

Chowchilla Elementary School District  
2014-2017

Title III Year 4+ Action Plan

Identify the Problem  
Identify the Cause  
Identify the Solution

**IDENTIFY THE PROBLEM:** Describe the challenge area(s) for the LEA.

Provide a description of findings from the results of analysis of the CELDT, CST, CAHSEE, and other assessments used by the LEA to measure EL student English proficiency and academic achievement. Refer to completed CDE tools (e.g., APS, DAS, ELSSA, ISS, etc.) as appropriate.

The Chowchilla Elementary School District has not met the AMAO #3 for four plus consecutive years in the area of Language Arts. We continue to make gains in this area, but we do not reach the AYP target established for EL students. As this is the only area in which we have not met the NCLB targets, it is the area that we have chosen to focus on better supporting our EL students in scoring Proficient on the ELA portion of the CST for this plan.

Data contained on the 2008 - 2012 CST and CELDT assessments were reviewed in addition to student writing samples. The ELSSA was completed and our students, teachers and admin were surveyed using questions from the APS and DAS. CESD's state CST and CELDT data reflected gains made by EL students in most every area. Unfortunately, these gains in many cases were overshadowed by their EO counterparts. Good first teaching strategies are improving both subgroups, but the additional need for language considerations for EL students are not being met effectively.

Writing samples from all students displayed growth supporting the evidence found in the CST data where writing strand data climbed. In 2008 members of the District's Assessment team relayed that there was not a strong writing component in place throughout the district and they asked that instructional support be provided. Trainings on Units of Study, by Lucy Calkins were put in place and a writer's workshop model took hold in the district. As a result, writing skills exploded for all subgroups. We are continuing to refine our instructional practices with the help of additional trainings and through having brought onboard an ELA Coach in 2014-2015.

The ELSSA shows that CESD no longer is staying ahead of the curve for meeting AMAO #1. We do surpass the percentage required for The less than 5 year Cohort, but not for students who have been ELs for five or more years. While we meet the participation targets for AMAO #3, we do not meet the proficiency targets. Although our percentage of EL students scoring proficient on the Math and ELA CSTs continues to rise, we fall short of the NCLB targets. Last year, 37.4% of our ELs scored proficient or advanced in ELA and 39.6% scored proficient or advanced in Math. EL students enrolled in CESD EL programs fair better on gaining English proficiency than do their counterparts enrolled in US schools. Most Intermediate ELs score in the B and BB range on the ELA CSTs with 11% of these students scoring P or A and 9% scoring FBB. There are 13% of the EL students who although scoring proficient in English on the CELDT, score in the BB and FBB range in ELA. Math is an area of additional concern primarily at the Junior High Level. While our EL percentage for proficient or advanced in math follows the trends of their peers, our 7<sup>th</sup> and 8<sup>th</sup> grade students drop by nearly 25% from the percentages in 6<sup>th</sup> grade. CESD finds the number of long term students not meeting the criteria for reclassification is reducing.

Comparing the ELSSA created 2 years ago with this year's shows big gains primarily in our RFEP students scoring well on the ELA portion of the CST. Two years ago 50% of our RFEP students scores B or BB with the other 50% scoring Proficient. No RFEP students scored advanced (A). This year's ELSSA shows 1% scoring % scoring BB , 22% scoring B with 49% scoring P and 29% scoring A. The number of EL's being reclassified jumped from 44 to 92 during the 2013-2014 school year.

Information gleaned from the APS and DAS survey questions indicated that there are a number of beliefs and procedures currently in place which place barriers to our student's success. Although time is allotted each week for staff development and collaboration, teachers do not feel there is enough time to review student work, discuss best practices and make adjustments to the pacing guides. Additionally, it was noted that it was a struggle to get student progress monitoring data in a timely fashion. These areas have been addressed through time devoted during Monday Staff Development. (Early release days)

**Describe strengths and weaknesses in the implementation of the LEA's current Title III Year 2 Improvement Plan Addendum or Title I LEA Plan Addendum. The Year 2 plan Included:**

