

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

GOAL Goal 1A: Proficiency in Reading/Language Arts

By September 2012, the percentage of all students, particularly the high priority groups of English learners, Students With Disabilities, and Hispanics/Latinos scoring at proficiency and above will increase according to the following targets as measured by the reading/language arts portion of the CST and the California High School Exit Exam (CAHSEE).

CAHSEE targets are as follows:

- * ALL students from 49.6% to 79.6%
- * English learners (EL) from 28.6% to 58.6%
- * Students With Disabilities (SWD) from 15.8% to 45.8%
- * Socioeconomically Disadvantaged (SED) from 47.6% to 77.8%
- * Hispanic/Latino from 41.7% to 77.8%
- * Asian from 78.3% to 88.3%

Filing Cabinet Count	0
Resources and state requirements for this goal Available	4

STRATEGY Implement ELA and ELD Curriculum

All students will receive daily instruction using the standards-aligned ELA and ELD curriculum and supplemental materials adopted by the district's Board of Trustees.

Filing Cabinet Count	0
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ACTION STEP Adopt New ELA Curriculum for Core English

Adopt a new, standards-aligned ELA curriculum for all English classes that includes supplemental materials to address the needs of at-risk students. (EPC #'s 1 and 8).

Status	Completed 07/07/2011	Filing Cabinet Count	0
Start-End Dates	11/03/2010 - 06/10/2011		

El Monte Union High - 1964519000000

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

STRATEGY **Implement ELA and ELD Curriculum**

ACTION STEP **Adopt New ELA Curriculum for Core English**

TASKS 4 of 4 Complete

Convene Curriculum Adoption Committee	Completed	
Convene adoption committee composed of ELA teachers and the Director of Research and Curriculum.		Joel Kyne (LEA) , Nick Salerno (LEA)
Review Materials	Completed	
Meet to review the ELA curriculum and supplemental materials.		Joel Kyne (LEA) , Nick Salerno (LEA)
Submit for Board Approval	Completed	
Submit curriculum adoption paperwork for Board approval.		Joel Kyne (LEA) , Nick Salerno (LEA)
Purchase Curriculum	Completed	
Purchase ELA core curriculum (a) and supplemental materials (b).		Joel Kyne (LEA) , Nick Salerno (LEA)

ACTION STEP **Adopt New ELD Curriculum for ELD Classes**

Adopt a new standards-aligned ELD curriculum and supplemental materials for the ELD 1, ELD 2, and ELD 3 classes at all sites. (EPC #'s 1 and 8)

Status	Completed 07/07/2011	Filing Cabinet Count	0
Start-End Dates	12/02/2010 - 06/10/2011		

El Monte Union High - 1964519000000

GOAL Goal 1A: Proficiency in Reading/Language Arts

STRATEGY Implement ELA and ELD Curriculum

ACTION STEP Adopt New ELD Curriculum for ELD Classes

TASKS 5 of 5 Complete

Convene Curriculum Adoption Committee	Completed	
Convene adoption committee composed of ELD teachers and the EL Coordinator.		Joel Kyne (LEA) , Nick Salerno (LEA)
Review Materials	Completed	
Meet to review the ELD curriculum and supplemental materials.		Joel Kyne (LEA) , Nick Salerno (LEA)
Pilot Curriculum	Completed	
Pilot the curriculum at multiple sites and for different ELD levels during the first grading period of the spring semester.		Joel Kyne (LEA) , Nick Salerno (LEA)
Submit for Board Approval	Completed	
Submit paperwork for Board approval and curriculum adoption.		Joel Kyne (LEA) , Nick Salerno (LEA)
Purchase Curriculum	Completed	
Purchase ELD core curriculum (a) and supplemental ELD materials (b).		Joel Kyne (LEA) , Nick Salerno (LEA)

ACTION STEP Monitor and Support Implementation

District and site administrators will monitor the implementation of the ELA and ELD curriculum, materials, and strategies to ensure that all high priority students receive daily instruction that identifies learning objectives through a variety of instructional strategies that address the diverse needs of all students. Ongoing support will be provided to the teachers through professional learning communities, coaching and collaborative meetings. (EPC #'s 6,7,8; DAIT Recommendation)

