regarding Chinese language classes. Determine who will be the spokesperson with the high school district.	Continue to communicate with high school administration regarding Chinese language classes.		
Standards	-Standards -Benchmarks	Continue to coordinate the Chinese LA with state standards as needed. Refine and pilot and implement. Middle School: Develop benchmarks for non-academic subjects, i.e. electives. Benchmarks for reading, writing have been developed. Staff is working together to articulate progress and discuss needs.	Use information from the Chinese standards pilot to finalize Chinese standards. Establish “target standards” for each grade level. Staff has agreed to the implementation of standards for the 2009-2010 school year. Middle School: finalize benchmarks for non-academic subjects. Rigby benchmarks have been modified. Teachers are communicating to give and get feedback. Plan support for the students scoring 2 or 3 on writing assessment. Fourth grade has focused on narrative and expository writing. Small group of	. Continue to develop standards for non-academic subjects, i.e. electives at middle school Continue to plan together and articulate student progress and needs.	X	X

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			students are struggling in both languages. Fifth grade: science and math challenging to cover in depth. Discuss ways to handle.			
Assessment	Chinese Assessment Standards	Assess students in the spring of the year.	Edit Chinese assessments to match standards for each grade level. Pilot.	Continue to refine as needed.	X	
Report Cards	Revise and simplify the report card.	<ul style="list-style-type: none"> •Begin revision process for the K-5. Repot card. •Review the middle school report card, add more detail to elective portion. 	<ul style="list-style-type: none"> •Complete work on K-5 report card summer of 2009. Implement report card 09-10 school year. 		X	X
Program Evaluation	Continue to evaluate student achievement and program quality. Director will evaluate the program along with district personnel.	Develop a plan for continuous program evaluation. Continue to monitor student achievement.	Ensure that program evaluation system is in place for the annual assessment of program efficacy. Adjust program as indicated by results. Elements: Test results, survey data, program highlights.	Continue to monitor the quality of the English/Chinese program. Continue to monitor student achievement.	X	
Program Articulation	Articulation between 5 th and 6 th . Participation in shared student activities.	Develop plans to ensure 5 th and 6 th grade teachers meet to articulate student needs and curriculum direction. Encourage participation from both schools in CLIP student activities.	Hire substitutes to allow for 5th-6th grade articulation. Elementary principal will coordinate and will sit in.	Continue annual articulation between 5 th and 6 th grade teachers.	X	
Future Discussions Implementation of the program	-Electives at middle school -Location of the middle school program	08-09: Reviewed the strategic plan and updated. Administrators met to discuss location of the program. Determined to keep the Middle School program at Lawson.	Continue to assess facilities and educational needs for middle school.	2011: Update the Strategic Plan.	X	
Lottery	Determine the process for lottery selection of students.	A new lottery process has been reviewed.	Pilot student selection process.	Implement the new student selection		

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Lottery	Determine the process for lottery selection of students.	A new lottery process has been reviewed. Recommendation is for a pilot in 2009-2010.	Pilot student selection process.	Implement the new student selection process if approved.		
Balance of traditional to simplified.	Ensure that community understands the progression of instruction in traditional to	Community suggested this be revisited so parents understand the philosophy	Schedule time to discuss the philosophy of language ratios in the Immersion Program with staff	Inform parents annually.		

Goal 2: Cultural Diversity

Instill in students an understanding and appreciation for cultural diversity and an international perspective using the language as a vehicle for instruction.

Focus Areas	Item	2008-2009	2009-2010	2010-2011	District \$	CLIPCO \$
Multicultural Curriculum: Honor Diversity.	Integration of cultural diversity into Mandarin curriculum. Build multicultural awareness into the program.	<ul style="list-style-type: none"> •Translate small K-5 social studies supplementary books. •Continue to seek ways to integrate multicultural awareness into the program. 	<ul style="list-style-type: none"> •Small social studies books have been translated.. •Continue to seek ways to integrate multicultural awareness into the program. •Community has suggested guest speakers, school announcements and signs in Chinese, local events dealing with Chinese culture, newspapers, etc. 	•Continue to seek ways to integrate multicultural awareness into the program	X	X
Art	Support the Asian art program.	Continue to support the K-8 Asian art.	Continue Asian art as funding permits.	Continue Asian art as funding permits.		X \$11,000 Meyerholz 2009