**YEAR 2 Plan:**

**Scientifically based research strategies to improve ELD–**

Book Study

Teachers administer CELDT

ELD Deployment – Using Universal Access

Reclassify in a timely manner

**2011 Strength /Weakness RESPONSE:**

**These items were listed as the remedy to improve ELD. Teachers have been made more aware of the CELDT as a result of being actively involved in the administration of the CELDT. Deployment is happening, but a consistent integration of Universal Access is not. Reclassification protocols have been greatly improved and are occurring in a timely fashion.**

**2014 Strength /Weakness RESPONSE:**

**EL writing proficiency has risen greatly as a result of instructional changes that have taken place district-wide. CESD has implemented a Writer's Workshop model based on Lucy Calkins', Units of Study. Writing prompts have been developed for each grade by trimester. Writing rubrics have been developed which are now utilized to score student work, as well as, to determine next steps in writing instruction. Small group reading instruction and Cognitively Guided Instruction (CGI) are two additional models of instruction which we are in the process implementing. Kagan structures have been put in place to improve collaboration and communication skills for EL students as well. Time is our only weakness in this area.**

**YEAR 2 Plan:**

**Scientifically based research strategies to improve reading/language arts–**

Focus on fluency, academic vocabulary and text comprehension reading strategies listed below:

Phonemic Awareness (National Reading Report, 2002)

Fluency Instruction (National Reading Report, 2002)

Vocabulary Development (National Reading Report, 2002)

Text Comprehension Instruction (National Reading Report, 2002)

Systematic and Explicit Instruction  
High Expectations (West Ed 2007,2008)  
Small Group Instruction (Learning Disability Quarterly, Volume 30, Summer 2007)  
Think-A- Louds (Hillsdale, N.J.: Lawrence Erlbaum)  
Continued Use of Adopted Language Arts Materials with a Universal Access focus  
Data Driven Academic Growth-Ed U Soft/Staff Development  
Increase parent communication-Automated Caller-Newsletters-web site resources-  
district web page-ELAC/DELAC/SSC/PTC (Translation Provided)

**2011 Strength /Weakness RESPONSE:**

**These items were listed as the remedy to improve reading/language arts. Teachers utilize the many ELA strategies to a varying degree. Explicit instruction has greatly increased in all grades, as a result of Explicit Direct Instruction (EDI) and Cognitive Guided Instruction (CGI) trainings. Site walkthroughs have found staff engaging in the research based practices these two formats employ.**

**Expectations have risen as a result of recent trainings which include constant review of student work. Interviews with administration, teachers and students have brought issues to light which have been discussed in depth leading to common positive beliefs regarding teacher and student abilities.**

**2014 Strength /Weakness RESPONSE:**

**EL writing proficiency has risen greatly as a result of instructional changes that have taken place district-wide. CESD has implemented a Writer's Workshop model based on Lucy Calkins', Units of Study. Writing prompts have been developed for each grade by trimester. Writing rubrics have been developed which are now utilized to score student work, as well as, to determine next steps in writing instruction. Small group reading instruction has been implemented District-wide as an intervention. Classroom small group instruction trainings began in summer 2013. An ELA coach was hired to work with grade level leads to further support trainings at each site in Guided Reading implementation through modeling, demonstrating and trainings. Currently grades K-2<sup>nd</sup> have chosen reading as an area of focus for all professional development opportunities. Grades 3-8 are using release time to observe small group instruction and to better implement reading interventions on site.**

**YEAR 2 Plan:**

**Scientifically based research professional development strategies and activities –**

Support Participation of teachers in 80 hours follow up SB 472 (EL)  
Training of site administrators on effective ELD strategies.  
Staff development in Data Teams facilitated by the Madera County Achievement Team (MCAT).

**2011 Strength /Weakness RESPONSE:**

**MCOE staff provided training opportunities to develop Professional Learning Communities. The groundwork was laid for future discussion which will result in the review of student work, determination of student needs; the setting of measurable standards based objectives and finally to the creation of explicit instruction focused on teaching to the chosen goal.**

**2014 Strength /Weakness RESPONSE:**

Reading, writing and math instruction currently in place are based in research based practices.