Status	In Progress 11/01/2011	Filing Cabinet Count	0
Start-End Dates	08/29/2011 - 06/08/2012		

El Monte Union High - 1964519000000

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

STRATEGY **Implement ELA and ELD Curriculum**

ACTION STEP **Monitor and Support Implementation**

TASKS 0 of 5 Complete

Classroom Walkthroughs	In Progress	
District and site administrators and teachers will conduct classroom walkthroughs in content core classes to observe the implementation of the SIOP model. (EPC #'s 4 and 6)		Joel Kyne (LEA) , Nick Salerno (LEA)
Coaching	In Progress	
Provide on-site support through coaching on the use of the SIOP model. Schedules to be determined. (EPC #'s 4 and 6; DAIT Recommendation)		Joel Kyne (LEA) , Nick Salerno (LEA)
Schedule Collaboration Time	In Progress	
Schedule collaboration time to allow teachers to share instructional best practices, analyze data in order to improve instruction, and determine what is and is not working in terms of student learning. (EPC #7)		Joel Kyne (LEA) , Nick Salerno (LEA)
Expand Articulation	In Progress	
Expand the District's vertical and horizontal articulation efforts with feeder school districts and among grade-level teams to strengthen programs and academic expectations for all high priority student groups. (EPC #7; DAIT Recommendation)		Joel Kyne (LEA) , Nick Salerno (LEA)
Diminishing Resources	In Progress	
Focus diminishing resources on core initiatives for all high priority students. (EPC #9; DAIT Recommendation)		Joel Kyne (LEA) , Nick Salerno (LEA)

STRATEGY **ALD Support to LTELs**

Identified Long Term English Learners will be enrolled in an Academic Language Development (ALD) course to support achievement in the English core class.

Filing Cabinet Count 0

ACTION STEP **Create Course Outlines**

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GOAL Goal 1A: Proficiency in Reading/Language Arts

STRATEGY ALD Support to LTELs

ACTION STEP Create Course Outlines

Create course outlines for ALD 1, ALD 2, and ALD 3 (EPC #3).

Status	Completed 07/07/2011	Filing Cabinet Count	0
Start-End Dates	05/02/2011 - 06/30/2011		

TASKS 4 of 4 Complete

Create Course Outlines	Completed	
Create course outlines for ALD 1, ALD 2, and ALD 3.		Joel Kyne (LEA) , Nick Salerno (LEA)
Site Curriculum Approval	Completed	
Present outlines to site curriculum committees for review and approval.		Joel Kyne (LEA) , Nick Salerno (LEA)
District Curriculum Approval	Completed	
Present course outlines to the district curriculum committee for review and approval.		Joel Kyne (LEA) , Nick Salerno (LEA)
Board Approval	Completed	
Submit course outlines to the Board for review and approval.		Joel Kyne (LEA) , Nick Salerno (LEA)

ACTION STEP Identify Students

Sites will identify and enroll LTELs and other high priority students in ALD classes. (EPC #'s 1 and 3)

Status	Completed 11/01/2011	Filing Cabinet Count	0
Start-End Dates	05/02/2011 - 08/29/2011		

EI Monte Union High - 1964519000000

GOAL Goal 1A: Proficiency in Reading/Language Arts

STRATEGY ALD Support to LTELs

ACTION STEP Identify Students

TASKS 4 of 5 Complete

Review EL Enrollment Data	Completed	Joel Kyne (LEA) , Nick Salerno (LEA)
Review EL student data to identify ELs who have been enrolled in US schools for 6+ years (LTELs).		
Review CELDT Data	Completed	Joel Kyne (LEA) , Nick Salerno (LEA)
Review CELDT data for LTELs and identify students scoring at Intermediate or below Overall on CELDT.		
Identify Students	In Progress	Joel Kyne (LEA) , Nick Salerno (LEA)
Identify LTELs scoring Intermediate or below Overall on CELDT and below 325 on CST-ELA.		
Disaggregate Data	Completed	Joel Kyne (LEA) , Nick Salerno (LEA)
Disaggregate student data based on grade level to determine the number of grade level sections.		
Revise Master Schedule	Completed	Joel Kyne (LEA) , Nick Salerno (LEA)
Revise master schedule to include ALD sections.		