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After School Enrichment	Parent volunteers run the After School Enrichment program.	In-school and out-of school activities are planned to support cultural understanding and an appreciation for diversity. 8 th grade participates with Lawson's graduation; other celebrations for promotion are parent sponsored.	Continue to promote Chinese cultural activities both in and outside of school. Invite Mandarin speakers to the classrooms to share cultural insights with students. Enrichment classes provide cultural experiences.	Continue to add/refine Chinese cultural activities for students.		Parents pay a fee for classes.
Student Activities	Speech contest, Chinese New Year's Parade, etc.	Continue to support student activities that promote culture and language.	Continue to support student activities that promote culture and language.	Continue to support student activities that promote culture and language.		
Student Exchange with China	Community organized and implemented.	Arrangements to be made outside the school district and the school year.	Community organizers evaluate program and determine plan for next year.	Community organizers evaluate program and determine plan for next year.		

Goal 3: Support Services:

Provide resources and programs designed to support students' diverse academic, social and emotional needs.

Focus Areas	Item	2008-2009	2009-2010	2010-2011	District \$	CLIPCO \$
Library/Classroom Materials Support	Purchase books to support the curriculum and instructional program as budget becomes available. Continue to develop Chinese portion of the school	Assess needs and budget as needed and budget is available. Accept approved donated	Assess needs and continue to purchase Chinese books as budget permits. Accept approved donated Chinese	Assess needs and continue to purchase Chinese books as budget permits.	X	X

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	libraries, Classroom libraries have a wide range of Chinese books. Continue to add as needed.	Chinese books	books.	Accept approved donated Chinese books		
Technology	An annual technology plan will be developed.	A technology plan for Meyerholz has been presented and approved by the Advisory Committee and CLIPCO.	Write an updated technology plan.	Continue to monitor and update technology plans at both schools.		X \$10,000
Staffing the Library	Plan ways to support the librarians with Chinese materials. Consider bilingual personnel when hiring for the library.	Support librarians: Place an English label on Chinese with a title and a short synopsis of the book. Color code Chinese books to show difficulty levels.	Hire bilingual Chinese media clerk. Continue to develop English information and difficulty level color-coding for all books and Chinese materials.	Continue to support librarians	X	X
Professional Development for Immersion and Chinese Language Instruction.	Continue to provide current staff and new staff with professional development for two-way immersion and teaching of Chinese.	Plan for staff development: include goals, activities and budget.	Plan for staff development and curriculum work: -Standards -Report card -Assessments Review the <u>Meizhou Chinese Text</u> for possible adoption in the future.		X	X
Environment	Increase environmental exposure to Chinese at the school sites.	Investigate ways to use Chinese in newsletter articles, announcements, etc.	Continue to look for ways to include Chinese in the day-to-day environment.	Continue to look for ways to include Chinese in the day-to-day environment.		

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Goal 4: Financial Stability

Ensure the financial stability and program growth by optimizing the financial resources and assets in accordance with district guidelines

Focus Areas	Item	2008-2009	2009-2010	2010-2011	District \$	CLIPCO \$
Staffing	Teachers	Hire teachers as needed. Continue to ensure credentialing is appropriate.	Hire teachers as needed. Continue to ensure credentialing is appropriate.	Hire teachers as needed. Continue to ensure credentialing is appropriate.	X	
Instructional Assistants	Determine needs for IA's and available budget. Train IA's and assess performance.	Determine needs and budget availability. IA positions cut due to lack of budget.	Hire 2 aides for kindergarten and 1 aide for first grade. Hire 1 bilingual media clerk.	Determine needs and budget availability.		X \$65,760 (2009)
Curriculum Development/Staff Development	Develop plans. Include goals, activities and budget.	The Curriculum Task Force spearheads curriculum development based on identified needs. Develop plans for curriculum development and for staff development Budget for curriculum development and training with the Advisory Committee for next year.	Goals set for 2009-2010. -Standards -Report cards -Assessments BTSA support for new teachers.	Continue to plan for curriculum development as needed.	X	X \$25,000 (2009)
English Materials	English materials	All core curriculum materials provided by the district.	All core curriculum materials provided.	All core curriculum materials provided.	X	
Chinese Materials and Textbooks	Determine needs, purchase materials. Present to Advisory Committee and CLIPCO.	Continue to purchase textbooks and other Chinese materials. Support the duplication of materials.	Purchase textbooks and materials as needed. Ensure the timely delivery of materials. Present plan and budget needs in the spring to Advisory Committee.	Continue to purchase textbooks and materials as needed.		X \$40,000 (2009)
Technology	Present budget needs annually to the Advisory Committee and CLIPCO.	Technology equipment needs and budget requests presented to the MCAC.	Develop a technology plan. Present to Advisory Committee.	Review and update technology plan.		X \$10,000 (2009)
Chinese Art	Budget annually for art.	CLIPCO supported art.	Continue CLIPCO art program.	Budget for art.		X \$11,000 Meyerholz (2009)

