

**Val Verde Unified School District**  
**Section 6: Title III Local Educational Agency Improvement Plan Addendum**

**INTRODUCTION**

The Val Verde Unified School District (VVUSD) is located in the heart of the Inland Empire, approximately 72 miles east of Los Angeles. Neighboring the District and its communities are March Air Force Base and the Lake Perris recreational area. VVUSD serves 19,852 Kindergarten through grade 12 students with 5,712 (28.77%) identified as English learners residing in the rural and suburban communities of Perris, Moreno Valley, and portions of unincorporated Riverside County. The District currently operates a preschool, 12 elementary schools, 4 middle schools, 2 comprehensive high schools, a student success academy, a continuation high school and a Virtual Academy. The VVUSD met or exceeded the targets for AMAO 1 and AMAO 2 the past three years. VVUSD did not meet AMAO 3 in language arts in 2009 and 2010.

The District's educational program is based on the rigorous California State Standards. The District offers supplemental programs to ensure the educational needs of all students are met. This includes services to special populations, such as students learning the English language and students with disabilities. A strong educational program, a dedicated and professional staff, and dynamic business and community partnerships ensure that Val Verde Unified School District will continue to focus on providing a quality education to the children of Riverside County. The demographic composition of Val Verde Unified School District's student population during the 2009-2010 school year included 8.3% receiving special education services, 25.45% English learner services, and 76.59% enrolled in the free or reduced-price meal program.

This addendum was developed by the Division of Education Services and the District Leadership Team (DLT) using information gathered from the Academic Program Surveys (APS) from all schools and the English Learner Subgroup Self-Assessment (ELSSA) to discern the strengths and weaknesses of the current LEA Plan in terms of effectiveness with EL students. The Division of Education Services and the DLT are comprised of stakeholders from the District and sites. The meetings and compilation of data/information for this addendum were coordinated by the VVUSD Division of Education Services. This IPA identifies scientifically-based strategies in line with first best instruction to increase EL student achievement.

**A. ANALYSIS OF DATA AND PROBLEMS FOUND**

The DLT and the Division of Education Services have come to a consensus with regard to the following findings based on the analysis of data on the California English Language Development Test (CELDT), California Standards Tests (CST), California High School Exit Examination (CAHSEE), and California Alternate Performance Assessment (CAPA).

- The district met/exceeded AMAO 1 and AMAO 2 targets in 2009 and 2010.

*EL Annual Progress in Learning English (AMAO 1) and Attaining English-language Proficiency (AMAO 2) based on CELDT in 2010*

	<i>AMAO 1</i>	<i>Target</i>	<i>AMAO 2 (&gt;5years)</i>	<i>Target</i>	<i>AMAO 2 (&lt;5years)</i>	<i>Target</i>
2009	<b>64.0%</b>	51.6%	<b>46.9%</b>	30.6%		
2010	<b>62.3%</b>	53.1%	<b>48.6%</b>	41.3%	<b>33.1%</b>	17.4%

- The District has met AMAO 3 in Mathematics for the past three years. However, the District did not meet AMAO 3 target in language arts in 2009 and 2010. Although the district did not meet the AMAO 3 targets in language arts in 2009 and 2010, there has been continual growth each year, particularly in mathematics, which is consistent with overall district growth.

*English Learner Subgroup Percent Proficient on CST in Language Arts and Mathematics (AMAO 3) in 2010*

	<i>EL Subgroup in ELA</i>	<i>District</i>	<i>Target</i>	<i>EL Subgroup in Math</i>	<i>District</i>	<i>Target</i>
2009	<b>39.8%</b>	48.3%	45.0%	<b>56.2%</b>	58.1%	45.5%
2010	<b>40.5%</b>	49.4%	56.0%	<b>59.9%</b>	61.6%	56.4%

- The district elementary schools had a higher percent proficient of Intermediate level (CELDT 3) EL students in language arts and mathematics than the secondary schools in 2010.

*EL Students at Intermediate Level (CELDT 3) Percent Proficient in Language Arts and Mathematics in 2009*

	<i>Grades 2-5</i>	<i>Grades 6-8</i>	<i>Grades 9-11</i>	<i>District Total</i>
2010 ELA	210 (15.66%)	6 (0.4%)	2 (0.1%)	218 (16.25%)
2010 Math	523 (39.56%)	45 (3.4%)	22 (1.7%)	590 (44.62%)

- Reclassified-Fluent English Proficient (RFEP) students did as well as or better than English Only students in language arts in secondary. Elementary English Only students outperformed RFEPs. In mathematics, English Only students outperformed RFEPs in 2010 with the exception of high school.

*RFEP Performance Percent Proficient on CST in Language Arts and Mathematics in 2010*

	<i>Grades 2-5</i>	<i>Grades 6-8</i>	<i>Grades 9-11</i>	<i>District Total</i>
2010 ELA	404 (14.01%)	677 (23.48%)	551 (19.11%)	1632 (56.61%)
2010 Math	174 (6.12%)	797 (28.04%)	351 (12.35%)	1322 (46.52%)

- The percent of EL students earning passing scores on the CAHSEE is significantly higher than the percent scoring proficient on the CAHSEE in language arts and mathematics for ELs who have been in the US for 0-3 years and for those in the US 6 or more years. The numbers are nearly equivalent for EL who have been in the US for 4-5 years in both language arts and mathematics.

*EL Performance on CAHSEE in Language Arts and Mathematics in 2009 Based on Length of Time in District*

	<i>EL 0-3 Years</i>	<i>EL 4-5 Years</i>	<i>EL 6 or more Years</i>
2010 ELA	8% pass and <b>22% prf.</b>	11% pass and <b>11% prf.</b>	81% pass and <b>67% prf.</b>
2010 Math	7% pass and <b>13% prf.</b>	11% pass and <b>10% prf.</b>	83% pass and <b>77% prf.</b>

Analysis of the data has indicated that EL students continue to meet the AMAO 3 targets in mathematics. ELs failed to meet target scores in overall language arts for 2009 and 2010. Further analysis indicates that intermediate ELs in elementary have a higher percentage of students who were proficient on the CST than middle or high schools. District RFEP students are performing as well as or outperforming their English Only counterparts. And with regard to CAHSEE, ELs who have been in the US 6 or more years are passing and performing at the proficient level at a higher percentage than EL with less time in US schools. The results of this data along with information gathered from the DAS, APSs from each site, the ISS, parent and teacher surveys and the ELSSA have been combined and included in our IPA.

**B. STRENGTHS AND WEAKNESS OF THE CURRENT PLAN FOR ENGLISH LEARNER**

**Instructional Program Implementation**

Adopted Program in the Core Content: The instructional program for English learners includes Structured English Immersion (SEI) classes and English Mainstream Classes (EMCs) at all twelve elementary schools in the District. At the secondary level an additional block of time is allocated for English Language Development (ELD) where CELDT levels 1, 2 and 3 are clustered together for all classes and CELDT levels 4 and 5 are clustered together for the additional block of ELD instructional time. The Val Verde Unified School District (VVUSD) requires the use of the adopted textbooks (which are aligned to the standards) on a daily basis in the core content areas.

The district adopted textbooks for elementary (Grades K-5) are Houghton Mifflin *Medallion Edition* for Reading/Language Arts which are utilized daily for core instruction. The middle (Grades 6-8) school program utilizes McDougal Littell and the high school (Grades 9-12) utilizes Pearson Learning for Language Arts instruction on a daily basis.

The district adopted K-6 ELD text is Rigby *On our Way to English*. The middle schools adopted Inside and the high schools adopted Edge for the ELD instructional program. Based on the Academic Program Survey (APS), ELSAA Survey results and discussions with Principals, the use of the ELD materials is being faithfully used but the use of the High Point program has not been consistently implemented across the elementary schools for English Language Learners and other students who are two or more years below grade level.

**Instructional Time:** In the elementary schools, EL students receive 30 minutes of English Language Development each day from their classroom teachers in addition to their reading/language arts instruction. At the secondary level, EL students receive fifty to fifty-five minutes of ELD instruction in their ELD classes depending on school site. Instructional time is protected from interruptions. Minimum time allotments for instruction have been established as follows:

<b>Grade Span</b>	<b>Reading/Language Arts</b>
Grade K	1 hour
Grades 1-3	2.5 hours (with additional UA time)
Grades 4-6	2 hours (with additional UA time)
Grades 6-8	1 hour or 2-period block (ELD/Intervention)
Grades 9-12	1 hour or 2-period block (ELD/Intervention)

Based on the APS, ELSSA Survey results and discussions with Principals it has been determined that a more effective use of instructional minutes needs to be incorporated throughout the day in order to have ELD embedded into all content areas instead of just being administered during the ELD instructional block of time.

**Student Placement:** Elementary schools group EL students for ELD instruction according to English proficiency level or provide differentiated instruction at the proficiency levels of all EL students assigned to the classroom. Based on survey results ELD instruction varies at some elementary schools in the amount of time and format of the instructional program.

Secondary schools use student scores from the CELDT, CST, benchmark assessments and placement tests to place students in the ELD intervention block in Language Arts. Based on survey results the criteria used to place students in classes and interventions needs to be more standardized from site to site for EL students.

**Student Interventions:** Elementary school teachers use Universal Access time/UA intervention time to implement the English Learner support handbooks for both programs to provide pre-teaching and re-teaching of key concepts and vocabulary for English Learners. Secondary school teachers use the double block or additional block classes for front loading or re-teaching utilizing Inside and Edge materials to further meet the needs of English Learners. Based on the ELSSA results the majority of our students are reaching the Intermediate level (CELDT 3) but are falling short in comprehension and writing skills. Interventions need to be specifically targeted for the Early Advanced/Advanced levels (CELDT 4 and 5) EL students at all levels (grades K-12). The use of the Catch-Up Plan for students who do not qualify and the use of the Response to Intervention pyramid needs to be faithfully adhered to by all sites.

**Assessment Practices:** All students complete numerous placement tests at the end and beginning of the school year to enable teachers to identify areas of need. All students receive progress reports/report cards to show parents/guardians/students how they are progressing on the standards. Benchmarks (including writing prompts) are administered six times a year at the elementary level and

secondary levels. Teachers create grade-level SMART goals during Data Analysis Protocol meetings and administer short cycle assessments between benchmarks to measure and monitor student learning of the standards. Teachers collaborate using an Essential Standards Protocol the key standards, sub-skills, vocabulary, stems, strategies and assessments in order to unpack the standards and increase student achievement. Our analysis of our EL data shows that we must continue to focus on vocabulary, syntax, grammar, functions, comprehension, writing and conventions in order to enable our EL students to meet Annual Measurable Objectives in English Language Arts.

Accountability: The Education Services Division and the District Office administration holds all schools accountable for student learning through progress monitoring. Principals establish goals each year after reflecting on their CST and benchmarks results. Principals closely work with their leadership teams and their teachers to implement the Single Plan for Student Achievement goals along with district goals that were based on their CST results and needs of their site. Teachers are provided with time on Wednesday for professional learning community activities that include professional development activities that are based on our Articulated Instruction Model and district professional development plan. In addition, data analysis protocols along with collaborative coaching and learning time is provided so that teachers develop SMART goals, share instructional strategies and develop short cycle assessments. The District Cabinet team visits sites on a constant basis to evaluate the instructional programs at sites. Based on the ELSSA Survey results and discussions with staff, there is a need to provide more time to implement staff development activities and the EL student subgroup needs to be addressed in more depth during site visits in order to increase student achievement.