Reading – Mari Clay – Small Group instructional practices

Writing – Lucy Calkins’ Units of Study

Math - Cognitively Guided Instruction (CGI) with support from CSU Fresno

ELD - Project GLAD-like strategies such as: Cognitive Content Dictionary, Observation Charts, Inquiry Charts, Flip Chant Book ,Expert Groups, Process Grid and Team Tasks

**YEAR 2 Plan:**

**Describe Parent Involvement**

Parents are encouraged to participate in:

School Site Council

Parent Teacher Club

Back to School Night

Parent Conferences-(Minimum of 2 per year)

Open House

These activities were to include a training focused on the District’s need to improve EL achievement. Parents will be surveyed to develop an action plan to meet parent needs.

**2011 Strength /Weakness RESPONSE:**

These activities were chosen to involve parents in supporting their child’s academic success. While these opportunities are important activities which can inform parents, they do not typically serve to better educate parents in the academic rigor facing their children, nor do they provide tools for supporting progress. ELAC and DELAC committees were not identified.

**2014 Strength /Weakness RESPONSE:**

A Common Core Information Night was implemented during the 2013-2014 school year to inform parents of the new rigor facing their children in addition to the instructional changes taking place. The evening was set up to showcase instruction at each grade level by content. Many parents participated and appreciated the information presented through the various classroom demonstrations. Two additional parent nights will take place during the winter and spring of the 2014-2015 school year and each year thereafter.

**YEAR 2 Plan:**

Parents will be provided:

Assessment results/ report cards

**2011 Strength /Weakness RESPONSE:**

Parents do receive information pertinent to their child’s academic progress.

**IDENTIFY THE CAUSE(S):** Identify and describe the root causes of the challenge(s) or what prevented the LEA from achieving the AMAO(s). Describe how the root causes were verified.

**2014 Strength /Weakness RESPONSE:**

**Parents now receive timely notifications ( through the use of data stored in Data Driven Classroom and Key data Systems reporting) regarding student placement and services provided. ABI has been put in place at the higher grades to allow parents to track their child’s progress. Student/parent conferences (with translators) take place twice yearly to again update parents on student achievement.**

Our review of the root causes began with district and site data from the CSTs, CELDT, ELSSA and students writing samples being reviewed. Additionally, site and district administration were surveyed as were teachers and students. The data collected verified that:

- ELD deployment was not incorporating systemic, research based practices
- Assessments are not yet in place to determine EL needs, implementation of remedies and effective monitoring with aligned supports in place are not aligned throughout the grade levels
- Writing was not being taught systematically and many teachers desired support
- in learning research based strategies for effectively instructing their students.
- Sites did not have a system for effectively identifying students in need, or bringing site shortcomings to light.
- Protocols for highlighting areas of need and developing remedies for these concerns were not in place.
- Provide parents need encouragement to participate in opportunities to learn strategies geared at improving home support for academics and raising awareness of the rigor involved in becoming college-ready.

**IDENTIFY THE SOLUTION(S):** Describe the research-based solutions chosen specifically to solve the achievement challenge(s) identified above.

- ELD deployment was not incorporating systemic, research based practices  
**Deployment did not allow for students to hear best practices echoed throughout their day. Research based instructional practices were put in place for math, writing, reading and ELD which meet each child where they are and provide student models for reaching the next level of student proficiency. Best Practices are now echoed through all content areas throughout the day.**
- Assessments are not yet in place to determine EL needs, implementation of remedies and effective monitoring with aligned supports in place are not aligned throughout the grade levels  
**Writing prompts and rubrics have been designed, calibrated and implemented which now provide insights into student needs to drive tomorrow’s instruction.**  
**Small group reading instruction utilizes running records to better determine student strengths which can now be used to support defined weaknesses. CGI (Math) instruction provided each student a platform for developing a deeper number sense which results in a better understanding of broad mathematical concepts.**  
**ELD - CARE units have been designed to allow staff to delve deeper into content rich academics providing EL students with an expanded vocabulary.**
- Writing was not being taught systematically and many teachers desired support  
**A writer’s workshop model, using Lucy Calkins’ Units of Study is taught daily throughout the District**
- In learning research based strategies for effectively instructing their students.  
**Writing, reading, math and ELD instruction utilizes research based practices ( see 2<sup>nd</sup> bullet)**
- Sites did not have a system for effectively identifying students in need, or bringing site shortcomings to light.  
**Reports are housed in DataDrivenClassroom online which identify students in need and can be used for specific reporting needs.**
- Protocols for highlighting areas of need and developing remedies for these concerns were not in place.