ACTION STEP Monitor and Support Implementation

District and site administrators will monitor the implementation of ALD curriculum and provide ongoing support to the teachers through coaching and collaborative meetings. (EPC's #'s 6,7,8; DAIT Recommendation)

Status	In Progress 09/16/2011	Filing Cabinet Count	0
Start-End Dates	08/29/2011 - 06/08/2012		

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GOAL Goal 1A: Proficiency in Reading/Language Arts

STRATEGY ALD Support to LTELs

ACTION STEP Monitor and Support Implementation

TASKS 0 of 5 Complete

Classroom Walkthroughs	In Progress	
District and site administrators and teachers will conduct classroom walkthroughs in ALD classes to observe the implementation of the ALD curriculum. (EPC #'s 4 and 6)		Joel Kyne (LEA) , Nick Salerno (LEA)
Provide Coaching	In Progress	
Provide on-site support through coaching on implementation of the ALD curriculum and strategies that address academic language development. (EPC #'s 4 and 6; DAIT Recommendation)		Joel Kyne (LEA) , Nick Salerno (LEA)
Schedule Collaboration Time	In Progress	
Schedule time for teachers to allow teachers to share instructional best practices, analyze data in order to improve instruction, and determine what is and is not working in terms of student learning.(EPC #7)		Joel Kyne (LEA) , Nick Salerno (LEA)
Expand Articulation	In Progress	
Expand the District's vertical and horizontal articulation efforts with feeder school districts and among grade-level teams to strengthen programs and academic expectations for all high priority groups. (EPC #7; DAIT Recommendation)		Joel Kyne (LEA) , Nick Salerno (LEA)
Diminishing Resources	In Progress	
Focus diminishing resources on core initiatives for all high priority students. (EPC #9: DAIT Recommendation)		Joel Kyne (LEA) , Nick Salerno (LEA)

STRATEGY Provide Support in Core Content Classes

At-risk students, including Students with Disabilities, will receive instruction by teachers trained in the use of the SIOP model to support academic instruction through the use of strategically planned interactive activities among students.

Filing Cabinet Count 0

ACTION STEP Monitor and Support Implementation

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GOAL Goal 1A: Proficiency in Reading/Language Arts

STRATEGY Provide Support in Core Content Classes

ACTION STEP Monitor and Support Implementation

District and site administrators will monitor the implementation of the SIOP model and provide ongoing support to the teachers through coaching and collaborative meetings. (EPC's #'s 6,7,8; DAIT Recommendation)

Status	In Progress	11/01/2011	Filing Cabinet Count	0
Start-End Dates	08/29/2011 - 06/08/2012			

TASKS 0 of 6 Complete

Classroom Walkthroughs	In Progress	
District and site administrators and teachers will conduct classroom walkthroughs in content core classes to observe the implementation of the SIOP model. (EPC #'s 4 and 6)		Joel Kyne (LEA) , Nick Salerno (LEA)
Provide Coaching	In Progress	
Provide on-site support through coaching on the use of the SIOP model. Schedules to be determined. (EPC #'s 4 and 6; DAIT Recommendation)		Joel Kyne (LEA) , Nick Salerno (LEA)
Schedule Collaboration Time	In Progress	
Schedule collaboration time to allow teachers to share instructional best practices, analyze data in order to improve instruction, and determine what is and is not working in terms of student learning. (EPC #7)		Joel Kyne (LEA) , Nick Salerno (LEA)
Expand Articulation	In Progress	
Expand the District's vertical and horizontal articulation efforts with feeder school districts and among grade-level teams to strengthen programs and academic expectations for all high priority student groups. (EPC #7; DAIT Recommendation)		Joel Kyne (LEA) , Nick Salerno (LEA)
Diminshing Resources	In Progress	
Focus diminishing resources on core initiatives for all high priority students. (EPC #9; DAIT Recommendation)		Joel Kyne (LEA) , Nick Salerno (LEA)
Additional SIOP Training	In Progress	Due 6/30/2012
Schedule and provide additional SIOP training that targets Special Education and ROP teachers.		