Instructional Strategies: The VVUSD identified three main areas for staff to focus on this year: Data Analysis, Articulated Instruction Model, and Response to Intervention. The VVUSD utilizes selected research-based instructional strategies from *Classroom Instruction that Works* (Marzano, Pikerling & Pollack, 2001) in order to increase student achievement. Teachers have fully embraced Step up to Writing and at the secondary levels the “Perfect Paragraph” is being used to further enhance students’ writing abilities. Thinking Maps are used to organize student thoughts in a graphic representation. Based on the ELSSA Survey results and discussion with site Principals we need to continue to focus on developing academic vocabulary for English Learners. Higher level questioning techniques along with corrective feedback needs to be emphasized in order to maximize EL interactions.

Professional Development: All teachers in VVUSD are authorized to provide instruction to English Learners with credentials that include BCLAD, CLAD, SB1969, SB395, and AB2913. The district provides time for professional learning opportunities on Wednesdays (minimum days). The Education Services Department develops and implements a staff development plan and calendar for all schools that includes grade-level meetings, district and school based staff development workshops using research-based strategies. Our focus is on three main areas: Articulated Instruction Model which is a basic instructional model that is important for maintaining a strong foundation across the grades and for reviewing/previewing standards both horizontally and vertically; Data Analysis; and Response to Intervention. Based on the APS and ELSSA Survey results we need to continue to focus on reading

comprehension, vocabulary and building academic vocabulary. We also need to get our teachers and administrators trained (AB466/SB472) on the adopted programs, including the AB75/SB430 English Learner training.

Parent Participation: The district informs parents of the degree to which their children are meeting grade-level language arts and ELD standards through progress reports and report cards. All teachers use the “District EL Binder” at the elementary and middle school levels to monitor EL student progress on the ELD standards for each grade reporting period until the students reach the reclassification criteria. Catch-Up Plans are using for students who Do Not Qualify (DNQ). A system needs to be developed for the secondary teachers to enable them to monitor EL student progress of the ELD standards.

Parents are informed about standards through grade level expectancy handbooks at the elementary level and through school newsletters at the secondary levels. All school sites have at least one Spanish-speaking employee available for interpretation. Involvement and outreach activities that have been offered at various school sites include:

- Family Reading and Math Nights at which parents and students are invited to learn a standards-based skill, game or strategy that they may use at home to support their child’s education.
- Each site holds an English Learner Advisory Committee (ELAC) meeting at least six times each year. The district holds District English Learner Advisory Committee (DELAC) meetings as well at least six times each year. These meeting are held in Spanish or with translation if needed.
- Our high schools hold informational meetings about the A-G and CAHSEE requirements for graduation.

Based on the survey results additional efforts need to be made to bring more students’ parents to school activities along with the consistent implementation of the district EL monitoring system to ensure that English Learners are progressing with the ELD and academic standards.

### **C. FACTORS CONTRIBUTING TO THE LEA’S FAILURE TO MEET AMAOS**

- The district has not provided and monitored ongoing professional development for principals and assistant principals in ELA and ELD based on the APS.
- Sites need to consistently implement the District EL monitoring system in order to ensure that all ELs are progressing with the ELD and academic standards.
- Surveys indicate that there is a need to more closely monitor the full implementation of the EL program.
- Our Intensive Reading Intervention program (High Point) at the elementary level has not been fully and consistently implemented throughout the District. Additionally, High Point is not on the 2008 State Board of Education list of Adopted

Instructional Materials. Val Verde will need to form a committee to review adopted materials and make recommendations for the implementation of a new Intervention for ELs.

- Not all ELs have been appropriately placed into classrooms at the elementary level based on CELDT scores.
- Middle and High schools have a low percentage of Intermediate level ELs who score proficient. There needs to be a focus on identification of these students and providing extra support.
- Administrators and teachers have not consistently used disaggregated data to focus specifically on the progress of EL students in Language Arts.
- The EL subgroup needs to be addressed more in depth during site visits in order to increase student achievement.
- The criteria used to place students in classes and interventions needs to be standardized from site to site.
- More time is needed to implement PD activities.
- It has been determined that a more effective use of instructional minutes needs to be incorporated throughout the day in order to have ELD imbedded in all content areas.
- Not all teachers have been provided the opportunity to participate in SB 472 RLA/ELD training.
- EL Binders at the elementary level, that contain student data, have not been used consistently to drive instruction.
- There is a need to provide more support for ELs in preparation for the CHASEE and support for those who do not pass the Census.
- Interventions need to be specifically targeted for the Early Adv./Advanced (CELDT 4&5) EL students at all levels (K-12).
- There is a need for higher level questioning techniques with corrective feedback in order to maximize EL interactions.
- Additional training is needed for AIM, RtI<sup>2</sup> and data analysis.
- EL students pass the CAHSEE at a significantly higher rate than those who score proficient on the CAHSEE, especially for those who have been in the US for less than 6 years. There is a need for focused support to help EL students score proficient on the CAHSEE.
- More training is need for the core ELD materials K-12.
- The District needs to develop a long-tern PD plan for ELs.
- Grade-level meetings/department meetings and staff development at sites have not fully focused on addressing EL student progress in ELA.
- ELD instruction varies at some elementary schools in the amount of time and format of the instructional program. There is a need for consistency across grade spans in program implementation.
- The use of the Catch-Up Plan for students who DNQ and the use of the RtI<sup>2</sup> pyramid needs to be faithfully adhered to by all sites.
- We need to continue to focus on developing academic vocabulary for ELs.
- We need to continue to focus on reading, comprehension, vocabulary and building academic vocabulary for ELs.

- Additional effort is needed at all sites to bring more students' parents to school activities.
- Sites need to provide more workshops and trainings for parents of ELs.
- Sites need to find ways to include more EL parents in ELAC.
- Parent surveys indicate EL parents would like more ESL classes with the Rosetta Stone program.

#### D. CONCLUSIONS

The VVUSD will implement the following plan to improve EL student achievement in language arts:

- **Verify and monitor the full implementation of the instructional program to optimize EL student learning of rigorous ELD standards-aligned content.**
  - ❖ Assign highly qualified teachers based upon appropriate credentialing (i.e., BCLAD) and student needs.
  - ❖ Group EL students flexibly so that students needs can be targeted and monitored over time.
  - ❖ Adopt and fully implement a new Intervention Program for ELs in grades 4 and 5.
  - ❖ Fully implement the Rigby program at elementary (K-5) and the adopted program in ELD (Inside/Edge) at the secondary schools for ELs.
  - ❖ Principals will conduct walkthroughs (3-4 classrooms weekly) to monitor ELD or Intervention.
  - ❖ Data from formative and summative Benchmark assessments will be disaggregated specifically by the EL subgroup for analysis of EL progress with ELA and ELD standards.
  - ❖ Create and English Learner Task Force (ELTF) to verify implementation of and monitor EL instructional programs.
- **Implement consistent use of the formative/summative instructional materials embedded assessments in the adopted ELD program to support mastery of ELD.**
  - ❖ Monitor EL student progress in ELD using formative/summative assessment data in grade-level meetings to inform instruction and verify through the ELTF.
- **Revise the EL Master Plan.**
  - ❖ Form committee to review and revise the EL Master Plan.
    - Identify assessments to serve as diagnostic and summative tests.
    - Committee to provide input for updating the EL Master Plan
    - Finalize Annual Revisions to the EL Master Plan
  - ❖ Fully implement and provide staff development on the matrix in EL Master Plan for student placement with identified entry/exit criteria.
  - ❖ Provide professional development for Bilingual Facilitators, Bilingual Reclassifiers, Instructional Coaches, counselors and administrators regarding VVUSD's EL matrix and entry & exit criteria matrix.
- **Define expectations for ELD instruction in mainstream language arts classes.**
  - ❖ Provide staff development on Standards for English Learners.
- **Provide quality RLA/ELA instruction.**

- ❖ Ensure all students have state adopted core RLA/ELA textbooks and intervention.
- ❖ Identify EL students who are below basic and far below basic on the CSTs for ELA and place these students in appropriate ELA intensive intervention in lieu of core curriculum.
- ❖ Provide the intensive intervention during the regular school day. For students in grades 4-8, provide 2.5-3 hours per day, and for grades 9-12, provide two periods of English.
- ❖ Observe classroom teachers during the ELA period to monitor the implementation of the core and intervention materials, using checklist based on SDAIE training components effective scaffolding strategies to improve comprehension for English Learners as well as implementing materials with fidelity.
- ❖ Provide monthly release time for ELD staff to articulate strategies to ELA teachers for differentiating instruction for the various EL proficiency levels.
- ❖ Monitor EL ELA progress through ongoing curriculum embedded assessments provided within the intervention materials.
- ❖ Share status of interventions, scheduling, staffing, and student progress with the Assistant Superintendent of Education Services.
- ❖ Analyze CSTs to determine efficacy of interventions.
- ❖ Provide structured CAHSEE support for long-term EL students to prepare them for the CAHSEE.
- ❖ Provide CAHSEE Prep class that focuses on differentiated instruction.
- **Professional Development for Administrators and Coaches.**
  - ❖ Articulated Instruction Model (AIM).
  - ❖ Response to Instruction & Intervention (RTI<sup>2</sup>).
  - ❖ Data Analysis.
  - ❖ Implementation of AIM, RtI<sup>2</sup> and Data Analysis will be monitored by site administrators.
- **Provide staff development for our ELD Programs (currently High Point in elementary - to be replaced pending review of currently adopted programs by the State Board) and Inside/Edge (secondary).**
  - ❖ Identify Trainers for our ELD Programs.
  - ❖ Establish protocol for PD.
- **Develop and implement a long-term multi-year plan to address professional development for English learners.**
  - ❖ ELTF will recommend PD plan.
  - ❖ Education Services will approve plan and determine providers and funding.
- **Monitor teachers' use of disaggregated scores for EL students during data analysis.**
- **Ensure staff development and grade/course level collaboration includes a focus on EL student achievement and targeted instruction to meet their needs.**
  - ❖ Create achievement goals that directly reflect EL student data.
  - ❖ Provide on-going coaching through designated CCL times for feedback and reflection to support implementation of EL instructional strategies.
  - ❖ District and site administrators monitor the implementation strategies learned by teachers during professional/staff development trainings.
  - ❖ Provide workshops for administrators and counselors on implementing the matrix for EL student placement with identified

- ❖ entry/exit criteria.
- ❖ Provide staff development on Standards for English Learners.
- **Monitor consistent instruction of previously created Academic Tiers 1, 2 and 3 Vocabulary resources.**
  - ❖ Incorporate academic vocabulary within daily instruction in core content areas.
- **Provide clear and timely communication with parents.**
  - ❖ Communicate on the progress of the District’s Educational Services Strategic Plan via letters to parents and guardians.
  - ❖ Communicate to all parents at regular intervals via site newsletters, district and school websites, and Teleparent on topics such as: ELD, the identification process, interventions, and exit criteria.
  - ❖ Parent/teacher conferences will focus on individual student goal-setting/progress, benchmark results, and ways for parents to support student progress.
  - ❖ Provide information to parents/guardians of Students with Disabilities, via meetings between teachers, principal and parents/guardians, to ensure understanding of placement, program, IEP and special services.
  - ❖ Send written communication to the home in Spanish.
- **Provide opportunities for parents to participate.**
  - ❖ Increase parent involvement in school and district advisory and governance committees
  - ❖ Post schools’ parent involvement policies on their web sites in English and Spanish.
- **Provide relevant training for parents.**
  - ❖ Provide information for parents (via parent workshops/family nights/meetings) on homework, behavior, SBE adopted/approved materials, instructional strategies, EL program entrance and exit criteria.
  - ❖ Train administrators, teachers and classified staff on effective parent involvement strategies.
- **Provide needed services.**
  - ❖ Translate Community Resource Handbook into Spanish.
  - ❖ Offer oral and written translation services in Spanish.
  - ❖ Offer Rosetta Stone Classes to parents.
- **Ensure continuous improvement in parental involvement.**
  - ❖ Conduct annual parent surveys and use the results to amend policies and practices to improve parent involvement and student achievement.