- CSRs are in place which bring teachers, administration, intervention staff, Special Education staff and nursing staff together to discuss each and every child.**
- Provide parents need encouragement to participate in opportunities to learn strategies geared at improving home support for academics and raising awareness of the rigor involved in becoming college-ready.  
**Two additional parent nights will take place starting in the 2014-2015 school year to raise parent awareness of being college ready and providing strategies for supporting student success in the areas of language arts and mathematics.**

2014-2017 Title III Year 4 - CESD Action Plan

<b>2A</b>	<b>AMAO #1 Percent of ELs Making Annual Progress in Learning English</b>
<b>Challenge:</b>	We have fallen behind the State's target by nearly 7%
<b>Goal:</b>	Meet and exceed the State's Target for AMAO #1 of EL's will making annual progress in learning English

<b>SMART GOAL:</b> By June of 2017, the percentage of English learners learning English will increase from 60% to 62%, in order to stay ahead of the defined growth expectations as measured by CELDT.				
Action Steps	Task	Due Date	Estimated Cost	Funding Source
<b>Action Step:</b> Review of Student Progress <b>Description:</b> 2x's yearly Comprehensive Student Review (CSR) Conduct comprehensive review of each student including assessments, program placements, health and social issues <b>Person Responsible:</b> District EL Coordinator, Site Admin <b>Start Date:</b> Fall 2010 <b>End Date:</b> Spring 2014	Coordinate data	Oct. and Feb. of each year	\$30,000	Title I
	Coordinate subs	Oct. and Feb. of each year		
	Schedule review sessions	Oct. and Feb. of each year		
<b>Action Step:</b> English Language Development (ELD) Instruction through Writing <b>Description:</b> Each campus focuses on writing instruction using research based practices to imbed content 150 weekly / Kinder – 1st grade 200 - 225 minutes weekly / 2nd – 4th grades 275 - 300 Minutes weekly / 5th – 8th grades Writing and Reading emphasis <b>Person Responsible:</b> District EL Coordinator, Site Admin, Teachers <b>Start Date:</b> Summer 2011 <b>End Date:</b> Spring 2017	Collect and Review Data	Oct. each year and then ongoing		
	Training for staff in research based strategies	Summer 2010 - Ongoing		
	Classroom visits and Lesson plans will be monitored by principal Student writing benchmarks will be scored to inform instruction	Bi-weekly		
<b>Action Step:</b> English Language Development (ELD) Instruction through small group Reading <b>Description:</b> Each campus focuses on small group reading instruction using research based practices to imbed content 150 weekly / Kinder – 8 <sup>th</sup> grade Reading and writing emphasis <b>Person Responsible:</b> District EL Coordinator, Site Admin, ELA Coach Teachers <b>Start Date:</b> Summer 2011 <b>End Date:</b> Spring 2017	Collect and Review Data	Oct. each year and then ongoing		
	Training for staff in research based strategies	Summer 2010 - Ongoing		
	Classroom visits and Lesson plans will be monitored by principal Student running records will be scored to inform instruction	Bi-weekly		

<p><b>Action Step:</b> Cognitively Guided Instruction (CGI- Math) is used throughout grades K-8</p> <p><b>Description:</b> Expand CGI trainings to 3-8 staff, 4 half day trainings each year per grade level. CGI coaching through CSU Fresno staff and CESD Math Coach with additional peer coaching available through POD time</p> <p><b>Person Responsible:</b> Assist. Supt., District EL Coordinator, Site Admin, Teachers, CSU Fresno math staff</p> <p><b>Start Date:</b> Summer 2012</p> <p><b>End Date:</b> Summer 2017</p>	<p>Watch model lessons taught by CSU Fresno staff and Coach 3 times each year on average per</p> <p>Coaching of CESD staff 3 times each year by grade level</p> <p>Peer Coaching/Sub Costs</p> <p>EDI Lesson Design 1 training per grade level per year for 3 years</p>		
--	---	--	--



<b>2B</b>	<b>AMAO #2 Percent of ELs Attaining the English Proficient Level on the CELDT</b>
<b>Challenge:</b>	We currently outperform on this goal for the Less than 5 year Cohort however we no longer meet the More than 5 year cohort target
<b>Goal:</b>	An increasing percentage of English learners will attain English language proficiency annually.

