

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

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

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

- By May 2013, the percentage of English learners attaining proficiency in reading/language arts will increase from 42.1% to 78%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.

An increasing percentage of English learners will attain proficiency in mathematics annually.

- By May 2013, the percentage of English learners attaining proficiency in Mathematics will increase from 51.0% to 78%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics.

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

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

STRATEGY R/LA Access to Materials, Instructional Minutes

All English learners will have access to adequate R/LA core and intervention materials and instructional minutes designed to meet their language and academic needs. Site administrators will observe teachers and give feedback on lesson planning, delivery and student progress

Filing Cabinet Count	0
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ACTION STEP Access to R/LA core and intervention materials

District will assist schools to inventory current core and intervention materials, identify any gaps in materials, approve, purchase and deliver materials to sites.

Status	Not Begun 01/14/2012	Filing Cabinet Count	0
Start-End Dates	02/01/2012 - 05/24/2012		
Tags	T3Y4		
Persons Responsible	Hope Meyers-McCartney		

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

STRATEGY R/LA Access to Materials, Instructional Minutes

ACTION STEP Access to R/LA core and intervention materials

TASKS 0 of 4 Complete

Inventory Materials Inventory current core and intervention materials in all schools to identify where materials are needed	Not Begun	Due 2/29/2012
Identify funds Identify funds needed to purchase core/intervention texts/materials based on inventory.	Not Begun	Due 3/1/2012 Hope Meyers-McCartney (LEA)
Purchase R/LA texts / materials Purchase sufficient materials for all identified ELs based on current EL data.	Not Begun	Due 4/30/2012
Distribute R/LA texts / materials to all schools Schools will use District R/LA core/intervention course placement criteria (results of CELDT, R/LA CSTs and intervention assessments) to estimate the number of texts/materials to inform the District of materials needed to distribute to each school.	Not Begun	Due 8/3/2012

ACTION STEP Ensure Instructional Minutes Are Provided

District will ensure core R/LA and intervention courses are provided to all ELs and include required instructional minutes.

Status	Not Begun 01/15/2012	Filing Cabinet Count	0
Start-End Dates	05/01/2012 - 09/04/2012		
Persons Responsible	Hope Meyers-McCartney		

TASKS 0 of 2 Complete

District Review/Feedback District will review each school's daily/master schedules, to ensure R/LA core and intervention classes are offered daily to identified ELs.	Not Begun	Due 4/19/2012 Angela Gallardo-Hopkins (LEA) , Gina Simpson (LEA) , Hope Meyers-McCartney (LEA)
District Review/Monitor District will monitor each school's daily/master schedules, to ensure R/LA core and intervention classes are offered daily to identified ELs.	Not Begun	Due 10/19/2012 Angela Gallardo-Hopkins (LEA) , Gina Simpson (LEA) , Hope Meyers-McCartney (LEA)

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

STRATEGY R/LAScaffold Instruction and Long term EL Support

Provide standards-based scaffolded instruction differentiated to meet EL students linguistic and content needs

Filing Cabinet Count 0

ACTION STEP Scaffold Core R/LA and Intervention Instruction

To guide their instruction, teachers will use standards-based, differentiated instructional strategies including a lesson planning organizer for academic language, language and content objectives, graphic organizers, sentence frames and focus standards.

Status	Not Begun 01/15/2012	Filing Cabinet Count	0
Start-End Dates	01/23/2012 - 05/25/2012		
Persons Responsible	Hope Meyers-McCartney		

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

STRATEGY R/LAScaffold Instruction and Long term EL Support

ACTION STEP Scaffold Core R/LA and Intervention Instruction

TASKS 0 of 4 Complete

Teachers write lesson plans	Not Begun	Due 3/30/2012
Teachers will write standards-based lesson plans which address heavily-weighted standards to reflect the language and content objective, appropriate academic language, scaffolding and instructional techniques based on local and state assessments.		

Administrators review lesson plans and visit class	Not Begun	Due 4/27/2012
Administrators will review lesson plans and visit classrooms 1-2 times a week to observe instructional strategies including visual or graphic organizer and sentence frames that support the successful attainment of the ELA objective /standard with rigor.		

Site Feedback and Support	Not Begun	Due 4/27/2012
Principal/coach will meet monthly with each grade level/department and give feedback on lesson planning and delivery, noting use of strategies for students engagement in structured language practice with an emphasis on daily language development.		

District Feedback and Support	Not Begun	Due 3/30/2012
District Accountability team will visit classrooms a minimum of 4 times yearly per site to observe classroom instructional strategies and discuss use of standards-based differentiated practices, and student progress measured by assessment results.		

ACTION STEP R/LA Support for Long-Term EL (LTEL)

Long-term EL's (LTELs) (criteria of in U.S. instruction for 5+ years and not making adequate progress towards redesignation criteria) will receive an additional period of academic language development (ALD) to supplement their sheltered/SDAIE English (ELA), core content.