<b>Educational activities to improve English proficiency and academic achievement</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Funding Sources and Estimates</b>	<b>Progress Reports (to be completed periodically through 06/30/2012)</b>
<b>2. Describe scientifically based research strategies to improve English-language Development (ELD).</b> (AMAOs 1 and 2; English Learner Subgroup)	September 2011-May 2012			Professional Development on GLAD Strategies for English Learners took place on Sept. 12, 2011 for our Bilingual

<p>Self Assessment (ELSSA))</p> <p><b>OBJECTIVE:</b> <i>Full and consistent implementation of standards-based ELD instruction to all students classified as EL at all grade levels.</i></p>				<p>Facilitators/Reclassifier Teachers. In addition, Bilingual Facilitator's have been provided a copy of <i>Classroom Instruction that works with English Language Learners</i> on Oct. 24, 2011 in order to begin group reading/collaboration and professional development based on strategies for English Learners.</p>
<ul style="list-style-type: none"> <li>• <b>Verify and monitor the full implementation of the instructional program to optimize EL student learning of rigorous ELD standards-aligned content</b> (CDE, 2007; Marzano &amp; Waters, 2009).</li> </ul>	<p>August, 2011- May, 2012</p>	<p>Assistant Superintendent, Ed Services Director, Assessment and Accountability Principals EL Coordinator</p>	<p>No funding required</p>	<p>August, 2011 through Present: Principals perform monthly "walk-throughs" in classrooms looking for evidence that ELD standards are aligned with content/ELD strategies are in place and being utilized appropriately based on the learning levels of the students. In addition, District Administration meets with principal's on a monthly basis to discuss/evaluate "walk-throughs" in order to ensure full implementation of the instructional program to optimize EL student learning.</p>
<ul style="list-style-type: none"> <li>❖ Assign highly qualified teachers based on appropriate credentialing (i.e., BCLAD) and student needs (Marzano &amp; Waters, 2009).</li> </ul>	<p>August 2011</p>	<p>Assistant Superintendent Admin. of HR</p>	<p>No funding required</p>	<p>In Aug., 2011, Val Verde USD's Human Resource Department evaluated District certificated personnel to ensure</p>

				our ELD classes have an adequate number of appropriately credentialed teachers assigned to English Learner Classrooms. Teachers that are assigned to Structured English Immersion (SEI) classrooms must have a BCLAD or be in training for it/or have a CLAD certification and a bilingual aide may be assigned if available. Teachers assigned to the English Mainstream Classroom must have a CLAD certification or be in training to receive it.
❖ Group EL students flexibly so that student needs can be targeted and monitored over time (CDE, 2007).	Jan. 2011- June 2012	Director Assessment and Accountability Principals Counselors Teachers	No funding required	January, 2011 to present: Val Verde USD is committed to identifying our English Learners and grouping students flexibly in order to place them in the most appropriate instructional setting. Students who demonstrate less than reasonable fluency based on CELDT Testing (level 1 & 2) will be placed in an Structured English Immersion classes (SEI) and students with reasonable fluency based upon CELDT Testing (levels 3, 4, & 5) will be placed within an English Mainstream

				Classroom (EMC). Classroom placement assessments take place in August and December; in addition to reclassification periods and students are monitored every six weeks through district-wide benchmark testing.
❖ Adopt and fully implement a new intervention program for ELs and students who may need Tier III interventions in grades 4 and 5.	Aug. 2011— May 2012		General Funds for Intensive Intervention materials.	Val Verde USD has adopted new intervention programs for English Learners for August 2011 thru May 2012. At the elementary level, the district has purchased Houghton Mifflin English Language Development as a supplement to Houghton Mifflin Medallion Core. For grades 4 and 5, the district has begun implementing the INSIDE Program from National Geographic for intensive intervention. On August 17, 2011 VVUSD provided a professional development training to teachers on the INSIDE Program. There was a session for elementary teachers and another session for secondary teachers. On Sept. 28, 2011 VVUSD provided professional development training on the Houghton

<ul style="list-style-type: none"> <li>○ Form a committee to review EL/intensive intervention materials on the 2008 list of State Board Adopted Instructional Materials.</li>   <li>○ Committee to make recommendations to Education Services for approval.</li> </ul>	<p>Jan. – Feb. 2011</p> <p>Feb. 2011</p>	<p>Assistant Superintendent of Education Services  Director of Assessment and Accountability  Principals  Coordinators  Bilingual Facilitators  Teachers  ELTF</p> <p>Assistant Superintendent of Education Services  Director of Assessment and Accountability  Principals  Coordinators  Bilingual Facilitators  Teachers  ELTF</p>	<p>EIA and Title III for training \$2,700 (subs for six staff for three days)</p> <p>No funding required</p>	<p>Mifflin English Language Development Material for elementary teachers.  January, 2011: District Committee formed to review Intensive Intervention/EL Intensive Intervention materials on the State Board 2008 list of adopted materials.</p> <p>February, 2011: Committee recommended National Geographic/Hampton-Brown “Inside” for the District adoption.</p> <p>February 7, 2011: Inside sample materials displayed in District Office lobby for 31 business days for public viewing. Remained on display until March 23, 2011.</p> <p>February 8, 2011: notice of public display posted on VVUSD website.</p> <p>February 8, 2011: Hampton-Brown Rep. provided an in-service to all Elementary</p>
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<ul style="list-style-type: none"> <li>○ Funding sources to be identified for purchase of approved materials.</li> <li>○ Identify students in need of these interventions.</li> </ul>	Jan. 2011	Business Services	No funding required	<p>Principals on the Inside materials.</p> <p>February 9, 2011: Principals met to discuss implementation of the new Intensive intervention materials in grades 4 and 5.</p> <p>January, 2011: Funding sources identified for materials purchase (General Funds).</p> <p>February, 2011: Review of prior year and current year assessment data to identify student candidates for possible placement into the Inside program.</p>
<ul style="list-style-type: none"> <li>○ Purchase of new materials.</li> <li>○ Identify staff who will teach the intervention materials.</li> </ul>	March. 2011	Business Services Education Services Assistant Superintendent of Education Services Director of Assessment and Accountability Principals	Costs to be Determined No funding required	<p>March 14-18, 2011, Inside Placement test administered to Inside Candidates.</p> <p>April, 2011: Inside materials purchased.</p> <p>March, 2011: Teachers identified for Intensive Intervention program.</p>
<ul style="list-style-type: none"> <li>○ Design the class structure for implementation of the interventions.</li> </ul>	Feb. 2011	Assistant Superintendent of Education Services Director of Assessment and Accountability Principals	No funding required	<p>February, 2011: Committee designed class structure for implementation of Inside Intensive Intervention Program.</p>

<ul style="list-style-type: none"> <li>○ Provide staff development for use of new materials in grades 4 and 5.</li> </ul>	<p>March 2011</p>	<p>Publisher Education Services</p>	<p>Title III, EIA: \$10,800 (three days of training for 24 staff)</p>	<p>May 19, 2011: Staff Development provided for Intensive Intervention staff.  August 17: Follow-up training with Intensive Intervention staff.</p>
<ul style="list-style-type: none"> <li>❖ EL students will be placed in appropriate interventions, utilizing explicit, direct instruction that target the specific skills needed, as a result of the assessments administered. (CDE, 2007; Dufour, Dufour, Eaker, &amp; Many, 2006; Marzano &amp; Waters, 2009; Reeves, 2006; Schmoker, 2006; Westover, 2008).</li> <li>○ The LEA will ensure that administrators are using CELDT, CST and Comprehensive data from EADMS and Aeries to determine appropriate placement in SEI, EMC or EO classes according to defined criteria.</li> <li>○ Principals will submit schedules for ELs, including EL placement in SEI, EMC and Intervention classes for the following year.</li> <li>○ Principals will ensure that secondary students are placed in support classes as required using the most current CELDT, CST, and Comprehensive data from</li> </ul>	<p>March 2011</p> <p>March 2011</p> <p>May 2011</p> <p>Aug. 2010 – May 2012</p>	<p>Principals Counselors</p> <p>Assistant Superintendent of Education Services Director of Assessment and Accountability Principals Coordinators</p> <p>Principals Assistant Principals Counselors</p> <p>Principals Assistant Principals Counselors</p>	<p>No funding required</p> <p>No funding required</p> <p>No funding required</p> <p>No funding required</p>	<p>March, 2011: data analyzed and students placed into the appropriate program based on assessed need.</p> <p>May 10, 2011: Sent home parent notification letters regarding placement into the Intensive Intervention program.</p> <p>March, 2011: Policy for identification and placement reviewed with site administrators.</p> <p>May, 2011: Principals submitted schedules for EL placement in SEI,EMA and Intensive Intervention classes. For August 2011- Present: Site administrators used CELDT data, CST scores, Inside and Edge placement assessments, Inside and Edge Reading</p>