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Extra Duty	Funding for staff overtime.	CLIP teachers have many extra duties beyond the 25 hours of adjunct time.	Request CLIPCO funding for extra teacher time if budget permits.	Determine the need for staff overtime budget.		X \$12,000 Meyerholz (2009)

Goal 5: Facilities

Provide adequate facilities and establish a system to accommodate changes over time.

Focus Area	Item	2008-2009	2009-2010	2010-2011	District \$	CLIPCO \$
6-8 Facilities	Continue to assess the impact of growth patterns in the district as relates to the CLIP middle school program. Determine needs in a timely fashion to allow for adjustments. Consider alternative options for sites.	District review facility needs annually.	District review facility needs annually.	District review facility needs annually.	X	

Goal 6: Staffing

Attract, develop and retain effective, diverse staff and promote teaming and collaboration.

Focus Areas	Item	2008-2009	2009-2010	2010-2011	District \$	CLIPCO \$
Credentialing	Continue to work with Human Resources to recruit and match CLIP needs with teacher credentialing requirements. Support credentialing of qualified candidates.	HR advertises annually for Mandarin teachers. Newspaper ads, CLIP newsletter, expedited interviews at the district and word-of-mouth are all in place. Rewrote job description, posted job information in the CLIP newsletter. Currently working with San Jose State University to	Continue to recruit bilingual teachers and support credentialing needs.	Continue to recruit bilingual teachers and support credentialing needs.	X	

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	Investigate incentives for CLIP teachers.	develop a Mandarin bilingual credentials. Administrators work with HR and administration to explore incentives for CLIP teachers.	Administration works with HR to explore incentives for CLIP teachers. Compensate teachers for working beyond the 25 adjunct duty hours.	Continue to explore incentives for CLIP teachers.		
Teacher Retention	Investigate incentives for CLIP teachers.	Look at ways to prevent attrition. Discuss ideas with staff and HR.	Continue to seek ways to prevent attrition. Continue to streamline the program and find resources to support teachers.	Work with staff to problem solve concerns and to seek solutions.	X	
Instructional Assistants	Continue to hire bilingual instructional assistants as budget permits. Seek parent volunteers. Reevaluate need for IAs and their functions and qualifications.	IA's hired to support CLIP students Staff and administration explore best ways to train IAs and support teachers in the best uses for aides.	Hired 2 kindergarten and one first grade aide. A media clerk is being hired. Special education teacher will train all new aides. Look into training for teachers in how to effectively work with aides..	Hire additional IAs as funds are available. Continue to support training for aides. Train teachers in use of aides.		X
Librarian	Assist GLC staff with Chinese material collections. As openings occur, consider hiring bilingual librarians.	Utilize parent volunteers to help with the Chinese collection. (See Support Services).	Hire a bilingual media clerk.	Continue to support a bilingual staffing position for the GLC.	X	
Teacher Support	Support current and new teachers with curriculum materials, professional development, BTSA,	Look for district level resource teachers who can support bilingual instruction. Continued to provide professional development opportunities. Continue to support curriculum development.	Provide release time for teachers to work on curriculum, standards, assessments and report cards. Provide BTSA support for new teachers.	Request CLIPCO funding for teachers to address instructional needs. Utilize BTSA support for new teachers.	X	X
Program Administration	The principals will direct the program, the district will support as requested. The CACs will meet to discuss and monitor the program.	Review CLIP Strategic Plan and revise biannually. Present revisions to staff, CAC and school communities.	Use the Strategic Plan as a guide for program improvement. Share progress with the Advisory Committee. Request support from the district as needed.	Plan for revision of the Strategic Plan for the 2011-2012 school year.	X	

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