<b>SMART GOAL:</b> By June 2017, the percentage of English learners attaining English proficiency will increase in cohort 1 ( less than 5 years) from 25.9 to 29% out-pacing the state figures and in cohort 2 ( more than 5 years) from 43.9% to 54%, again out-pacing the state expectations.				
<b>Specific Actions</b>	<b>Task</b>	<b>Due Date</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p><b>Action Step:</b> Review of Student Progress</p> <p><b>Description:</b> 2x's yearly Comprehensive Student Review (CSR) Conduct comprehensive review of each student including assessments, program placements, health and social issues</p> <p><b>Person Responsible:</b> District EL Coordinator, Site Admin</p> <p><b>Start Date:</b> Fall 2010</p> <p><b>End Date:</b> Spring 2014</p>	<p>Coordinate data</p> <p>Coordinate subs</p> <p>Schedule review sessions</p>	<p>Oct. and Feb. of each year</p> <p>Oct. and Feb. of each year</p> <p>Oct. and Feb. of each year</p>	\$0	No Additional Funding Necessary
<p><b>Action Step:</b> English Language Development (ELD) Instruction through Writing</p> <p><b>Description:</b> Each campus focuses on <b>writing instruction</b> using research based practices to imbed content 150 weekly / Kinder – 1st grade 200 - 225 minutes weekly /2nd – 4th grades 275 - 300 Minutes weekly / 5th – 8th grades Writing and Reading emphasis</p> <p><b>Person Responsible:</b> District EL Coordinator, Site Admin, Teachers</p> <p><b>Start Date:</b> Summer 2011</p> <p><b>End Date:</b> Spring 2017</p>	<p>Collect and Review Data ongoing</p> <p>Training for staff in research based strategies</p> <p>Classroom visits and Lesson plans will be monitored by principal Student writing benchmarks will be scored to inform instruction</p>	<p>Oct. each year and then ongoing</p> <p>Summer 2010 - Ongoing</p> <p>Bi-weekly</p>	<p>\$0</p> <p>\$ 17,000 / 2010</p> <p>\$ 28,000 / 2011</p>	No Additional Funding Necessary Title II Title III
<p><b>Action Step:</b> English Language Development (ELD) Instruction through small group Reading</p> <p><b>Description:</b> Each campus focuses on small group <b>reading instruction</b> using research based practices to imbed content 150 weekly / Kinder – 8<sup>th</sup> grade Reading and writing emphasis</p> <p><b>Person Responsible:</b> District EL Coordinator, Site Admin, ELA Coach Teachers</p> <p><b>Start Date:</b> Summer 2011</p> <p><b>End Date:</b> Spring 2017</p>	<p>Collect and Review Data ongoing</p> <p>Training for staff in research based strategies</p> <p>Classroom visits and Lesson plans will be monitored by principal Student running records will be scored to inform instruction</p>	<p>Oct. each year and then ongoing</p> <p>Summer 2010 - Ongoing</p> <p>Bi-weekly</p>		

<p><b>Action Step:</b> Cognitively Guided Instruction (<b>CGI- Math</b>) is used throughout grades K-8</p> <p><b>Description:</b> Expand CGI trainings to 3-8 staff, 4 half day trainings each year per grade level. CGI coaching through CSU Fresno staff and CESD Math Coach with additional peer coaching available through POD time</p> <p><b>Person Responsible:</b> Assist. Supt., District EL Coordinator, Site Admin, Teachers, CSU Fresno math staff</p> <p><b>Start Date:</b> Summer 2012</p> <p><b>End Date:</b> Summer 2017</p>	<p>Watch model lessons 3 times each year on average per taught by CSU Fresno staff and Coach</p> <p>Coaching of CESD staff 3 times each year by grade level</p> <p>Peer Coaching/Sub Costs</p>		
---	--	--	--

<b>2C</b>	<b>AMAO #3 Adequate Yearly Progress for English Learner Subgroup at the LEA Level</b>
<b>Challenge:</b>	Easily accessible data to determine the strengths and needs of English learners.
<b>Goal:</b>	Implement data systems to inform instruction for English learners.