EADMS and Aeries.				Gains Assessments and results from Benchmark assessments to place students in the appropriate support classes.
❖ The LEA will ensure that Administrators are appropriately placing ELs in instructional programs according to placement and exit criteria as specified in the EL Master Plan. Principals and counselors will know and understand criteria for placement in instructional programs. (CDE, 2007; Dufour, Dufour, Eaker, & Many, 2006; Marzano & Waters, 2009; Reeves, 2006; Schmoker, 2006; Westover, 2008).	Jan. 2011-May 2011 then ongoing for August 2011-May 2012	Assistant Superintendent of Education Services Director of Assessment and Accountability Principals Assistant Principals Counselors Coordinators	No funding required	August & September 2011, the EL Coordinator provided site principals with a list of possible discrepancies regarding placement of English Learner students and criteria for appropriate placement.
❖ Fully implement the Houghton-Mifflin ELD program at elementary (K-5) and the adopted program in ELD ( <i>Inside/Edge</i> ) at the secondary schools for English learners (CDE, 2007).	Jan. 2011-June 2012	Assistant Superintendent of Education Services Coordinators Principals Counselors Teachers DLA	Title III funding for materials.  No funding required for training. Trainings to take place on buy-back days, minimum days and core days in secondary.	January, 2011 to present: Principals perform monthly “walk-throughs” in classrooms looking for evidence that ELD program is fully implemented both at elementary and secondary levels. (HM ELD & INSIDE) During these monthly “walk-throughs” administrators are also looking for evidence that ELD strategies are in place and being utilized appropriately based on the learning levels of the students. In addition, District Administration meets with principal’s on a monthly

				basis to discuss/evaluate “walk-throughs” in order to ensure full implementation of the instructional program to optimize English Learner student learning.
❖ At the elementary level, LEA/Site administrators will routinely visit classrooms (3 to 4 times weekly) to ensure that 30 minutes of ELD instruction is being delivered.	Jan 15, 2011-May, 2012	Director of Assessment and Accountability Site Principals Coordinator, State and Federal Programs	No funding required	January, 2011 to present: Site Administration at the elementary level routinely visit classrooms (3-4 times weekly) through “walk-throughs” in order to ensure that students are receiving 30 minutes of ELD instruction. District Administration meets with principals on monthly basis to review “walk-throughs” in order to ensure ELD instruction is being delivered.
❖ By March 1, 2011 principals will submit their ELD block schedules and/or daily schedules to the Coordinator of State and Federal Programs.	August, 2011	Site Administrators Coordinator, State and Federal Programs	No funding required	August 2011, Principals have submitted their ELD block schedules and/or daily schedules to the District Office and schedules are in place/being adhered to for this school year.
❖ By March 30, 2011 an administrator walkthrough monitoring tool will be in place.	March 30, 2011-May 2012	Site Administrators Coordinator, State and Federal Programs ELTF	No funding required	August 2011-May 2012 Val Verde USD have provided all site administration with monitoring tools (iPads) to be used during “walk-throughs” including a framework (located in Google Docs) to use for

				monitoring purposes.
❖ At the secondary level, LEA/site administrators will routinely visit classrooms (3-4 classrooms weekly) to observe ELD instruction and to verify that all ELs are being instructed appropriately in the core ELD curriculum utilizing research based strategies and ELD standards as appropriate for ELD proficiency. The walkthrough log will be shared with the Coordinator, State and Federal Programs.	January 15, 2011 - May, 2012	Director of Assessment and Accountability Principals and APs Coordinator, State and Federal Programs	No funding required	2011-2012 At the secondary level, LEA/site administrators are routinely visiting classrooms (3-4 times weekly) to observe ELD instruction in order to ensure that English Learners are being instructed appropriately in the CORE ELD curriculum. This is taking place in the form of “walk-throughs” and district administration reviews the “walk-through” data with principals on a monthly basis.
❖ By March, 2011 principals will conduct walkthroughs (3 to 4 times weekly) to monitor R/LA/ELD as evidenced by the use of the walkthrough monitoring tool. Principals will submit copies to the Coordinator, State and Federal programs monthly.	March, 2011-May, 2012	Principals and APs Coordinator, State and Federal Programs	No funding required	August 2011-May 2012 LEA/site administrators are routinely visiting classrooms (3-4 times weekly) to observe ELD instruction in order to ensure that English Learners are being instructed appropriately in the R/LA/ELD curriculum. This is taking place in the form of “walk-throughs” and district administration reviews the “walk-through” data with principals on a monthly basis. Monitoring tools are being utilized.
❖ By April 3, 2011, District administrators will conduct walkthroughs monthly to	April, 2011-May 2012	Assistant Superintendent,	No funding required	August 2011-May 2012 District administrators are

monitor R/LA/ELD.		Education Services Director, Assessment and Accountability Coordinators		visiting classrooms monthly to observe ELD instruction in order to ensure that English Learners are being instructed appropriately in the R/LA/ELD curriculum. This is taking place in the form of “walk-throughs” to observe district trends regarding English Learners in order to optimize learning for our students.
❖ Ongoing through 2011-2012 principals will conduct regular walkthroughs (3 to 4 classrooms weekly) for R/LA/ELD monitoring as evidenced by a walkthrough log.	August, 2011- May, 2012	Site Administrators Coordinator, State and Federal Programs	No funding required	2011-2012 LEA/site administrators are routinely visiting classrooms to observe ELD instruction in order to ensure that English Learners are being instructed appropriately in the R/LA/ELD curriculum. This is taking place in the form of “walk-throughs” and district administration reviews the “walk-through” data with principals on a monthly basis by looking at walkthrough logs.
❖ Data from formative and summative Benchmark assessments will be disaggregated specifically by the EL subgroup for analysis of EL progress with ELA and ELD standards. (Buffum, Mattos, & Weber, 2009)	Jan. 2011 – May 2011 then monthly August 2011- May 2012	Director of Assessment and Accountability Principals Coordinators Collaborative Grade Level/Content Area Teams	No funding required	August 2011-May, 2012: Collaborative Grade Level/Content Area Teams meet monthly in order to perform data analysis and set instruction goals for our students; including our English

				Learner subgroups.
<ul style="list-style-type: none"> <li>➤ Administrators and collaborative grades level/content area teams will disaggregate and analyze formative and summative Benchmark assessment data in order to guide instruction and identify at-risk students for intervention. Teachers will discuss data in grade level/content area meetings and CCL. (Buffum, Mattos, &amp; Weber, 2009)</li> </ul>	August, 2010 – May, 2012 at the beginning and end of each Trimester in Elementary, Three times each semester in secondary, during grade level /content area meetings, and during CCL.	Principals Collaborative Grade Level/Content Area Teams	\$52,164 sub costs for teacher release time in CCL (Title I and EIA)	August 2011-May, 2012: Collaborative Grade Level/Content Area Teams meet monthly in order to perform data analysis and set instruction goals for our students; including our English Learner subgroups.
<ul style="list-style-type: none"> <li>❖ Create an English Learner Task Force (ELTF) to verify implementation and monitor of EL instructional programs.</li> </ul>	October, 2011 – March, 2012	Assistant Superintendent of Education Services Director of Assessment and Accountability Coordinator State and Federal Programs Principals Coordinators Bilingual Facilitators Teachers Parents	Estimated \$3,600 for subs for teacher members of the ELTF (Title III)	November, 2011: Drafting budget proposal for ELTF.
<ul style="list-style-type: none"> <li>➤ Recruit ELTF Members.</li> </ul>	October 2011	See list above.	No funding required	October 24 <sup>th</sup> , 2011: EL Coordinator and Bilingual Facilitators met to discuss recruitment of English Language Task Force Members.
<ul style="list-style-type: none"> <li>➤ Convene First ELTF Meeting.</li> </ul>	Feb. 2012	See list above.	Refer to	

<ul style="list-style-type: none"> <li>▪ ELTF will meet monthly thereafter.</li> <li>➤ The ELTF reviews and revises (as necessary) the EL Master Plan annually.</li> <li>➤ Create EL Monitoring System</li> <li>➤ The ELTF will remain in place to continue with monthly monitoring.</li> </ul>	<p>Feb. 2012-June 2012</p> <p>Feb. 2012</p> <p>March 2012</p> <p>August 2012 – May, 2013</p>	<p>See list above.</p> <p>See list above.</p> <p>See list above.</p> <p>See list above.</p>	<p>estimated sub cost above</p> <p>Refer to estimated sub cost above</p> <p>Refer to estimated sub cost above</p> <p>No additional funding required</p> <p>To be determined (Title III)</p>	
<ul style="list-style-type: none"> <li>• <b>Implement consistent use of the formative/summative instructional materials embedded assessments in the adopted ELD program to support mastery of ELD (CDE, 2007).</b></li> </ul>	<p>August 2011-May 2012</p>	<p>Principals</p> <p>Teachers</p>	<p>No funding required.</p>	<p>August 2011-May 2012</p> <p>Teachers are utilizing formative/summative instructional materials embedded assessments adopted in the Houghton Mifflin Medallion and ELD Program; In addition to the INSIDE/EDGE Program. Principals are routinely (3-4 times/week) performing classroom walkthroughs to ensure assessments are being implemented. Data analysis monthly through CCL meetings.</p>
<ul style="list-style-type: none"> <li>❖ Monitor EL student progress in ELD using formative/summative assessment data in grade-level meetings to inform</li> </ul>	<p>Jan. 2011-June 2012</p>	<p>Principals</p> <p>Teachers</p>	<p>No funding required. (PLC time)</p>	<p>January, 2011 to present: English Learner progress is monitored monthly through</p>

<p>instruction. (Buffum, Mattos, &amp; Weber, 2009).</p>				<p>collaborative grade level/content meetings and job alike meetings (PLC/CCL time) In elementary progress is monitored every trimester and in secondary every semester through standard-based grading/data analysis.</p>
<p>• <b>Revise the EL Master Plan</b></p> <p>❖ Form committee to review and revise the EL Master Plan.</p> <p>➤ Identify assessments to serve as diagnostic and summative tests. (Buffum, Mattos, &amp; Weber, 2009)</p> <p>➤ Committee to provide input for updating the EL Master Plan.</p> <p>➤ Finalize Annual Revisions to the EL Master Plan</p>	<p>April 2010</p> <p>April 2010</p> <p>May 2010</p> <p>August 2010</p>	<p>District Administrators Director Assessment and Accountability Coordinator State and Federal Programs Bilingual Facilitators, Bilingual Reclassifiers, Bilingual Aids, DELAC Coordinator State and Federal Programs Bilingual Facilitators, Bilingual Reclassifiers, Bilingual Aids, DELAC Director Assessment and Accountability Coordinators Principals Teachers Coordinator State and Federal Programs Bilingual Facilitators, Bilingual Reclassifiers, Bilingual Aids, DELAC Coordinator State and Federal Programs</p>	<p>\$6,900 for teacher sub costs (Title III)</p> <p>See bullet above for funding info</p> <p>See bullet above for funding info</p> <p>See bullet above for funding info</p> <p>No funding required</p>	<p>Key stakeholders formed a committee to review and update the EL Master Plan for 2010-2011.</p> <p>Key stakeholders met as a committee in April, 2010 to review the EL Master Plan.</p> <p>Key stakeholders formed a committee April, 2010 to review and update the EL Master Plan for 2010-2011.</p> <p>Notes for revisions provided at the May, 2010 committee meeting.</p> <p>EL Master Plan revised August, 2010 with</p>

				recommendations from the committee formed to update the EL Master Plan.
❖ Establish/Review Entry/Exit Criteria for ELD Placement.	April, 2010 – February 2011	Director Assessment and Accountability Coordinator State and Federal Programs Coordinators Bilingual Facilitators, Bilingual Reclassifiers, Bilingual Aids, DELAC ELTF	\$5700 (subs for 2 days - divided by 4 ½ day meetings), (Title III)	Begun as part of the EL master Plan revision in April, 2010.
➤ Research/review entry/exit criteria	April, 2010	Director Assessment and Accountability Coordinator State and Federal Programs Coordinators Bilingual Facilitators, Bilingual Reclassifiers, Bilingual Aids, DELAC ELTF	See above sub costs	Entry/exit criteria reviewed during the April, 2010 EL Master Plan committee meeting.
➤ Meet with committee	April, 2010	Director Assessment and Accountability Coordinator State and Federal Programs Coordinators Bilingual Facilitators, Bilingual Reclassifiers, Bilingual Aids, DELAC ELTF	See above sub costs	Ongoing review and revision at the next April, 2010 EL Master Plan committee meeting.
➤ Meet with committee	May, 2010	Director Assessment and Accountability Coordinator State and	See above sub costs	Final revision recommendations and notes collected at the May, 2010 EL

		Federal Programs Coordinators Bilingual Facilitators, Bilingual Reclassifiers, Bilingual Aids, DELAC ELTF		Master Plan committee meeting.
➤ Revise criteria	August, 2010	Director Assessment and Accountability Coordinator State and Federal Programs Coordinators Coordinators	See above sub costs	Notes from the committee were written into a revised 2010-2011 EI Master Plan. Waiting for final review and approval of the plan.
➤ Present policy proposal to the board	January 2011	Assistant Superintendent, Education Services Director, Assessment and Accountability Coordinator, State and Federal Programs	No funding required	Approved by the Board of Education on June 14, 2011.
➤ Distribute BOE policy	February, 2011	Coordinator, State and Federal Programs	No funding required	Approved by the Board of Education on June 14, 2011. Provided to Site Administration in July 2011 and provided to Bilingual Facilitators/Reclassifier teachers on September 19, 2011.