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GOAL Goal 1A: Proficiency in Reading/Language Arts

STRATEGY CAHSEE Mentoring/Tutoring for ELA

Selected staff will provide mentoring and tutoring during the fall semester at lunch, after-school, and on Saturdays to 10th grade students who need assistance in preparing for the CAHSEE ELA using Measuring Up/ePath, QuizStar, and Sean Covey's Seven Habits of Highly Effective Teens curriculum.

Filing Cabinet Count 0

ACTION STEP Identify At-Risk Students

A list of at-risk students will be provided to the sites to identify students for participation in the CAHSEE mentoring/tutoring program. (EPC #1)

Status	In Progress 11/01/2011	Filing Cabinet Count	0
Start-End Dates	09/01/2011 - 10/31/2011		

TASKS 0 of 4 Complete

Request Data File	In Progress	
The data file will be requested from data processing.		Joel Kyne (LEA) , Nick Salerno (LEA)
Distribute Data File	Not Begun	
The data file will be distributed to the sites.		Joel Kyne (LEA) , Nick Salerno (LEA)
Identify Students	Not Begun	
Sites will use the data files to identify participants.		Joel Kyne (LEA) , Nick Salerno (LEA)
Contact Participants	Not Begun	
Staff will contact students and their parent(s)/guardian(s) to introduce the mentoring/tutoring program and its objectives and expectations.		Joel Kyne (LEA) , Nick Salerno (LEA)

ACTION STEP Identify Mentoring Staff

Site administrators will select staff to participate in the CAHSEE mentoring/tutoring program. (EPC #1)

Status	In Progress 11/01/2011	Filing Cabinet Count	0
Start-End Dates	08/29/2011 - 10/31/2011		

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

STRATEGY **CAHSEE Mentoring/Tutoring for ELA**

ACTION STEP **Identify Mentoring Staff**

TASKS 0 of 3 Complete

Identify Staff	In Progress	
Site administration will identify staff to participate in the mentoring/tutoring program.		Joel Kyne (LEA) , Nick Salerno (LEA)
Approve Staff	Not Begun	
Names of participating staff will be submitted for Board approval.		Joel Kyne (LEA) , Nick Salerno (LEA)
Schedule Sessions	Not Begun	
Teachers will schedule lunchtime, before/after school and/or Saturday sessions with participating students.		Joel Kyne (LEA) , Nick Salerno (LEA)

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GOAL Goal 1B: Proficiency in Mathematics

By September 2012, the percentage of all students, particularly the high priority groups of English learners, Students With Disabilities, and Hispanics/Latinos scoring at proficiency and above will increase according to the following targets as measured by the Mathematics portion of the CST and the California High School Exit Exam (CAHSEE).

CAHSEE targets are as follows:

- * ALL students from 53.0% to 79.0%
- * English learners (EL) from 37.5% to 63.0%
- * Students With Disabilities (SWD) from 16.6% to 46.6%
- * Socioeconomically Disadvantaged (SED) from 51.4% to 72.0%
- * Hispanic/Latino from 43.5% to 66.0%
- * Asian from 86.9% to 92.0%

Filing Cabinet Count	0
Resources and state requirements for this goal Available	4

STRATEGY Supplemental Standards-aligned Math Instruction

All students at-risk of not meeting proficiency on the State standards will receive supplemental standards-aligned mathematics instruction in order to successfully prepare students to meet the proficient level on CAHSEE math.