<b>SMART GOAL:</b> By the summer of 2017, the LEA will provide systems that permit district and school staffs to collect, report, analyze and interpret data regarding English Learners' linguistic and academic progress and achievement. Staff will be required to use targeted data to improve instruction for English Learners supporting them in reaching 2A and 2B as measured through the CST, CAPA, CMA and CELDT results.				
Specific Actions	Task	Due Date	Estimated Cost	Funding Source
<p><b>Action Step:</b> Set-up/maintain data files with student data incorporating rubric scores and Guided Reading Levels in Data Driven Classroom (DDC)</p> <p><b>Description:</b> Ongoing updating of student data for staff access. Data is used for twice yearly Comprehensive Student Reviews (CSRs) and to monitor student progress, and drive instruction. Data collected and used during weekly staff development Mondays.</p> <p><b>Person Responsible:</b> District EL Coordinator, Site Admin, District Assist. Supt., Grade Level Leads</p> <p><b>Start Date:</b> Fall 2014</p> <p><b>End Date:</b> Spring 2014</p>	<p>Upload new data such as CELDT and CST</p> <p>Upload and maintain reading GR levels , writing and math rubric data</p> <p>Administrative costs- salary and teacher overtime</p>	<p>Summer 2015 – 2xs ea yr</p> <p>Summer 2014 Weekly staff development</p> <p>Summer 2015 Every Monday</p>	<p>\$9000 DDC Contract</p> <p>\$</p>	<p>Title I</p>
<p><b>Action Step:</b> Complete ELSSA and student lists for sites</p> <p><b>Description:</b> The Assistant Superintendent will provide a copy of the ELSSA to site admin along with a list of EL students (through CSR process) lagging behind in English Proficiency. Staff will discuss appropriate strategies to support student gains.</p> <p><b>Person Responsible:</b> District EL Coordinator, Site Admin, Teachers</p> <p><b>Start Date:</b> Fall 2011</p> <p><b>End Date:</b> Spring 2014</p>	<p>Provide data to Key Data Systems to create ELSSA and student lists</p> <p>Share lists with site admin and Teachers</p> <p>District Staff to create student lists (salary)</p>	<p>ELSSA to be created each January</p> <p>Student lists to be created each September and January 2010-ongoing</p> <p>September and January 2014</p>		
<p><b>Action Step:</b> Interview EL Students</p> <p><b>Description:</b> Site Administration will interview EL students to determine barriers and better instructional strategies from their perspective</p> <p><b>Person Responsible:</b> District EL Coordinator, Site Admin, Teachers</p> <p><b>Start Date:</b> Spring 2015</p>				

<b>End Date:</b> Spring 2018				
<b>Action Step:</b> Train admin in data disaggregation <b>Description:</b> Train admin to review student data reports to uncover trends and determine aligned instructional strategies <b>Person Responsible:</b> Assist. Supt., District EL Coordinator, Site Admin, Teachers, ELA, Math and Kagan/Tech Coaches <b>Start Date:</b> Summer 2008 <b>End Date:</b> Fall 2012	Use reports such as ELSSA, GR levels and writing and math student work samples to determine next steps instructionally.	January ELSSA Student lists for CSR Jan./Sept. including benchmark data	\$6000	Title I