❖ Fully implement and provide staff development on the matrix in EL Master Plan for student placement with identified entry/exit criteria (Buffum, Mattos, & Weber, 2009).	Feb 2011 & April 2012	Coordinators Bilingual Facilitators Bilingual Reclassifiers Principals	No funding required. PD will take place during site staff meetings on minimum days and at the April 4 <sup>th</sup> , 2011 buy-back day.	Apr. 4, 2011 VVUSD held a buy-back day for teacher training. July 2011 Principals were provided with and reviewed EL MASTER PLAN. September 19 <sup>th</sup> , 2011 Bilingual Facilitators/Reclassifiers met and reviewed EL Master Plan.
❖ Provide professional development for Bilingual Facilitators, Bilingual Reclassifiers, Instructional Coaches, counselors and administrators regarding VVUSD's EL matrix and entry & exit criteria matrix (Marzano & Waters, 2009).	Jan. 2011- June 2012	Coordinators Bilingual Principals	\$450 (3 subs for 1 day) (Title III)	July 2011 Principals were provided with and reviewed EL Master Plan. September 19, 2011 Bilingual Facilitators/Reclassifiers met and reviewed EL Master Plan.
• <b>Teachers will look at formative and summative assessment data to create grade level goals and utilize the data and goals to drive instruction.</b>	Jan., 2010- May, 2012.	Site administrators Instructional Coaches Teachers	No additional Costs.	August, 2011-May, 2012: Collaborative Grade Level/Content Area Teams meet monthly in order to perform data analysis and set instruction goals for our students; including our English Learner subgroups.
❖ At the beginning of each trimester, the teachers will analyze formative assessment data and create a Bilingual Intervention Goal (BIG). This BIG will be established based on specific student needs in Listening, Reading, Writing and Speaking.	Jan., 2011- May, 2012.	Site administrators Instructional Coaches Teachers	No additional Costs.	
❖ At the end of each trimester teachers will	Jan., 2011-	Site administrators	No additional	

analyze summative assessment data to confirm if the BIG was met. If not, the goal will be revised to reflect student needs.	May, 2012.	Instructional Coaches Teachers	Costs.	
❖ The establishment of BIGs will be ongoing through the 2011-2012 school year.	Jan. 2011- May 2012	Site administrators Instructional Coaches Teachers	No additional Costs.	
❖ <b>Define expectations for ELD instruction in mainstream language arts classes</b> (CDE, 2007).	February 2011	Assistant Superintendent Coordinators EL Task Force	\$450 (3 subs for 1 day) (Title III)	The EL Master Plan was approved on June 14, 2011 and defines expectations for ELD instruction within mainstream language arts classes. VVUSD instructional programs must contain the following: explicit, systematic, standards-based, differentiated English Language Development instruction, specifically designed for English Learners; well-articulated, standards based core curriculum instruction provided with primary language support as necessary and/or SDAIE; structured activities designed to develop multicultural competency and positive self-esteem.
❖ Provide staff development on Standards for English Learners (Marzano & Waters, 2009).	April 2011	Assistant Superintendent Education Services Coordinators Principals Teachers	\$450 (3 subs for 1 day) (Title I and EIA-LEP )  \$2,700 (9	The VVUSD had a district-wide training on April 4, 2011 and addressed standards for our English Learners and ELA standards.

			subs for 1 day) (Title I and EIA-LEP )	
			\$450 (3 subs for 1 day) (Title I and EIA-LEP )	

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimates	Progress Reports (to be completed periodically through 06/30/2012)
<p><b>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts.</b> (AMAO 3; ELSSA Section B)</p> <p><i><b>OBJECTIVE:</b> All English Learners have Access to Appropriate Reading/Language Arts Instruction: All English Learners will have access to an appropriate reading/language arts curriculum based on their assessed needs and to all curricular materials with appropriate modifications targeted to the students' English language proficiency level and academic skill.</i></p>				<p>Professional Development on GLAD Strategies for English Learners took place on Sept. 12, 2011 for our Bilingual Facilitators/Reclassifier teachers. In addition, Bilingual Facilitator's have were provided a copy of <i>Classroom Instruction that works with English Language Learners</i> on Oct. 24, 2011 in order to begin group reading/collaboration and professional development based on strategies for English Learners.</p>
<ul style="list-style-type: none"> <li>• <b>Provide quality RLA/ELA instruction</b></li> </ul>				
<ul style="list-style-type: none"> <li>❖ Ensure all students have state adopted core RLA/ELA textbooks and intervention</li> </ul>	Completed	Assistant Superintendent of Education Services	No funding required	Elem (Aug 2011) Houghton Mifflin Medallion Houghton Mifflin ELD

				<p>INSIDE Program (4<sup>th</sup>/5<sup>th</sup> G)</p> <p>Middle (Aug 2011) McDougal Littell Inside (EL)</p> <p>(Aug 2011) Pearson Learning EDGE (EL) INSIDE USA</p>
❖ Identify EL students who are below basic and far below basic on the CSTs for ELA and place these students in appropriate ELA intensive intervention in lieu of core curriculum.	Aug 2011 Aug 2012	Site Administrators Site Counselors	No funding required	March 2011 to present: EL students' placement has been reviewed at the end of each benchmark assessment period. Placement is fluid dependent on current language development, academic performance, and other placement criteria as specified in the EL Master Plan.
○ Review placement five times a year at conclusion of each Benchmark period.	Aug 2010 – May 2011; Aug 2011 – May 2012	Site Administrators Site Counselors	No funding required	<p>Completed at the end of each Benchmark period Aug., 2011 – Dec. 2011.</p> <p>Aug. 2010 to present: student placement reviewed at the end of each Benchmark period.</p>
○ Principals will submit master schedules to the Director of Assessment and Accountability	Aug 2011	Site Administrators Site Counselors	No funding required	August 2011 principals submitted master schedules to the Director of Assessment and Accountability.
❖ Provide the intensive intervention during the regular school day. For	Aug 2011 Aug 2012	Site Administrators Site Counselors	No funding required	Aug. 2011 to present: Intensive Intervention is provided during

students in grades 4-8, provide 2.5-3 hours per day, and for grades 9-12, provide two periods of English.				the regular school day for students in grades 4-8 using the INSIDE Program for 2.5-3 hours per day and grades 9-12 using INSIDE USA and EDGE for 2 periods per day.
<ul style="list-style-type: none"> <li>○ Principals will submit master schedules to the Director of Assessment and Accountability.</li> </ul>	Aug 2011	Site Administrators Site Counselors	No funding required	August 2011 principals submitted master plans of schedules to the Director of Assessment and Accountability.
<ul style="list-style-type: none"> <li>❖ Observe classroom teachers during the ELA period to monitor the implementation of the core and intervention materials, using checklist based on SDAIE training components, effective scaffolding strategies to improve comprehension for English Learners as well as implementing materials with fidelity. (CDE, 2007; Dufour, Dufour, Eaker, &amp; Many, 2006; Marzano &amp; Waters, 2009; Reeves, 2006; Schmoker, 2006; Westover, 2008).</li> </ul>	January 2010 through June 2012	Assistant Superintendent of Education Services Site Administrators	No funding required	Jan. 2010 to present: Minimum of one classroom observation per semester in accordance with Bargaining Agreement. Observations and Evaluations are to be reviewed by Assistant Superintendent Education Services
<ul style="list-style-type: none"> <li>❖ LEA/site administrators will routinely visit classrooms (3 to 4 classrooms weekly) to observe ELA instruction and to verify that all ELs are being instructed appropriately in the core ELA curriculum utilizing universal access components as appropriate for ELs. The walkthrough logs will be shared with the Coordinator of State and Federal</li> </ul>	Jan., 2011 – May, 2012	Site Principal Coordinator, State and Federal Programs	No funding required	Jan., 2011- May, 2012 LEA/site administrators are routinely visiting classrooms to observe ELD instruction in order to ensure that English Learners are being instructed appropriately in the CORE ELA curriculum utilizing universal access as appropriate

Programs.				for ELs. This is taking place in the form of weekly “walk-throughs” and district administration reviews the “walk-through” data with principals on a monthly basis.
❖ By March, 2011, principals will conduct walkthroughs (3 to 4 times weekly) to monitor R/LA/ELD as evidenced by the use of the walkthrough monitoring tool. Principals will share results of the walkthroughs with the Coordinator, State and Federal Programs monthly.	March 2011	Site Principal Coordinator, State and Federal Programs	No funding required	2011-2012 LEA/site administrators are routinely visiting classrooms (3-4 times/week) to observe ELD instruction in order to ensure that English Learners are being instructed appropriately in the R/LA/ELD curriculum utilizing universal access as appropriate for ELs. This is taking place in the form of “walk-throughs” and district administration reviews the “walk-through” data with principals on a monthly basis.
❖ By April, 2011, District administrators will conduct walkthroughs monthly to monitor R/LA/ELD.	April, 2011- May 2012	Assistant Superintendent, Education Services Director, Assessment and Accountability Coordinator, State and Federal Programs Coordinators	No funding required	April 2011 to present: District Administrators have conducted monthly walkthroughs visiting every school site monitoring student learning/classroom trends; including a focus on R/LA/ELD.
❖ Ongoing through 2011-2012 principals will conduct regular walkthrough (3 to 4 times weekly) for R/LA/ELD monitoring as evidenced by a	Aug. 2011 – May, 2012	Site Principal and APs	No funding required	Aug. 2011 to present: Principals are doing routine walkthroughs (3-4 times/week) to monitor for evidence of