Status	Not Begun 01/15/2012	Filing Cabinet Count	0
Start-End Dates	08/08/2012 - 06/05/2013		
Persons Responsible	Hope Meyers-McCartney, Gina Simpson		

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

STRATEGY R/LAScaffold Instruction and Long term EL Support

ACTION STEP R/LA Support for Long-Term EL (LTEL)

TASKS 0 of 6 Complete

Course Revisions	Not Begun	Due 3/15/2012
Identify knowledgeable R/LA, ELD, and reading teachers and coaches .		Hope Meyers-McCartney (LEA)
Review current course descriptions	Not Begun	Due 2/29/2012
Schedule/hold two meetings: 1st to discuss & distribute assignments for revising course description & syllabus; 2nd to modify/finalize course revisions & syllabus.		Hope Meyers-McCartney (LEA)
AUSD BOE Approval if needed	Not Begun	Due 3/30/2012
Submit course revisions and syllabus for Curriculum Committee and Board Approval (if needed)		Hope Meyers-McCartney (LEA)
Teacher Orientation	Not Begun	Due 4/27/2012
Identified teachers and coaches will meet to review the revised course descriptions and syllabus. Coaches provide support upon request.		Hope Meyers-McCartney (LEA)
Schedule LTELs into Courses	Not Begun	Due 3/21/2012
Using LTEL criteria, counselors schedule 5-6yr+ LTELs into identified courses.		Hope Meyers-McCartney (LEA)
Analyze effectiveness of new/revised courses	Not Begun	Due 6/28/2013
Courses will be analyzed and evaluated for effectiveness based upon student outcomes (grades, CAHSEE pass rates, CST scores). Based on data, course will be reviewed for improvement.		Gina Simpson (LEA) , Hope Meyers-McCartney (LEA) , Quyen Nguyen (LEA)

STRATEGY R/LA Develop Monitoring System to Improve Progress

Develop systems for District and school staff to collect, report, analyze and interpret data about EL students' linguistic, academic progress and overall achievement. This system will train and support staff to use data to improve instruction for ELs. District administration will develop protocols and train site staff to use these protocols to assist collaborative team data discussions & monitor progress toward goals.

Filing Cabinet Count 0

ACTION STEP Formative Assessment to Monitor & Improve

Alvord Unified - 3366977000000

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

STRATEGY R/LA Develop Monitoring System to Improve Progress

ACTION STEP Formative Assessment to Monitor & Improve

School grade level/departments will use ELA/ ELD core and intervention formative assessments to monitor EL language and academic development. During a minimum of twice-monthly meetings. Teachers will analyze data to develop instructional strategies to improve achievement. Teachers may possibly regroup students into more instructionally appropriate settings.

Status	Not Begun 01/15/2012	Filing Cabinet Count	0
Start-End Dates	08/08/2011 - 05/25/2012		
Persons Responsible	Hope Meyers-McCartney		

TASKS 0 of 3 Complete

Enter assessment data into database	Not Begun	Due 3/30/2012
Teachers will administer quarterly core benchmarks (ELA, ELD, History and Science). Results, disaggregated by EL sub-group, will be immediately accessible.		Hope Meyers-McCartney (LEA)

Review CST and CELDT Data	Not Begun	Due 4/27/2012
During PLC data meetings, teachers will analyze results, disaggregated by EL sub-group, in October (CST) and in March (CELDT).		Hope Meyers-McCartney (LEA)

Hold Monthly Data Team/PLC Meetings	Not Begun	Due 4/27/2012
Principals and teachers form Professional Learning Communities (PLCs) to analyze and interpret data on EL linguistic and academic progress based on common assessments.		Hope Meyers-McCartney (LEA)

ACTION STEP Formative Assessments to Plan Differentiation

Site administrators and teachers will use results of formative assessments to modify instruction, create lessons to meet student needs and monitor/support instruction.

Status	Not Begun 01/15/2012	Filing Cabinet Count	0
Start-End Dates	08/08/2011 - 05/25/2012		
Persons Responsible	Hope Meyers-McCartney		

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

STRATEGY R/LA Develop Monitoring System to Improve Progress

ACTION STEP Formative Assessments to Plan Differentiation

TASKS 0 of 4 Complete

<p>Develop Common assessments District and site administrators will provide and support collaboration time for classroom teachers to develop common assessments based on student data analysis for core/intervention ELA instruction</p>	Not Begun	Due 4/27/2012 Hope Meyers-McCartney (LEA)
<p>Modify Instruction Teachers will monitor EL progress, a minimum of twice monthly PLC meetings, to adjust standards-based lessons and scaffold content strategies, based on course performance, grades and common and benchmark assessments.</p>	Not Begun	Due 4/27/2012 Hope Meyers-McCartney (LEA)
<p>Lessons based on student needs Teachers will submit data of student results, reflecting lessons and differentiated strategies to the PLC meetings.</p>	Not Begun	Due 4/27/2012 Hope Meyers-McCartney (LEA)
<p>Principals Monitor PLC/Data Teams Principals will monitor and support teachers through the PLC process by monitoring twice monthly meetings, as scheduled on the site calendar and reported to the Assistant Superintendent.</p>	Not Begun	Due 4/27/2012 Hope Meyers-McCartney (LEA)