<b>2C b. Step #2 Improve Instruction of English Learners</b>				
<b>Challenge:</b> Continuing to utilize effective protocols for determining targeted students, choosing and implementing research based strategies that improve instruction for English Learners, with new initiatives coming on board				
<b>Goal:</b> Implement effective protocols for determining targeted students, choosing and implementing research based strategies that improve instruction for English Learners				
<b>SMART GOAL:</b> By Summer 2017, 90% of all district teachers will implement targeted, research – based writing strategies to improve instruction.				
Specific Actions	Task	Due Date	Estimated Cost	Funding Source
<p><b>Action Step:</b> Implement research-based strategies to support attainment of year-for year gains in English proficiency.</p> <p><b>Description:</b> Teachers and site administrators will partake in PLC conversations to score student content –based writing samples. Writing benchmarks will initially be aligned with the writing genre required of each grade level and will include content –based writing by Spring of 2014.</p> <p>Staff will determine areas of need through the scoring of student work against a 6 trait rubric which aligns to ELD standards. Student issues targeted during these scorings will drive the instructional strategies next used with the students involved.</p> <p><b>Person Responsible:</b> District EL Coordinator, Site Admin, District Assist. Supt., teachers</p> <p><b>Start Date:</b> Fall 2010 <b>End Date:</b> Spring 2014</p>	Learn how successfully engage in collaborative conversations around EL student data through trainings held on Staff Development Mondays	Spring 2012	\$ 3,000	Title II
	Analysis of curriculum-embedded writing assessments on a trimester basis to plan additional staff development based on EL students' achievement of content standards through principal lead discussions and a PLC model.	Spring 2015	\$ 13,000	Title III
	Ongoing coaching for of all District –wide teaching staff in the use of research based best practices aimed at teaching and organizing content information eventually used as the source for student writing.	Summer 2017	\$ 26,000	Title III
	Effectively teach students with different learning styles and meet the needs of underperforming EL students. Train Instructional aides to work with small groups of EL students	Summer 2017	\$ 4,000	Title III

<b>2D</b> Parent and Community Involvement				
<b>Challenge:</b> LEA Outreach Strategies Actively Involve Parents/Guardians of English Learners				
<b>Goal:</b> The LEA's outreach strategies help parents of English Learners become active participants in the education of their children.				
<b>SMART GOAL:</b> By summer of 2017, 40% of parents of English Learners will actively participate in existing and newly created school and district educational activities created to further engage parents in the education of their children.				
Specific Actions	Task	Due Date	Estimated Cost	Funding Source
<p><b>Action Step:</b> Interactive Parent and Child Activities aimed at improving student's success in literacy and math related skills. Workshops will take place adjacent to ELAC meetings, as well as, through yearly Parent/Student Nights</p> <p><b>Description:</b> Engage parents in ongoing leadership opportunities: school leadership teams, and other LEA/school-wide committees such as ELAC/DELAC/SSC/ Family Club/ Fund Raisers Participation: LEA/school-wide or community-wide celebrations of student success such as Reclassification and CST celebrations.</p> <p>Learning English Language software available for parent use to improve English proficiency Program will be available in the school computer lab Lab to be open 3 days a week for 1-3 hours a day depending on usage</p> <p>Continue to Improve family access to the local library and explore the literature resources available within the community Field trip to site and local libraries.</p> <p><b>Person Responsible:</b> District EL Coordinator, Site Admin, District Assist. Supt., teachers</p> <p><b>Start Date:</b> Spring 2015 <b>End Date:</b> Summer 2017</p>	<p>Develop parent/child interactive activities which will engage parents in the education of their children and inform them of the many ways they can best support them through school and life while accessing leadership opportunities. Possible topics include:</p> <ul style="list-style-type: none"> <li>• Accessing the County Library</li> <li>• Parents learning English</li> <li>• Math Games (number sense)</li> <li>• How to Read with your Child</li> <li>• How to help your child pick a JUST RIGHT book</li> <li>• Support writing at home</li> <li>• Leadership role through ELAC/ SSC/ Family Club office</li> </ul>	<p>Summer 2015</p> <p>Spring 2015</p> <p>Spring 2015</p>	<p>\$ 450</p> <p>\$ 1000</p> <p>\$1000</p>	<p>Title III</p> <p>Title III</p> <p>Title III</p>