walkthrough monitoring tool log.				R/LA/ELD as per walkthrough logs.
❖ Provide monthly release time for ELD staff to articulate strategies to ELA teachers for differentiating instruction for the various EL proficiency levels.	January 2010 through June 2012	Assistant Superintendent of Education Services Site Administrators	No funding required	Jan. 2010 to present: In excess of 30 minimum days are built into school year for PD, parent-teacher conferences, etc. Agendas and presentation materials are to be saved for backup.
❖ Monitor EL ELA progress through ongoing curriculum embedded assessments provided within the intervention materials.	January 2010 through June 2012	Site Administrators Site Counselors ELD Teachers	No funding required	Jan. 2010 to present: Edge, Inside, and High point assessments are available in EADMS. Student results are scanned onto servers and data team analysis will occur in alignment with pacing guide.
❖ Share status of interventions, scheduling, staffing, and student progress with the Assistant Superintendent of Education Services.	January 2010 through June 2012	Site Administrators	No funding required	Jan. 2010 to present: Monthly Principal meetings with Assistant Superintendent Education Services are scheduled into Education Services calendar every school year.
❖ Analyze CSTs to determine efficacy of interventions.	August 2011 August 2012	Education Services Site Administrators	No funding required	Aug. 2011 to present: Distribution of site performance data will occur at district leadership/management retreat at beginning of each school year.
❖ Provide structured CAHSEE support for long-term EL students to prepare them for the CAHSEE.	January 2010 through June 2012	Site Administrators Site Counselors	No funding required	Jan. 2010 to present: Beginning January 2010 student pass and proficiency

				data was reviewed for proper placement in support and intervention classes.
➤ Identify students needing extra support in English & CAHSEE Prep.	January 2010 through June 2012	Site Administrators Site Counselors	No funding required	See above
➤ Review of pass and proficiency levels of both Census and re-takes by site staff at beginning of school year, and at the end of the each grading period (semester, quarter, etc.)	January 2010 through June 2012	Site Administrators Site Counselors	No funding required	See above
❖ Provide CAHSEE Prep class that focuses on differentiated instruction.	Jan., 2010 – May, 2012	Assistant Superintendent of Education Services Site Administrators Education Services Instructional Coaches	No funding required	Instructional Coaches (ICs) hired for secondary for the 2011-2012 school year to conduct professional development and support teaching staff.
➤ Instructional Coaches will provide trainings for differentiated instruction for CAHSEE Prep teachers.	Jan., 2010 – May, 2011	Site Administrators Instructional Coaches	No funding required	Aug. 2011 to present: ICs have been providing differentiated trainings for CAHSEE Prep teachers throughout the year.
➤ Teachers will add CAHSEE Prep to their monthly data team meetings.	Jan., 2010 – May, 2011	Site Administrators Instructional Coaches Site Staff	No funding required	Jan. 2010 to present: Teachers have added CAHSEE Prep to their monthly data team meetings.
➤ By March, 2011, site administrators will conduct walkthroughs (3 to 4 times weekly) to monitor differentiated instruction in CAHSEE prep classes as evidenced by the use of the walkthrough	March, 2011	Site Administrators	No funding required	March 2011 to present: Administrators have been monitoring differentiated instruction during their walkthroughs and classroom observations.

monitoring tool.				
➤ By April 2011, District administrators will conduct walkthroughs monthly to monitor differentiated instruction in CAHSEE prep classes.	April, 2011	Assistant Superintendent, Education Services Director, Assessment and Accountability Coordinators	No funding required	2011-2012 District Administrators have conducted walkthroughs on a monthly basis and have monitored differentiated instruction in CAHSEE PREP classes.
➤ Ongoing through 2011-2012 principals will conduct regular walkthrough (3 to 4 times weekly) for differentiated instruction in CAHSEE prep classes as evidenced by a walkthrough log.	Aug., 2011-May, 2012	Site Administrators	No funding required	2011-2012 Principals have conducted walkthroughs (3-4 times/week) on a monthly basis to monitor differentiated instruction in CAHSEE PREP classes.
➤ Ongoing through 2011-2012, District administrators will conduct walkthroughs monthly to monitor differentiated instruction in CAHSEE prep classes.	Aug., 2011-May, 2012	Assistant Superintendent, Education Services Director, Assessment and Accountability Coordinators	No funding required	2011-2012 District Administrators have conducted walkthroughs on a monthly basis and have monitored differentiated instruction in CAHSEE PREP classes.

<b>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA)</b>	<b>N/A ELs met target Goals in Mathematics.</b>	<b>N/A ELs met target Goals in Mathematics.</b>	<b>N/A ELs met target Goals in Mathematics.</b>	<b>N/A ELs met target Goals in Mathematics.</b>
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<b>Educational activities to improve English proficiency and academic achievement</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Funding Sources and Estimates</b>	<b>Progress Reports (to be completed periodically through 06/30/2012)</b>
<b>5. Describe scientifically based research</b>				Monthly trainings for our

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimates	Progress Reports (to be completed periodically through 06/30/2012)
<p><b>professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs. (ELSSA Section D)</b></p> <p><i><b>OBJECTIVE:</b> Provide all staff the professional development necessary in order to successfully implement the use of core materials for Intensive Instruction, scientifically based instructional strategies, monitor the implementation of those materials and strategies and develop a multi-year program of professional development to address the needs of all English learners.</i></p>	Sept., 2010-May 2012	Assistant Superintendent Education Services Director, Assessment and Accountability Education Services Site Administrators	Cost to be determined (Title I, Title II, EIA)	Instructional coaches on The Articulated Instruction Model (AIM), Response to Instruction & Intervention (RtI) and Data Analysis. Monthly Meetings for CCL. Monthly trainings for K-3 teachers Data and Logistics Tool box Training. (Aug 2011-Nov 2011) Professional Development on GLAD Strategies for English Learners have taken place on 9-12-11 for our Bilingual Facilitators/Reclassifier Teachers. In addition, Bilingual Facilitator's have were provided a copy of <i>Classroom Instruction that works with English Language Learners</i> on 10-24-11 in order to begin group reading/collaboration and professional development based on strategies for English Learners.
<ul style="list-style-type: none"> <li><b>Provide staff development workshops in first best instructional strategies for Instructional Coaches and Professional</b></li> </ul>	Ongoing training has been scheduled	Assistant Superintendent of Education Services	No additional funding required.	Professional Development on AIM, RTI <sup>2</sup> , and Data Analysis have taken place for

<p><b>Development for Administrators and Coaches.</b> (Hattie, 2009).</p> <ul style="list-style-type: none"> <li>❖ Primary Focus for Professional Development will include: <ul style="list-style-type: none"> <li>✓ The Articulated Instruction Model (AIM)</li> <li>✓ Response to Instruction &amp; Intervention (RTI<sup>2</sup>)</li> <li>✓ Data Analysis</li> </ul> </li> <li>❖ By June of 2011, site administrators will conduct walkthroughs (3 to 4 times weekly) to monitor implementation of AIM, RtI<sup>2</sup> and Data Analysis as evidenced by walkthrough logs.</li> </ul>	<p>for 2011-2012:</p> <p>Sept., 2011 Oct., 2011 Nov., 2011 Dec., 2011 Jan., 2012 Feb., 2012 March 2012</p> <p>June 2011-May 2012</p>	<p>Director Assessment and Accountability Site Administrators Coordinators Instructional Coaches DLA</p> <p>Site administrators</p>	<p>PD will be provided through contracted consultants and internally through previously taught trainer of trainers. No funding required</p>	<p>administrators and Instructional Coaches during September, October, and November 2011 at monthly Principal meetings; Leadership Meetings; Instructional Coach meetings; and Bilingual Facilitator, Reclassifier, and Aids meetings.</p> <p>2011-2012 Site Administrators are conducting walkthroughs (3-4 times weekly) to monitor implementation of AIM, RTI and Data Analysis using walkthrough logs created in Google Docs.</p>
<ul style="list-style-type: none"> <li>❖ Monitoring will also take place in principal evaluations with the Superintendent and Assistant Superintendent, Education Services.</li> </ul>	<p>June 2011 (as part of the principal evaluation process)</p>	<p>Superintendent Assistant Superintendent, Education Services Site administrators</p>	<p>No funding required</p>	<p>August 2011-May 2012 Principal evaluations include monitoring practices as evidenced by walkthrough logs.</p>
<ul style="list-style-type: none"> <li>❖ By August of 2011, LEA administrators will conduct monthly walkthroughs to monitor the use of AIM, RtI<sup>2</sup> and Data Analysis in classrooms and during grade level/content area meetings.</li> </ul>	<p>Aug., 2011</p>	<p>Assistant Superintendent, Education Services Site administrators Director, Assessment and Accountability Coordinators</p>	<p>No funding required</p>	<p>By August 2011 LEA Administrators have conducted monthly walkthroughs to monitor the use of AIM, RtI, and Data Analysis in classrooms and during grade level/content meetings.</p>
<ul style="list-style-type: none"> <li>• <b>Provide staff development for our ELD Programs (currently Houghton Mifflin Medallion/Houghton Mifflin ELD in</b></li> </ul>	<p>Jan. 2011- June 2012</p>	<p>Coordinators Principals Asst. Principals</p>	<p>\$10,200 (Title I, Title III, EIA-LEP)</p>	<p>Val Verde USD has adopted new intervention programs for English Learners. At the</p>

<p><b>elementary - and Inside/Edge (secondary).</b> (AERA, 2004; August &amp; Shanahan, 2006; CDE, 2007; Ehri et al., 2001; Francis et al. 2006a and 2006b; Mathes et al., 2007; Torgesen et al., 2007).</p>		<p>Instructional Coaches Bilingual Facilitators Teachers (all elementary and ELD block teachers in secondary)</p>		<p>elementary level, the district has purchased Houghton Mifflin English Language Development as a supplement to Houghton Mifflin Medallion Core. For grades 4 and 5, the district has begun implementing the INSIDE Program from National Geographic for intensive intervention. On August 17<sup>th</sup>, 2011 VVUSD provided a professional development training to teachers on the INSIDE Program. There was a session for elementary teachers and another session for secondary teachers. On September 28<sup>th</sup>, 2011 VVUSD provided professional development training on the Houghton Mifflin English Language Development Material for elementary teachers.</p>
<p>❖ Identify Trainers for our ELD Programs</p>	<p>Jan., 2011-May 2012</p>	<p>Director, Assessment and Accountability Coordinators Principals and APs Instructional Coaches Bilingual Facilitators Teachers</p>	<p>No funding required</p>	<p>On August 17<sup>th</sup>, 2011 VVUSD provided a professional development training to teachers on the INSIDE Program. There was a session for elementary teachers and another session for secondary teachers. On September 28<sup>th</sup>,</p>

				2011 VVUSD provided professional development training on the Houghton Mifflin English Language Development Material for elementary teachers. GLAD Training by GLAD certified teacher has been planned for September 19 <sup>th</sup> , November 28 <sup>th</sup> , and March 19 <sup>th</sup> for the 2011-2012 school year for our Bilingual Facilitators/Reclassifier teachers. In addition the EL Coordinator is doing group professional development using the book <i>Classroom instruction that works with English Language Learners</i> on October 24 <sup>th</sup> , January 23 <sup>rd</sup> , February 27 <sup>th</sup> , and May 21 <sup>st</sup> .
❖ Establish protocol for PD	Jan., 2011- May 2012	Director, Assessment and Accountability Coordinators Principals and APs Instructional Coaches Bilingual Facilitators Teachers (all elementary and ELD block teachers in secondary)	No funding required	August 2011-May 2012 PD trainings from publishers. PD trainings from GLAD certified teacher. PD from group reading with EL Coordinator. IC trainings, CCL trainings, and K-3 Details and Logistics Toolbox Training for teachers.
❖ Professional Development for Bilingual Facilitators will include:	Jan., 2011 – May, 2012.	Director, Assessment and Accountability	\$10,200 (Title I, Title	April 4 <sup>th</sup> , 2011 District-Wide Training included professional