STRATEGY Math Implement Time and Materials

All English learners will have access to adequate math core and intervention materials, instructional minutes, designed to meet their mathematics language and mathematics academic needs. Site administrators will observe teachers and give feedback on lesson planning, delivery and student progress.

Filing Cabinet Count 0

ACTION STEP Access to Math core and intervention materials

Alvord Unified - 3366977000000

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

STRATEGY Math Implement Time and Materials

ACTION STEP Access to Math core and intervention materials

District will assist schools to inventory current core and intervention materials, identify any gaps in materials, approve, purchase and deliver materials to sites.

Status	Not Begun 01/16/2012	Filing Cabinet Count	0
Start-End Dates	02/01/2012 - 05/24/2012		
Persons Responsible	Hope Meyers-McCartney		

TASKS 0 of 4 Complete

Inventory Materials	Not Begun	Due 2/29/2012
Inventory current core and intervention materials in all schools to identify where materials are needed.		Hope Meyers-McCartney (LEA)
Identify funds	Not Begun	Due 3/1/2012
Identify funds to purchase core/intervention texts/materials based on inventory.		Hope Meyers-McCartney (LEA)
Purchase Math texts/materials	Not Begun	Due 4/30/2012
Purchase sufficient materials for all identified ELs based on current EL data.		Hope Meyers-McCartney (LEA)
Distribute math texts/materials to all schools	Not Begun	Due 8/3/2012
Schools will use District math core/intervention course placement criteria (results of CELDT, math CSTs and intervention assessments to estimate the number of texts/materials to inform the District of materials needed distribute to each school.		Hope Meyers-McCartney (LEA)

ACTION STEP Ensure Instructional Minutes Provided

District will ensure core mathematics and intervention courses are provided to all ELs and include instructional minutes.

Status	Not Begun 01/16/2012	Filing Cabinet Count	0
Start-End Dates	05/01/2012 - 05/04/2012		
Persons Responsible	Hope Meyers-McCartney		

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

STRATEGY Math Implement Time and Materials

ACTION STEP Ensure Instructional Minutes Provided

TASKS 0 of 2 Complete

District Review/Feedback

Not Begun

Due 4/19/2012

District will review each school's daily/master schedules, to ensure mathematics core and needed intervention classes are offered daily to identified ELs.

Angela Gallardo-Hopkins (LEA) , Gina Simpson (LEA) , Hope Meyers-McCartney (LEA)

District Review/Monitor

Not Begun

Due 10/19/2012

District will monitor each school's daily/master schedules, to ensure mathematics core and needed intervention classes are offered daily to identified ELs.

Angela Gallardo-Hopkins (LEA) , Gina Simpson (LEA) , Hope Meyers-McCartney (LEA)

STRATEGY Math Scaffold Instruction and Long term EL Support

Provide standards-based scaffolded instruction differentiated to meet EL students' linguistic and content needs.

Filing Cabinet Count 0

ACTION STEP Math Support for Long-Term EL (LTEL)

Long-term EL's (LTELs) (criteria of in U.S. instruction for 5+ years and not making adequate progress towards redesignation criteria) will receive an additional period of academic language development (ALD) to supplement their sheltered/Math, core content.

Status	Not Begun 01/16/2012	Filing Cabinet Count	0
Start-End Dates	08/08/2012 - 06/05/2013		
Persons Responsible	Hope Meyers-McCartney		

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

STRATEGY Math Scaffold Instruction and Long term EL Support

ACTION STEP Math Support for Long-Term EL (LTEL)

TASKS 0 of 6 Complete

Course Revisions Identify knowledgeable R/LA, ELD, and reading teachers and coaches.	Not Begun	Due 3/15/2012 Hope Meyers-McCartney (LEA)
Review current course descriptions Schedule/hold two meetings: 1st to discuss & distribute assignments for revising course description & syllabus; 2nd to modify/finalize course revisions & syllabus.	Not Begun	Due 2/29/2012 Hope Meyers-McCartney (LEA)
AUSD BOE Approval if needed Submit course revisions and syllabus for Curriculum Committee and Board Approval (if needed)	Not Begun	Due 3/30/2012 Hope Meyers-McCartney (LEA)
Teacher Orientation Identified teachers and coaches will meet to review the revised course descriptions and syllabus. Coaches provide support upon request.	Not Begun	Due 4/27/2012 Hope Meyers-McCartney (LEA)
Schedule LTELs into Courses Using LTEL Criteria, counselors schedule 5-6+ LTELs into identified courses.	Not Begun	Due 3/21/2012 Hope Meyers-McCartney (LEA)
Analyze effectiveness of new/revised courses Courses will be analyzed and evaluated for effectiveness based upon student outcomes (grades, CAHSEE pass rates, CST scores). Based on data, courses will be reviewed for improvement.	Not Begun	Due 6/28/2012 Gina Simpson (LEA) , Hope Meyers-McCartney (LEA) , Quyen Nguyen (LEA)