Filing Cabinet Count	0
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ACTION STEP CAHSEE Math Boot Camp

Math teachers, including Special Education teachers, will provide additional standards-aligned instruction through the CAHSEE Boot Camp program to at-risk students, as needed. (EPC #1)

Status	Not Begun 07/07/2011	Filing Cabinet Count	0
Start-End Dates	08/29/2011 - 03/14/2012		

TASKS 0 of 2 Complete

Create Lessons	Not Begun	
Teachers will create standards-aligned lessons to be used as supplemental instruction during the spring semester to prepare all at-risk students for successful achievement on the CAHSEE. (December 16, 2011)		Joel Kyne (LEA) , Nick Salerno (LEA)
Provide Instruction	Not Begun	
Teachers will implement lessons. (February 1, 2012)		Joel Kyne (LEA) , Nick Salerno (LEA)

El Monte Union High - 1964519000000

GOAL Goal 1B: Proficiency in Mathematics

STRATEGY Supplemental Standards-aligned Math Instruction

ACTION STEP Administer mock CAHSEE to 9th-11th grade students

Administer a mock CAHSEE and utilize results to provide support (EPC #6)

Status	Not Begun 07/07/2011	Filing Cabinet Count	0
Start-End Dates	09/29/2011 - 05/30/2012		

TASKS 0 of 5 Complete

Administer Mock Exam	Not Begun	
Administer mock CAHSEE to all 9th grade students (May 30, 2012)		Joel Kyne (LEA) , Nick Salerno (LEA)
Analyze Data	Not Begun	
Analyze results of the mock CAHSEE to provide necessary support and reinforcement for each student in need. (June 30, 2012)		Joel Kyne (LEA) , Nick Salerno (LEA)
Administer Mock Exam	Not Begun	
Administer mock CAHSEE to all 10th grade students (October 31, 2011)		Joel Kyne (LEA) , Nick Salerno (LEA)
Analyze Data	Not Begun	
Analyze results of the mock CAHSEE to provide necessary support and reinforcement for each student in need. (December 15, 2011)		Joel Kyne (LEA) , Nick Salerno (LEA)
Report Results	Not Begun	
Principals will report results of mock examinations to Administrative Council to determine success of efforts. (January, 2012)		Joel Kyne (LEA) , Nick Salerno (LEA)

STRATEGY Implement Supplemental Materials and SIOP in Math

All students at risk of not meeting the State standards will be provided access to the math core curriculum through use of the supplemental materials and SIOP strategies.

Filing Cabinet Count 0

ACTION STEP Monitor and Support Implementation

EI Monte Union High - 1964519000000

GOAL Goal 1B: Proficiency in Mathematics

STRATEGY Implement Supplemental Materials and SIOP in Math

ACTION STEP Monitor and Support Implementation

District and site administrators will monitor the implementation of the supplemental materials and SIOP strategies in Math classes to ensure that all at-risk students enrolled in math receive instruction appropriate to their linguistic and academic needs, including the use of English language objectives that address the listening, speaking, reading, and writing language domains in order to provide them with access to the math core curriculum. Support will be provided to math teachers through coaching and collaborative meetings. (EPC's #'s 6,7,8; DAIT Recommendation)

Status	In Progress 11/02/2011	Filing Cabinet Count	0
Start-End Dates	08/29/2011 - 06/08/2012		

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GOAL Goal 1B: Proficiency in Mathematics

STRATEGY Implement Supplemental Materials and SIOP in Math

ACTION STEP Monitor and Support Implementation

TASKS 0 of 5 Complete

Conduct Classroom Walkthroughs In Progress

District and site administrators and teachers will conduct walkthroughs in math classrooms to observe the implementation of the curriculum and the use of English language objectives and instructional strategies. (June 8, 2012) (EPC #'s 4 and 6)

Provide Coaching In Progress

Provide on-site support through coaching on the use of English language objectives, effective SDAIE strategies for at-risk students, SIOP, and on the analysis of assessment data to inform instruction. (June 8, 2012) (EPC #'s 4 and 6; DAIT Recommendation)

Schedule Collaboration Time In Progress

Schedule collaboration time once per grading period for math teachers to share best practices on implementation of curriculum/objectives, effective instructional strategies, and the analysis of assessment data and student work. (June 8, 2012) (EPC #7)

Expand Articulation Not Begun

Expand the District's vertical and horizontal articulation efforts with feeder school districts and among grade-level teams to strengthen programs and academic expectations for all high priority student groups. (EPC #7; DAIT Recommendation)

Joel Kyne (LEA) , Nick Salerno (LEA)

Diminishing Resources In Progress

Focus diminishing resources on core initiatives for all high priority students. (EPC #9; DAIT Recommendation)

Joel Kyne (LEA) , Nick Salerno (LEA)

EI Monte Union High - 1964519000000

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

An increasing percentage of English learners will make annual progress in learning English.