<ul style="list-style-type: none"> <li>✓ The Articulated Instruction Model (AIM)</li> <li>✓ Response to Instruction &amp; Intervention (RTI<sup>2</sup>)</li> <li>✓ Data Analysis</li> <li>✓ GLAD Strategies</li> <li>✓ Thinking Maps</li> </ul>		Coordinators Principals and APs Instructional Coaches Bilingual Facilitators Teachers (all elementary and ELD block teachers in secondary)	III, EIA-LEP)	development on AIM, RtI, Data Analysis. Bilingual Facilitators have also been trained on GLAD strategies on September 19 <sup>th</sup> , 2011 and 2 school sites have received “Thinking Maps” Training between January 2011-May 2011.
<ul style="list-style-type: none"> <li>❖ Ongoing Professional Development for Bilingual Facilitators during 2011-2012 will include:               <ul style="list-style-type: none"> <li>✓ The Articulated Instruction Model (AIM)</li> <li>✓ Response to Instruction &amp; Intervention (RTI<sup>2</sup>)</li> <li>✓ Data Analysis</li> <li>✓ GLAD Strategies</li> <li>✓ Thinking Maps</li> </ul> </li> </ul>	Ongoing PD Aug., 2011 – May, 2012.	Director, Assessment and Accountability Coordinators Principals and APs Instructional Coaches Bilingual Facilitators Teachers (all elementary and ELD block teachers in secondary)	\$10,200 (Title I, Title III, EIA-LEP)	April 4 <sup>th</sup> , 2011 District-Wide Training included professional development on AIM, RtI, Data Analysis. Bilingual Facilitators have also been trained on GLAD strategies on September 19 <sup>th</sup> , 2011 and 2 school sites have received “Thinking Maps” Training between January 2011-May 2011.
<ul style="list-style-type: none"> <li>• <b>Develop and implement a long-term multi-year plan to address professional development for English learners</b> (CDE, 2007; Dufour, Dufour, Eaker, &amp; Many, 2006; Marzano &amp; Waters, 2009; Reeves, 2006; Schmoker, 2006; Westover, 2008).</li> </ul>	Jan. 2011-May, 2012	Assistant Superintendent Coordinators ELTF	\$5,000 (Title III)	October 24 <sup>th</sup> , 2011: EL coordinator met with a team of Bilingual Facilitators to begin discussing PD and development of ELTF.
<ul style="list-style-type: none"> <li>❖ ELTF will recommend PD plan.</li> </ul>	June 2011	ELTF	No funding required	October 24 <sup>th</sup> , 2011: EL coordinator met with a team of Bilingual Facilitators to begin discussing PD and development of ELTF.
<ul style="list-style-type: none"> <li>❖ EDUCATION Services will approve plan and determine providers and funding.</li> </ul>	August 2011-June 2012	Education Services	No funding required	October 24 <sup>th</sup> , 2011: EL coordinator met with a team of

				Bilingual Facilitators to begin discussing PD and development of ELTF.
<ul style="list-style-type: none"> <li>• <b>Monitor teachers use with disaggregated scores for EL students during data analysis</b> (CDE, 2007; Dufour, Dufour, Eaker, &amp; Many, 2006; Marzano &amp; Waters, 2009; Reeves, 2006; Schmoker, 2006; Westover, 2008).</li> </ul>	Jan.2011-May 2012	Director Assessment and Accountability Coordinators Coaches Principals Teachers	No funding required	Jan. 2011 to present: CCL meetings take place monthly where teachers perform data analysis and site principals do weekly walkthroughs to ensure targeted strategies as a result of data analysis are being met.
<ul style="list-style-type: none"> <li>• <b>Ensure staff development and grade/course level collaboration includes a focus on EL student achievement and targeted instruction to meet their needs</b> (Buffum, Mattos, &amp; Weber, 2009; CDE, 2009; Dufour, Dufour, Eaker, &amp; Karhanek, 2004; Dufour, Dufour, Eaker, &amp; Many, 2006; Dufour, Eaker, &amp; Dufour, 2005; Eaker, Dufour, &amp; Dufour, 2003; NASSP, 2006; Schmoker, 2006).</li> </ul>	Jan. 2011 – June 2012	Director Assessment and Accountability Coordinators Principals Coaches Teachers	No funding required	October 24 <sup>th</sup> 2011: The EL Coordinator met with Bilingual Facilitators and began PD on book <i>Classroom Instruction that works with English Learners</i> . The group will collaborate to create a power point training based on readings they can share with their sites during staff development by May 2012.
<ul style="list-style-type: none"> <li>❖ Create achievement goals that directly reflect EL student data (Buffum, Mattos, &amp; Weber, 2009).</li> </ul>	January 2011- June 2012	Principals Coaches Teachers	No funding required	CCLs began in August of 2011 and teachers create goals that directly reflect EL student data upon data analysis.
<ul style="list-style-type: none"> <li>❖ Provide on-going coaching through designated CCL times for feedback and reflection to support implementation of EL instructional strategies (CDE, 2007; Dufour, Dufour, Eaker, &amp; Many, 2006; Marzano &amp; Waters, 2009; Reeves, 2006; Schmoker, 2006; Westover, 2008).</li> </ul>	August 2010 – May 2011	Site Principals Instructional Coaches Teachers	\$52,164 for FY 2010-2011 (Title I and EIA/LEP - Centrally Managed)	CCLs began in August of 2011. Monitoring by Site Administrators and results reviewed during Principal evaluations with the Assistant Superintendent

❖ Fully implement Collaborative grade level/content area Collaborative Coaching and Learning (CCL) model.	January 2011- June 2012	Site Principals Instructional Coaches Teachers	See above.	CCLs have been fully implemented and are in place for the Aug. 2011-May 2012 school year. Meetings take place monthly.
❖ Additional extended CCLs at individual sites based upon needs assessment and funding approved by individual School Site Councils	Aug. 2010 – May 2012	Site Principals Instructional Coaches Teachers	Additional Costs vary by site for extended CCL as approved by School Site Councils - \$150.00 per day sub cost for teacher release time (Title I and EIA/LEP)	CCL meetings are taking place at district sites on a monthly basis for the August 2011-May 2012 school year.
❖ CCLs will continue through the 2011-2012 school year.	Aug., 2011 – May, 2012	Site Principals Instructional Coaches	(Title I - Centrally managed) – Funding to be determined for FY 2011-2012.	CCL meetings are taking place at district sites on a monthly basis for the August 2011-May 2012 school year.
❖ District and site administrators monitor the implementation strategies learned by teachers during professional/staff development trainings (Dufour, Dufour, Eaker, & Many, 2006; Marzano & Waters, 2009).	January 2011- June 2012	Assistant Superintendent of Education Services Coordinators Principals	No funding required	District and/or site administration will perform monthly walkthroughs to monitor teachers utilizing strategies provided through PD. 2011-2012

<ul style="list-style-type: none"> <li>❖ Provide workshops for administrators and counselors on implementing the matrix for EL student placement with identified entry/exit criteria. (CDE, 2007; Dufour, Dufour, Eaker, &amp; Many, 2006; Marzano &amp; Waters, 2009; Reeves, 2006; Schmoker, 2006; Westover, 2008).</li> </ul>	<p>February 2011- May 2012</p>	<p>Coordinator of English Learner Support Services</p>	<p>No funding required</p>	<p>June 14, 2011 EL Master Plan updated with current placement/entry/exit criteria. Master Plan shared with administrators at the July, 2011 Amin retreat.</p>
<ul style="list-style-type: none"> <li>❖ Provide staff development on Standards for English Learners (CDE, 2007; Dufour, Dufour, Eaker, &amp; Many, 2006; Marzano &amp; Waters, 2009).</li> </ul>	<p>April 2011- May 2012</p>	<p>Assistant Superintendent of Education Services Coordinators Principals Counselors</p>	<p>No funding required</p>	<p>September, 2011 ELD Standards reviewed with staff members and posted on the VVUSD website.</p> <p>June, 2011 EL Blueprint included in the EL Master plan.</p>
<ul style="list-style-type: none"> <li>• <b>Monitor consistent instruction of previously created Academic Tiers 1, 2 and 3 Vocabulary resources</b> (AERA, 2004; August &amp; Shanahan, 2005; Francis et al., 2006a; Francis et al., 2006b; Gersten et al., 2007; Maxwell-Jolley et al., 2007).</li> </ul>	<p>Jan.2011- June 2012</p>	<p>Assistant Superintendent of Education Services Coordinators Principals Coaches Teachers Principals Teachers</p>	<p>No funding required</p>	<p>2011-2012 The Val Verde Unified School District will continue implementing RtI across the district in order to monitor academic Tiers 1,2, and 3/ Vocab. resources.</p>
<ul style="list-style-type: none"> <li>❖ LEA/site administrators will conduct walkthroughs (3 to 4 times weekly) to ensure that academic vocabulary has been incorporate within daily instruction in core content areas as evidenced by walkthrough logs. (Freeman &amp; Freeman, 2004).</li> </ul>	<p>Jan., 2011- May, 2012</p>	<p>Assistant Superintendent of Education Services Coordinators Site Principals Instructional Coaches Teachers</p>	<p>No funding required</p>	<p>LEA/site admin. are conducting walkthroughs (3-4 times weekly) to ensure academic vocab. is being incorporated within daily instruction as evidenced through walkthrough logs. 2011-2012</p>

<p>❖ For 2011-2012, site administrators will conduct ongoing walkthroughs (3 to 4 times weekly) to monitor the use of academic vocabulary within daily instruction.</p>	<p>Aug., 2011 – May 2012</p>	<p>Site Principals and APs</p>	<p>No funding required</p>	<p>LEA/site admin. are conducting walkthroughs (3-4 times weekly) to ensure academic vocab. is being incorporated within daily instruction as evidenced through walkthrough logs. 2011-2012</p>
<p><b>6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs. (ELSSA Section E)</b></p>				<p>Aug 2011 to Present: Information shared at monthly Principal and Leadership meetings, Ed Services meetings, and monthly Site Staff meetings.</p> <p>Aug 2011 – present: Information shared with parents at monthly site ELAC and PTO meetings.</p> <p>Aug 2011 to present: information shared with DELAC at monthly meetings.</p> <p>Aug. 2011 to present: information about all meeting posted on the VVUSD website.</p> <p>Val Verde USD recognizes the importance of parental involvement and the positive effects it has on student</p>

				achievement. VVUSD encourages parents of English Learners to participate in their site English Learner Advisory Committee (ELAC) and parents have the opportunity to participate in the District English Learner Advisory Committee (DELAC). VVUSD outreach to parents includes: personal phone calls/face-to-face conversations, letters, flyers, and the use of Teleparent that leave a phone message for parents. Communications are provided in English and Spanish.
<ul style="list-style-type: none"> <li>• <b>Provide clear and timely communication with parents</b></li> </ul>				
<ul style="list-style-type: none"> <li>❖ Communicate on the progress of the District’s Educational Services Strategic Plan via letters to parents and guardians.</li> </ul>	August, 2011	Assistant Superintendent of Education Services (with assistance from the Coordinator of State and Federal Programs)	\$5,000 (ARRA Title I, Part A, ESEA, Title I, Part A)	August, 2011 Send letter home at the beginning of each school year concerning progress of plan
<ul style="list-style-type: none"> <li>❖ Communicate to all parents at regular intervals via site newsletters, district and school websites, and Teleparent on topics such as: ELD, the identification process, interventions, and exit criteria.</li> </ul>	Monthly newsletters August 2011-May 2012	Site Principals and the Coordinator of State and Federal Programs	Approximately \$200-\$300 site printing costs dependent upon site enrollment (Title I –	Aug. 2011 to present: Monthly newsletters and TeleParent messages to parents from all sites.