STRATEGY Math Develop Monitoring System to Improve Progress

Develop systems for District and school staff to collect, report, analyze and interpret data about EL students' linguistic, academic progress and overall achievement. This system will train and support staff to use data to improve instruction for ELs. District administration will develop protocols and train site staff to use these protocols to assist collaborative team data discussions & monitor progress toward goals.

Filing Cabinet Count 0

ACTION STEP Formative Assessment to Monitor & Improve

Alvord Unified - 3366977000000

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

STRATEGY Math Develop Monitoring System to Improve Progress

ACTION STEP Formative Assessment to Monitor & Improve

School grade level/departments will use Math core and intervention formative assessments to monitor EL language and academic development. During a minimum of twice-monthly meetings. Teachers will analyze data to develop instructional strategies to improve achievement. Teachers may possibly regroup students into more instructionally appropriate settings.

Status	Not Begun 01/16/2012	Filing Cabinet Count	0
Start-End Dates	08/08/2012 - 05/25/2013		
Persons Responsible	Hope Meyers-McCartney		

TASKS 0 of 3 Complete

Enter assessment data into database	Not Begun	Due 3/30/2012
Teachers will administer quarterly core benchmarks (Math, ELA, ELD, History and Science). Results, disaggregated by EL sub-group, will be immediately accessible.		Hope Meyers-McCartney (LEA)

Review CST and CELDT Data	Not Begun	Due 4/27/2012
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Hold Monthly Data Team/PLC Meetings	Not Begun	Due 4/27/2012
Principals and teachers form Professional Learning Communities (PLCs) to analyze and interpret data on EL linguistic and academic progress based on common assessments.		Hope Meyers-McCartney (LEA)

ACTION STEP Formative Assessments to Plan Differentiation

Site administrators and teachers will use results of formative assessments to modify instruction, create lessons to meet student needs and monitor/support instruction.

Status	Not Begun 01/16/2012	Filing Cabinet Count	0
Start-End Dates	08/08/2011 - 05/25/2012		
Persons Responsible	Hope Meyers-McCartney		

GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup**STRATEGY Math Develop Monitoring System to Improve Progress****ACTION STEP Formative Assessments to Plan Differentiation**

TASKS 0 of 4 Complete

Develop Common assessments District and site administrators will provide and support collaboration time for classroom teachers to develop common assessments based on student data analysis for core/intervention Math instruction.	Not Begun	Due 4/27/2012 Hope Meyers-McCartney (LEA)
Modify Instruction Teachers will monitor EL progress, a minimum of twice monthly PLC meetings, to adjust standards-based lessons and scaffold content strategies, based on course performance, grades and common and benchmark assessments.	Not Begun	Due 4/27/2012 Hope Meyers-McCartney (LEA)
Lessons based on student needs Teachers will submit data of student results, reflecting lessons and differentiated strategies to the PLC meetings.	Not Begun	Due 4/27/2012 Hope Meyers-McCartney (LEA)
Principals Monitor PLC/Data Teams Principals will monitor and support teachers through the PLC process by monitoring twice monthly meetings, as scheduled on the site calendar and reported to the Assistant Superintendent	Not Begun	Due 4/27/2012 Hope Meyers-McCartney (LEA)

Alvord Unified - 3366977000000

GOAL Goal 2E: Parent and Community Participation

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

- By June 2013, the LEA will improve and increase parent outreach strategies so that 80% of parents are active participants in the education of their children.

[Required per Elementary and Secondary Education Act, sections 3116(a) & (b) and 3115(c)(2)]

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

STRATEGY Improve Parent Knowledge

Parents will be trained in strategies to increase parent engagement; to understand and apply school policies, programs, procedures and expectations to their own EL children. Outreach strategies will be designed to better meet parent and student needs, improve parent collaboration and improve student achievement.

Filing Cabinet Count	0
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ACTION STEP Notify parents of DELAC and ELAC meetings

District and school staff will notify parents of DELAC and site ELAC meetings at least 72 hours prior to meetings.