- By September 2012, the percentage of English learners (ELs) making annual progress in learning English will increase from 49.9% to 56% in order to meet the state-defined AMAO 1 growth target.

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

STRATEGY Implement ELD and ELA Curriculum

All ELs will receive daily ELD instruction using either the standards-aligned ELD or ELA curriculum, and supplemental ELD materials adopted by the district's board of trustees.

Filing Cabinet Count	0
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ACTION STEP Adopt New ELD Curriculum for ELD Classes

Adopt a new, standards-aligned ELD curriculum and supplemental materials for the ELD 1, ELD 2, and ELD 3 classes at all sites. The ELD course is designed for ELs at CELDT proficiency levels of beginning, early intermediate and intermediate with less than 5 years in U.S. schools. ELs are placed in an ELD level based on the CELDT proficiency (levels 1, 2, and 3) and number of years in U.S. schools (less than 5 years). (EPC #'s 1 and 8)

Status	Completed 07/12/2011	Filing Cabinet Count	0
Start-End Dates	12/02/2010 - 06/10/2011		
Persons Responsible	Rossana Alvidrez		

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

STRATEGY Implement ELD and ELA Curriculum

ACTION STEP Adopt New ELD Curriculum for ELD Classes

TASKS 5 of 5 Complete

1) Convene Curriculum Adoption Committee	Completed	Due 12/2/2010
Convene adoption committee composed of ELD teachers and EL Coordinator.		
2) Review Materials	Completed	Due 1/14/2011
Meet to review the ELD curriculum and supplemental materials.		
3) Submit for Board Adoption	Completed	Due 3/18/2011
Submit curriculum adoption paperwork for Board approval.		
4) Purchase Curriculum	Completed	Due 4/15/2011
Purchase ELD core curriculum (a) and supplemental materials (b).		
5) Pilot Curriculum	Completed	Due 3/4/2011
Pilot the curriculum at multiple sites and for different ELD levels during the first grading period of the spring semester.		

ACTION STEP Adopt New ELA Curriculum for Core English Classes

Adopt a new standards-aligned ELA curriculum for the 9th-12th grade English core classes that includes supplemental ELD materials to address the ELD needs of the ELs at the CELDT proficiency levels of 3, 4 and 5 enrolled in core English classes. (EPC #'s 1 and 8)

Status	Completed 06/01/2011	Filing Cabinet Count	0
Start-End Dates	11/03/2010 - 06/10/2011		
Tags	T1_Imp		
Persons Responsible	Liz Alonso		

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

STRATEGY **Implement ELD and ELA Curriculum**

ACTION STEP **Adopt New ELA Curriculum for Core English Classes**

TASKS 4 of 4 Complete

1) Convene Curriculum Adoption Committee	Completed	Due 12/2/2010
Convene adoption committee composed of ELA teachers (including an ELD teacher) and the Director of Research and Curriculum		Liz Alonso (LEA)
2) Review Materials	Completed	Due 1/31/2011
Meet to review the ELA curriculum and supplemental ELD materials.		Liz Alonso (LEA)
3) Submit for Board Adoption	Completed	Due 3/18/2011
Submit paperwork for Board approval and curriculum adoption.		Liz Alonso (LEA)
4) Purchase Curriculum	Completed	Due 4/15/2011
Purchase ELA core curriculum (a) and supplemental ELD materials (b).		Liz Alonso (LEA)

ACTION STEP **Monitor and Support Implementation**

District and site administrators will monitor the implementation of the ELA and ELD curriculum, materials, and strategies to ensure that all ELs receive daily ELD instruction that includes the use of English language development objectives that address listening, speaking, reading, and writing language domains. Ongoing support will be provided to the teachers through coaching and collaborative meetings. (EPC #'s 6,7,8; DAIT recommendation)