			Parent Participation)	
❖ Parent/teacher conferences will focus on individual student goal-setting/progress, benchmark results, and ways for parents to support student progress.	Twice a year	Principals and Coordinator of State and Federal Programs (with assistance from the District Education Services Department)	No funding required	November and March 2011-2012
❖ Provide information to parents/guardians of Students with Disabilities, via meetings between teachers, principal and parents/guardians, to ensure understanding of placement, program, IEP and special services.	Ongoing due to IEP meetings	Director of Special Education	No funding required	Occurs during IEP meetings August 2011-May 2012
❖ Send written communication to the home in Spanish.	Aug 2011	Principals and Teachers	Site printing costs dependent on site enrollment and needs (\$0.03 per doubled sided sheet) (General Funds)	Parent communications are provided in English and Spanish. August 2011- May 2012
<b>• Provide opportunities for parents to participate</b>				
❖ Increase parent involvement in school and district advisory and governance committees	ELAC/DELAC meetings – Monthly	Principals EL Coordinator	\$1,000 (Site Unrestricted Funds)	Monthly meetings September 2011-May 2012
❖ Post schools' parent involvement policies on their web sites in English	Aug, 2011 – May, 2012.	Principals	No cost	Posted at the beginning of each school year. Aug.2011-May

and Spanish.				2012
<ul style="list-style-type: none"> <li>• <b>Provide relevant training for parents</b></li> </ul>				
<ul style="list-style-type: none"> <li>❖ Provide information for parents (via parent workshops/family nights/meetings) on homework, behavior, SBE adopted/approved materials, instructional strategies, EL program entrance and exit criteria.</li> </ul>	August, 2011-May, 2012.	Principals and Site Facilitators	\$10,000 (Title III )	<p>Aug. 23, 25 and Sept. 7: Information shared with Parents at Back to School Nights.</p> <p>Monthly Site meetings: Site calendars, monthly ELAC/DELAC meetings and Fall/Spring family nights. VVUSD outreach to parents includes: personal phone calls/face-to-face conversations, letters, flyers, and the use of Teleparent that leave a phone message for parents. Communications are provided in English and Spanish. As of October 31<sup>st</sup>, 2011 the VVUSD webpage also includes DELAC Agendas and minutes.</p>
<ul style="list-style-type: none"> <li>❖ Train administrators, teachers and classified staff on effective parent involvement strategies.</li> </ul>	Aug. 2011-May 2012	Principals and Coordinator of State and Federal Programs	\$3,000 (EIA/LEP )	<p>2011 – May 2012 Monthly at Principal and Leadership meetings.</p> <p>Aug 2011-May 2012 Monthly at site staff meetings.</p>
<ul style="list-style-type: none"> <li>• <b>Provide needed services</b></li> </ul>				
<ul style="list-style-type: none"> <li>❖ Translate Community Resource Handbook into Spanish</li> </ul>	January, 2011	Director of Student Services	General Funds	January, 2011

			(\$26.00 per hour)	
❖ Offer oral and written translation services in Spanish.	Aug 2011 – May, 2012	Principals and Coordinator of State and Federal Programs	General Funds (\$26.00 per hour)	Throughout the year as needed.
❖ Offer Rosetta Stone Classes to parents	Jan. 2012 – May 2012	Principals Coordinator of State and Federal Programs Teachers Parents	\$30,000 for licenses and to pay the teachers (Title III)	Rosetta Stone classes scheduled to begin January, 2012 at three sites strategically located in three separate regions of the District for ease of parent access.
<b>• Ensure continuous improvement in parental involvement</b>				
❖ Conduct annual parent surveys and use the results to during the creation of policies, goals and practices to improve parent involvement and student achievement. Parent surveys will be issued in March with an April due date back to sites. Site administrators, leadership teams, ELAC and SSC must analyze data by the end of May.	May, 2011	Site administrators Instructional Coaches Site leadership team Site ELAC Site SSC Coordinator of State and Federal Programs	Printing costs dependent on site enrollment (\$0.03 per double sided sheet) (General Funds)	Surveys were collected and analyzed by Coordinator of State and Federal Programs and the English Learner Coordinator in September 2011. Results from the surveys were provided to the site principals.
❖ By May 26, data from parent surveys will be analyzed by site administrators, leadership teams, ELAC and SSC to be used in the creation of the SPSA.	May 26 of 2011 and 2012.	Site administrators Instructional Coaches Site leadership team Site ELAC Site SSC	No additional funding.	Data from the surveys were provided to the sites in order to create SPSAs. SPSAs were submitted for approval in October, 2011.
❖ Site administrators will provide copies of their Parent Surveys as well as their analysis of the surveys to the Coordinator, State and Federal Programs.	April of 2011 and 2012	Site administrators Instructional Coaches Site leadership team Site ELAC Site SSC	No additional funding.	Completed April 2011. Surveys will be due again in April of 2012.

❖ Site School Site Council minutes and agendas will document that data from parent surveys were used in the creation of the 2011-2012 SPSAs.	Sept. – Oct., 2011	Site administrators Instructional Coaches Site leadership team Site ELAC Site SSC	No additional funding.	SPSA and SSC minutes for September and October 2011 have been developed and reviewed at the district.
❖ LEA administrators will review SPSA to ensure results of parent surveys have been used as critical data during the creation of the plan.	Oct., of 2011 and 2012	LEA administrators	No additional funding.	SPSA and SSC minutes for September and October 2011 have been developed and reviewed at the district.
❖ The LEA will use the results of the parent surveys to amend the IPA as necessary.	Dec., 2010	Director, Assessment and Accountability Coordinator, State and Federal Programs	No additional funding.	Dec., 2010 Results of the Parent Surveys were used in the creation of this IPA.
❖ During the 2010-11 and 2011-2012 school years site administrators will offer site activities which will encourage parent involvement. These activities might include, but not be limited to, some or all of the following: <ul style="list-style-type: none"> <li>✓ Family Academic Night</li> <li>✓ Fall Harvest Festival</li> <li>✓ Red Ribbon Week</li> <li>✓ Fall and Spring Book Fair</li> <li>✓ Read Across America Week</li> <li>✓ Dance nights</li> <li>✓ Breakfast with Moms/Dads</li> <li>✓ G.A.T.E. Family Movie Night and other GATE sponsored activities</li> <li>✓ Silent Auction</li> <li>✓ Science Fair</li> <li>✓ Spelling Bee</li> <li>✓ Geography Bee</li> <li>✓ Talent Shows</li> </ul>	2010-11, 2011-12	Site administrators LEA administrators Site PTO Site ELAC DELAC Site SSC Teachers Parents	Funding to be determined by site and by activity. (Funding sources might include Title I Parent Involvement, PTO fundraisers, and site discretionary funds)	<ul style="list-style-type: none"> <li>• Aug. 2010 – May 2011 Monthly SSC meetings at all sites</li> <li>• Aug. 2010 – May 2011 Monthly ELAC Meetings at all sites.</li> <li>• Aug. 2010 – April 2011 Monthly DELAC Meetings</li> <li>• Aug. 24, 2010 K-5 back to School Night</li> <li>• Aug. 26, 2010 6-8 Back to School Night</li> <li>• Sept 1, 2010 9-12 Back to School Night</li> <li>• Oct. 7, 2010 6-8 Parent Conference Day</li> <li>• Nov. 17-19, 2011 K-5 Parent Conference Days</li> <li>• Dec. 2010-Jan., 2011 Site Spelling Bees</li> </ul>

<ul style="list-style-type: none"> <li>✓ Constitution Day</li> <li>✓ Spirit Wednesdays</li> <li>✓ March of Dimes Student Walk</li> <li>✓ Storm and Six Flags Reading Programs</li> <li>✓ Perfect Attendance with the Principal</li> <li>✓ Student of the Month Awards Assemblies</li> <li>✓ Volunteer Banquets</li> <li>✓ Mother's Tea</li> <li>✓ 5th Grade Promotion Celebration</li> <li>✓ Student/Staff/Parent Softball Game</li> <li>✓ Superintendent's Monthly Awards Program</li> <li>✓ Technology Training for Parents</li> <li>✓ Career/College Awareness Week</li> <li>✓ Parent Teacher Organization (PTO)</li> <li>✓ English Language Advisory Council (ELAC)</li> <li>✓ School Site Council (SSC)</li> <li>✓ GATE Parent Advisory Council</li> </ul>				<ul style="list-style-type: none"> <li>• Jan., 2011 District Spelling Bee</li> <li>• Jan. 26 2011 High School Open House</li> <li>• Mar. 3, 2011 6-8 Parent Conference Day</li> <li>• Mar. 9-11 K-5 Parent Conference Days</li>   <li>• Aug. 23, 2011 K-5 Back-To-School Night.</li> <li>• Aug. 25, 2011 6-8 Back-To-School Night.</li> <li>• Sept. 7, 2011 9-12 Back-to-School Night.</li> <li>• Oct. 6, 2011 6-8 Parent Conference Day.</li> </ul>
<p>❖ By January 2011, Site administrators will provide Education Services a copy of their monthly calendar as evidence that parent/community based activities have been planned and scheduled.</p>	<p>Jan., 2011 and Jan. 2012</p>	<p>Site Administrators</p>	<p>No funded needed.</p>	<p>Jan. 2011(for the 2010-2011 School Year) and September 2011(for the 2011-2012 School Year): Site administrators provided Education Services with a copy of their monthly calendar of parent/community activities during monthly Principal evaluations with the Superintendent and Assistant Superintendent.</p>

❖ Ongoing 2010-11 and 2011-12, LEA administrators will visit sites monthly to observe scheduled parent involvement activities.	Jan., 2011- May, 2011; Aug., 2011 – May, 2012	LEA administrators	No funding needed.	Aug. 23, 25 and Sep. 7, 2011 District Administrators attended Back to School Nights.
<b>7. If applicable, identify any changes to the Title III Immigrant Education Program.</b>	N/A	N/A	N/A	N/A

## References and Research

- American Educational Research Association. (2004). English language learners: Boosting academic achievement. *Research Points*, 2(1). Retrieved August 2, 2007, from [http://www.aera.net/uploadedFiles/Journals\\_and\\_Publications/Research\\_Points/RP\\_Winter04.pdf](http://www.aera.net/uploadedFiles/Journals_and_Publications/Research_Points/RP_Winter04.pdf).
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