Status	Not Begun 01/16/2012	Filing Cabinet Count	0
Start-End Dates	08/08/2011 - 05/25/2012		
Persons Responsible	Hope Meyers-McCartney		

TASKS 0 of 2 Complete

Provide DELAC and ELAC Agenda Hard Copy	Not Begun	Due 5/25/2012
District and school staff will notify parents of DELAC and site ELAC meetings at least 72 hours prior to meetings.		Hope Meyers-McCartney (LEA)
Post DELAC Agenda on District Website	Not Begun	Due 6/28/2013
DELAC meeting schedules and agendas will be posted on the District website.		Hope Meyers-McCartney (LEA)

ACTION STEP Parent Orientation Meetings

GOAL Goal 2E: Parent and Community Participation

STRATEGY Improve Parent Knowledge

ACTION STEP Parent Orientation Meetings

Schools will provide parent/student orientations for incoming and articulating K-8 students.

Status	Not Begun 01/16/2012	Filing Cabinet Count	0
Start-End Dates	07/02/2012 - 05/25/2013		
Persons Responsible	Hope Meyers-McCartney		

TASKS 0 of 4 Complete

Provide K Orientation	Not Begun	Due 8/24/2012
Each elementary site will hold a Kindergarten orientation prior to the start of each year, in english and Spanish. The District will provide sample agendas of information and activities.		
New Student/Parent Orientation	Not Begun	Due 8/31/2012
All schools will hold an orientation at the start of each school year for newly enrolled students. The District will provide sample agendas of information and activities.		
New School-Student Marticulation	Not Begun	Due 5/25/2012
Create 5th to 6th and 8th to 9th grade new student /ambassador orientation, to foster student to student relationships at middle and high schools.		
District EL News	Not Begun	Due 6/5/2013
A District newsletter will be distributed three times yearly, to include K-5, 6-8 and 9-12 EL program information, site highlights, and other updates.		

ACTION STEP District EL News

A District newsletter will be distributed three times yearly, to include K-5, 6-8 and 9-12 EL program information, site highlights, and other updates.

Status	Not Begun 01/16/2012	Filing Cabinet Count	0
Start-End Dates	07/02/2012 - 05/25/2013		
Persons Responsible	Hope Meyers-McCartney		

GOAL Goal 2E: Parent and Community Participation

STRATEGY Improve Parent Knowledge

ACTION STEP District EL News

TASKS 0 of 3 Complete

Solicit EL District/Site News	Not Begun	Due 7/27/2012
District EL Office will receive information from administrators in District offices, schools, ELACs and DELACs, on a rotating schedule, every two months.		
Create/Translate Newsletters	Not Begun	Due 7/1/2012
A District newsletter including EL Information will be published in English and Spanish three times yearly.		
Distribute Newsletter	Not Begun	Due 6/28/2013
The EL Office will supervise the dissemination of the District newsletter through District website, DELAC, ELAC and site students to parents.		

STRATEGY Parent Education Classes

The District will provide parent education classes based on needs assessment to help parents learn how to assist their own children academically and socially, including how to help their children reach grade level standards, homework help and requirements for grade completion, reclassification to FEP, high school graduation, college entrance and career Parents will also learn how to monitor academic and social student and family behaviors and those cultural behaviors supportive of achievement.

Filing Cabinet Count 0

ACTION STEP Train parents to assist their own children

The District will assist all schools to develop and implement a parent education program to focus on needs of their EL students & parents.

Status	Not Begun 01/16/2012	Filing Cabinet Count	0
Start-End Dates	08/08/2012 - 05/24/2013		
Persons Responsible	Hope Meyers-McCartney		

GOAL Goal 2E: Parent and Community Participation
STRATEGY Parent Education Classes**ACTION STEP Train parents to assist their own children**

TASKS 0 of 9 Complete

Create Parent Survey	Not Begun	Due 9/28/2012
Create parent survey with DELAC and ELAC input.		Hope Meyers-McCartney (LEA)
Disseminate & Tally Survey	Not Begun	Due 3/29/2013
Tally topics, dates, times, training locations		Hope Meyers-McCartney (LEA)
Develop Program	Not Begun	Due 6/29/2012
Develop 2012-13 parent education programs (locations, outreach, recruitment, participants). Arrange for trainers/vendors.		Hope Meyers-McCartney (LEA)
Implement Parent Education Program	Not Begun	Due 6/28/2013
Each site will offer and conduct a minimum of 3 parent education trainings yearly.		Hope Meyers-McCartney (LEA)
Present to DELAC and ELAC	Not Begun	Due 10/1/2012
Present 2012-13 Parent Education Plan to DELAC and ELAC.		Hope Meyers-McCartney (LEA)
Place Parent Trainings on District Master Calendar	Not Begun	Due 10/1/2012
Place Parent Trainings on District and site Master Calendars		Hope Meyers-McCartney (LEA)
Share Training Information with Parents	Not Begun	Due 10/1/2012
Set up training sites, prepare schedules, share session flyers, and registration information with DELAC, ELAC and sites. Set up reminders via teleparent.		Hope Meyers-McCartney (LEA)
Offer Family Literacy	Not Begun	Due 6/28/2013
The District and EL Coordinator will offer reading and literacy training to help parents tutor their children in English and/or Spanish.		Hope Meyers-McCartney (LEA)
Middle and High School College/Career Awareness	Not Begun	Due 5/24/2013
Parents and students will be trained to support grade level, course and graduation requirements, college and career awareness and cultural barriers to student how of achievement.		Hope Meyers-McCartney (LEA)