<b>2E. Professional Development</b>				
<b>Challenge:</b> Movement towards Common Core, while better for our EL students has resulted in professional development which is reworking our instructional practices on a large scale. We have been focused on instruction for all, not in on one particular subgroup.				
<b>Goal:</b> To provide professional development <b>focusing on ELs</b> using research-based strategies to improve English Learner attainment of English language proficiency, content vocabulary and achievement in English-Language Arts, specifically writing.				
<b>SMART GOAL:</b> English Learner (EL and RFEP) students will score on average, a score of 3 on district created, grade level, writing benchmark assessments by Summer 2016.				
<b>Specific Actions</b>	<b>Task</b>	<b>Due Date</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p><b>Action Step:</b> Implement research-based strategies to support attainment of a score of 3 on the CESD writing Rubric (4 is the best score possible)</p> <p><b>Description:</b> Teachers will utilize process grids, input charts, sentence patterning charts, chants, 10:2 and important books to support students in gaining standards-based, content knowledge. Students will learn strategies for organizing the grade level content material in order to write cohesive essays on the chosen content. Teachers and site administrators will partake in PLC conversations to score student content –based writing samples. Writing benchmarks will initially be aligned with the writing genre required of each grade level and will included content – based writing by Spring of 2014.</p> <p>Staff will determine areas of need through the scoring of student work against a 6 trait rubric which aligns to ELD standards. Student issues targeted during these scorings will drive the instructional strategies next used with the students involved.</p> <p><b>Person Responsible:</b> District EL Coordinator, Site Admin, District Assist. Supt., teachers</p> <p><b>Start Date:</b> Fall 2010 <b>End Date:</b> Spring 2014</p>	60% of the CESD 1-6 grade staff will partake in a 6 day, writing training (Content Accessed through Repeated Exposure – CARE). The training will be conducted in lab-type classroom settings. Three classes will be available covering grades 1-2, 3-4, and 5-7.	Summer 2014	\$ 26,000	Title II
	90% of staff utilize writing practices outlined in the Units of Study by Lucy Caulkins	Summer 2014	\$ 35,000	Title II
	Strategies learned during CARE trainings will be implemented in 40% of classrooms. 12 hours of overtime are provided for staff to develop CARE units	Spring 2015	\$ 4,000	Title II
	A District Assessment Team will create aligned grade level assessments, complete with protocols, rubrics and prompts. Teachers will be calibrated in the scoring of these assessments.	Fall 2015	\$5,000	Title II
	Student benchmark writing assessments will be scored to determine EL writing proficiency.	Each Fall and Spring through 2017		
Effectively teach students with different learning styles and meet the needs of underperforming EL students	Spring 2012			

<b>2F. Parent Notifications</b>				
<b>Challenge:</b> None				
<b>Goal:</b> Utilize Data Driven Classroom and Aeries to generate needed reports for determining students meeting initial reclassification criteria each fall and spring.				
<b>SMART GOAL:</b> By Fall 2014, District staff will continue communication with parents regarding the English Proficiency gains their child has made.				
Specific Actions	Task	Due Date	Estimated Cost	Funding Source
<p><b>Action Step:</b> CESD will work to insure reclassification of all students meeting the criteria in a timely fashion while improving parent notification.</p> <p><b>Description:</b> The CESD EL Secretary will print a list of students meeting reclassification criteria after new CST scores are available and again after new CELDT data is available.</p> <p>Reclassification data will be shared with site administration who will in turn share the data with teachers of the reclassification candidates. Teacher input is necessary for each reclassification. The final decision on each reclassification will be shared with the parents of the affected student.</p> <p><b>Person Responsible:</b> District EL Coordinator, Site Admin, District Assist. Supt., teachers</p> <p><b>Start Date:</b> Fall 2010 <b>End Date:</b> Spring 2014</p>	Create a reclassification report in Data Driven Classroom (Secretary time)	Summer 2014	\$ 1000	Title III
	Run the reports for each site in the month of August and again in December.	Fall 2014	\$0	No Costs
	Share reports with site administration who will share them with the teachers, students and parents concerned.	August and December 2014-2017	\$0	No Costs
	Input reclassification data into Aeries	Winter 2014-2017	\$8,000	Title I
<p>Annual Parent Notification Placement Assessment Data Program Options</p> <p><b>Persons Responsible:</b> Director of EL Programs Site administrators Beginning: Fall of 2010 - Ending: Ongoing Director of EL Programs</p>	Creation of Parent Notification Letters.	Fall 2014	\$600.00	EIA/LEP
	Creation of Reclassification Letters	Spring 2015	\$600.00	EIA/LEP
	Postage	Each Fall and Spring 2014-2017	\$600.00	EIA/LEP
Celebrate Student Reclassification (Site and District)			\$200.00	EIA/LEP
Failure to meet AMAO letter requirement			\$300.00	EIA/LEP