Alvord Unified - 3366977000000

GOAL Goal 2F: Parental Notification

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

- By June 2013, the LEA will provide 80%% 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 Offer Parent Opportunities

The District and sites will offer workshops to inform parents in an understandable language of the following:

- English language proficiency level, through CELDT and other assessment results
- ELD standards and CST, CAPA and CMA academic achievement levels
- For the high school level, graduation requirements
- College entrance criteria and student pathways to Community College and 4-year university.

Filing Cabinet Count	0
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ACTION STEP CELDT/ELD Standards

Parents will be informed at DELAC, ELAC and Special Education meetings. Messages will focus on assessment results, progress and strategies to help students meet English and academic proficiency, grade/course expectations, and supplemental intervention/support, to help students master on-grade/course skills, including those with disabilities.

Status	Not Begun 01/16/2012	Filing Cabinet Count	0
Start-End Dates	02/01/2012 - 06/07/2013		
Persons Responsible	Hope Meyers-McCartney		

GOAL Goal 2F: Parental Notification

STRATEGY Offer Parent Opportunities

ACTION STEP CELDT/ELD Standards

TASKS 0 of 2 Complete

Parent training for academic progress support

Not Begun

Parent communication will focus on understanding English and academic proficiency requirements, grade/course level skills, assessment results and individual goal-setting/progress, including IEPs. Strategies to maintain proficiency levels will be provided

Hope Meyers-McCartney (LEA)

Parent training for intervention progress support

Not Begun

Parent communication will focus on ways to accelerate individual student grade/course progress, supplemental /intervention strategies, and disability support to reach English and academic proficiency.

Hope Meyers-McCartney (LEA)

ACTION STEP Parents information conveyed to ELACs

District will ensure that each site ELAC meeting in Fall of 2012 will present information to parents to understand CST, CMA and CAPA academic achievement as it relates to high school graduation requirements, and college/career entrance criteria.

Status	Not Begun 01/16/2012	Filing Cabinet Count	0
Start-End Dates	08/08/2011 - 05/25/2012		
Persons Responsible	Hope Meyers-McCartney		

TASKS 0 of 2 Complete

State Assessment Results

Not Begun

Parents will learn how to apply achievement results to their own EL children, regarding CST, CMA and CAPA academic achievement and progress towards goals.

Hope Meyers-McCartney (LEA)

High school graduation requirements, and college/c

Not Begun

Parents will be able to apply achievement results to their own EL children, regarding requirements for high school graduation, college /career entrance criteria.

Hope Meyers-McCartney (LEA)

GOAL Goal 2F: Parental Notification

STRATEGY Disseminate information to parents

Parents will receive the following written information in a language they can understand:

- Identification of EL
- Program placement options
- Program placement notification
- English language proficiency level, as determined by CELDT results
- Academic achievement /STAR proficiency results
- Redesignation information
- At the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements

Filing Cabinet Count 0

ACTION STEP Parent Notices

Parent notifications will be provided/sent in a language that parents can understand: EL identification, program placement options/notification, English language CELDT proficiency results , English and academic STAR proficiency results, redesignation information and high school graduation requirements and annual notification of student progress to meet those requirements.*

Status	Not Begun 01/16/2012	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/29/2012		
Persons Responsible	Hope Meyers-McCartney		

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GOAL Goal 2F: Parental Notification

STRATEGY Disseminate information to parents

ACTION STEP Parent Notices

TASKS 0 of 4 Complete

Initial/Annual Notification	Not Begun	Hope Meyers-McCartney (LEA)
Parents will be informed of child's (CELDT) fluency results, program placement options choice, District reclassification criteria, disability services and graduation rate.		

Annual STAR and CELDT Proficiency Results	Not Begun	Hope Meyers-McCartney (LEA)
Within 30 days of annual STAR and CELDT Results, parents receive notice in their language of their students' results; and if the District does not meet the EL sub-group Adequate Yearly Progress goals.		

Reclassification Notice	Not Begun	Due 5/25/2012 Hope Meyers-McCartney (LEA)
Between Grade 4-12, parents are invited as a Reclassification Team member, when their child meets reclassification criteria and 2 year monitoring requirements.		

High School Notice	Not Begun	Due 5/25/2012 Hope Meyers-McCartney (LEA)
Parents are notified of graduation requirements and annual student progress toward meeting those requirements.		

ACTION STEP Home-school communication

EL Parents will receive Home-school communication in English and Spanish via District/site flyers, newsletters, websites, phone-message broadcasts and school-web parent portals, to stay informed of school requirements, events and honors.

Status	Not Begun 01/16/2012	Filing Cabinet Count	0
Start-End Dates	08/08/2011 - 05/25/2012		
Persons Responsible	Hope Meyers-McCartney		

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GOAL Goal 2D: High Quality Professional Development

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

- By June 2013, 95% of LEA teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.
- By June 2013, 95% of LEA administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.

[Required Activity: Elementary and Secondary Education Act, Section 3116(b)(4)]

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

STRATEGY Standards-based differentiated instruction

Provide professional development in standards-based scaffolded instruction differentiated to meet EL students linguistic and content needs for R/LA, ELD, math core and intervention instruction. Monitor the implementation of this professional development.

Filing Cabinet Count	0
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ACTION STEP PD to Scaffold Core R/LA, Math and Intervention

Administrators, teachers and coaches will be trained in using data as part of standards-based, differentiated instructional strategies including a lesson planning organizer for academic language, language and content objectives, graphic organizers, sentence frames and focus standards.

Status	Not Begun 01/19/2012	Filing Cabinet Count	0
Start-End Dates	01/23/2012 - 06/05/2013		

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

STRATEGY **Standards-based differentiated instruction**

ACTION STEP **PD to Scaffold Core R/LA, Math and Intervention**

TASKS 0 of 3 Complete

Schedule Training and Content	Not Begun	Due 7/19/2012
Schedule knowledgeable staff to organize the training content, by site, grade levels and/or departments for sites scheduled in 2012-13 school year. .		Angela Gallardo-Hopkins (LEA) , Hope Meyers-McCartney (LEA)
PD Timeline for Differentiated Training	Not Begun	Due 10/19/2012
Schedule quarterly trainings, by sites, and grades levels /departments for new sites.		Angela Gallardo-Hopkins (LEA) , Hope Meyers-McCartney (LEA)
Schedule trainers	Not Begun	Due 7/19/2012
Schedule trainer availability for the quarterly site, grade and/or department trainings.		Angela Gallardo-Hopkins (LEA) , Hope Meyers-McCartney (LEA)

ACTION STEP **Visit classrooms**

Administrators will support implementation of staff development ; visit classes, note differentiated instructional strategies which support attainment of the ELA and math standards, and differentiated to students language & content needs.

Status	Not Begun 01/19/2012	Filing Cabinet Count	0
Start-End Dates	01/23/2012 - 06/23/2013		
Persons Responsible	Angela Gallardo-Hopkins, Hope Meyers-McCartney		

TASKS 0 of 12 Complete

Implement Staff Development/Administrator Visits	Not Begun	Due 4/19/2012
Visit classrooms 1-2 times weekly, to monitor the implementation of the strategies and processes of the staff development.		Angela Gallardo-Hopkins (LEA) , Hope Meyers-McCartney (LEA)
Implement Staff Development/Administrator Visit	Not Begun	Due 7/19/2012
Visit classrooms 1-2 times weekly, to monitor the implementation of the strategies and processes of the staff development.		Angela Gallardo-Hopkins (LEA) , Hope Meyers-McCartney (LEA)

GOAL Goal 2D: High Quality Professional Development
STRATEGY Standards-based differentiated instruction**ACTION STEP Visit classrooms**

Implement Staff Development/Administrator Visit	Not Begun	Due 10/19/2012
Visit classrooms 1-2 times weekly, to monitor the implementation of the strategies and processes of the staff development.		Angela Gallardo-Hopkins (LEA) , Hope Meyers-McCartney (LEA)
Implement Staff Development/Administrator Visits	Not Begun	Due 1/19/2013
Visit classrooms 1-2 times weekly, to monitor the implementation of the strategies and processes of the staff development.		Angela Gallardo-Hopkins (LEA) , Hope Meyers-McCartney (LEA)
Implement Staff Development/Administrator Visits	Not Begun	Due 4/19/2013
Visit classrooms 1-2 times weekly, to monitor the implementation of the strategies and processes of the staff development.		Angela Gallardo-Hopkins (LEA) , Hope Meyers-McCartney (LEA)
Implement Staff Development/Administrator Visit	Not Begun	Due 7/19/2013
Visit classrooms 1-2 times weekly, to monitor the implementation of the strategies and processes of the staff development.		Angela Gallardo-Hopkins (LEA) , Hope Meyers-McCartney (LEA)
Feedback to Teachers Based on Classroom Visits	Not Begun	Due 4/19/2012
Principals will give feedback to teachers at least one time weekly, based on classroom observations, as measured by their Accountability Log classroom visitation records.		Angela Gallardo-Hopkins (LEA) , Hope Meyers-McCartney (LEA)
Feedback to Teachers Based on Classroom Visits	Not Begun	Due 7/19/2013
Principals will give feedback to teachers at least one time weekly, based on classroom observations, as measured by their Accountability Log classroom visitation records.		Angela Gallardo-Hopkins (LEA) , Hope Meyers-McCartney (LEA)

GOAL Goal 2D: High Quality Professional Development

STRATEGY Standards-based differentiated instruction

ACTION STEP Visit classrooms

Feedback to Teachers Based on Classroom Visits	Not Begun	Due 10/19/2012
Principals will give feedback to teachers at least one time weekly, based on classroom observations, as measured by their Accountability Log classroom visitation records.		Angela Gallardo-Hopkins (LEA) , Hope Meyers-McCartney (LEA)
Feedback to Teachers Based on Classroom Visits	Not Begun	Due 1/19/2013
Principals will give feedback to teachers at least one time weekly, based on classroom observations, as measured by their Accountability Log classroom visitation records.		Angela Gallardo-Hopkins (LEA) , Hope Meyers-McCartney (LEA)
Feedback to Teachers Based on Classroom Visits	Not Begun	Due 4/19/2013
Principals will give feedback to teachers at least one time weekly, based on classroom observations, as measured by their Accountability Log classroom visitation records.		Angela Gallardo-Hopkins (LEA) , Hope Meyers-McCartney (LEA)
Feedback to Teachers Based on Classroom Visits	Not Begun	Due 7/19/2013
Principals will give feedback to teachers at least one time weekly, based on classroom observations, as measured by their Accountability Log classroom visitation records.		Angela Gallardo-Hopkins (LEA) , Hope Meyers-McCartney (LEA)

STRATEGY Use of Data to Inform Professional Development

The District/school staffs will use data systems to collect, report, analyze and interpret disaggregated data about EL students' linguistic, academic progress/overall achievement. While implementing the differentiated instructional training content, staff will continue to use EL data to enhance current District /site PLC protocols to focus on EL data monitoring and EL student improvement.

Filing Cabinet Count 0

ACTION STEP PD Implementation of Data Process

GOAL Goal 2D: High Quality Professional Development

STRATEGY Use of Data to Inform Professional Development

ACTION STEP PD Implementation of Data Process

Grade level/departments will use core/intervention ELA/ ELD & math assessments to monitor EL language and academic development. In a minimum of twice-monthly meetings, staff will analyze EL disaggregated data and develop improvement strategies, as part of implementing differentiated instruction data processes

Status	Not Begun 01/19/2012	Filing Cabinet Count	0
Start-End Dates	01/23/2012 - 06/23/2013		
Persons Responsible	Angela Gallardo-Hopkins, Hope Meyers-McCartney, Gina Simpson		

TASKS 0 of 12 Complete

Disaggregate Data for EL Sub-group	Not Begun	Due 4/19/2012
Teachers will analyze and interpret EL disaggregated data during the minimum twice-monthly PLC meetings, to adjust standards-based lessons.		
Disaggregate Data for EL Sub-group	Not Begun	Due 7/19/2012
Teachers will analyze and interpret EL disaggregated data during the minimum twice-monthly PLC meetings, to adjust standards-based lessons.		
Disaggregate Data for EL Sub-group	Not Begun	Due 10/19/2012
Teachers will analyze and interpret EL disaggregated data during the minimum twice-monthly PLC meetings, to adjust standards-based lessons.		
Disaggregate Data for EL Sub-group	Not Begun	Due 1/19/2013
Teachers will analyze and interpret EL disaggregated data during the minimum twice-monthly PLC meetings, to adjust standards-based lessons.		
Disaggregate Data for EL Sub-group	Not Begun	Due 4/19/2013
Teachers will analyze and interpret EL disaggregated data during the minimum twice-monthly PLC meetings, to adjust standards-based lessons.		
Disaggregate Data for EL Sub-group	Not Begun	Due 7/19/2013
Teachers will analyze and interpret EL disaggregated data during the minimum twice-monthly PLC meetings, to adjust standards-based lessons.		

GOAL Goal 2D: High Quality Professional Development
STRATEGY Use of Data to Inform Professional Development**ACTION STEP PD Implementation of Data Process**

Evidence of Disaggregated Data for EL Sub-group	Not Begun	Due 4/19/2012
Principals will support teachers, and quarterly collect lesson planning organizers as evidence of teachers disaggregating data and adjusting lessons in their monthly PLC meetings		Angela Gallardo-Hopkins (LEA) , Hope Meyers-McCartney (LEA)
Evidence of Disaggregated Data for EL Sub-group	Not Begun	Due 7/19/2012
Principals will support teachers, and quarterly collect lesson planning organizers as evidence of teachers disaggregating data and adjusting lessons in their monthly PLC meetings		Angela Gallardo-Hopkins (LEA) , Hope Meyers-McCartney (LEA)
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