Status	In Progress 12/22/2011	Filing Cabinet Count	6
Start-End Dates	08/29/2011 - 06/08/2012		
Tags	T1_Imp		
Persons Responsible	Liz Alonso, Edith Echeverria, Joel Kyne		

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

STRATEGY **Implement ELD and ELA Curriculum**

ACTION STEP **Monitor and Support Implementation**

TASKS 0 of 6 Complete

<p>1) Conduct Classroom Walkthroughs Conduct walkthroughs in ELA and ELD classrooms to observe the implementation of the curriculum and the use of English language development objectives and instructional strategies that address the needs of the ELs. (EPC #'s 4 and 6)</p>	<p>In Progress</p>	<p>Due 6/8/2012 Joel Kyne (LEA) , Liz Alonso (LEA)</p>
<p>2) Provide Coaching Provide on-site support through coaching on the use of English language development objectives and effective instructional strategies for ELs, and on the analysis of assessment data to inform instruction.</p>	<p>In Progress</p>	<p>Due 6/8/2012 Edith Echeverria (LEA) , Joel Kyne (LEA)</p>
<p>3) Schedule Collaboration Time Schedule collaboration time, per site needs, for teachers to share best practices on the implementation of the curriculum, English language development objectives, effective instructional strategies, and the analysis of assessment data and student work.</p>	<p>In Progress</p>	<p>Due 6/8/2012 Joel Kyne (LEA) , Liz Alonso (LEA)</p>
<p>Support Implementation Support implementation through data analysis and data teams. (EPC #'s 4 and 6)</p>	<p>Not Begun</p>	
<p>Expand Articulation Expand the District's vertical and horizontal articulation efforts with feeder school districts and among grade-level teams to strengthen programs and academic expectations for all high priority student groups. (EPC #7 and DAIT Recommendation)</p>	<p>Not Begun</p>	
<p>Diminshing Resources Focus on diminishing resources on core initiatives for all high priority students. (EPC #9 and DAIT Recommendation.)</p>	<p>Not Begun</p>	

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

STRATEGY Provide ELD Support in Content Core Classes

All ELs enrolled in Sheltered/SDAIE content core classes, including Specialized Academic Instruction (SAI) collaboration model classes, will receive instruction by teachers trained in the use of the SIOP model to support academic English language development through the use of strategically planned interactive activities among students.

Filing Cabinet Count 0

ACTION STEP Monitor and Support Implementation

District and site administrators will monitor the implementation of the SIOP model and provide ongoing support to the teachers through coaching and collaborative meetings. (EPC #'s 6, 7, 8; DAIT Recommendation)

Status	In Progress 12/22/2011	Filing Cabinet Count	0
Start-End Dates	08/29/2011 - 06/08/2012		
Tags	T1_Imp		
Persons Responsible	Rossana Alvidrez, Edith Echeverria, Joel Kyne		

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

STRATEGY **Provide ELD Support in Content Core Classes**

ACTION STEP **Monitor and Support Implementation**

TASKS 0 of 6 Complete

<p>1) Conduct Classroom Walkthroughs District and site administrators and teachers will conduct classroom walkthroughs in Sheltered/SDAIE content core classes and SAI collaboration model classes to observe the implementation of the SIOP model. (EPC #'s 4 and 6)</p>	<p>In Progress</p>	<p>Due 6/8/2012 Edith Echeverria (LEA) , Joel Kyne (LEA)</p>
<p>2) Provide Coaching Provide on-site support through coaching on the use of the SIOP model. Schedules to be determined.</p>	<p>In Progress</p>	<p>Due 6/8/2012 Edith Echeverria (LEA) , Joel Kyne (LEA)</p>
<p>3) Schedule Collaboration Time Schedule collaboration time for teachers according to individual site needs to allow teachers to share best practices on the implementation of the SIOP model. (EPC #7)</p>	<p>In Progress</p>	<p>Due 6/8/2012 Edith Echeverria (LEA)</p>
<p>Support and Implementation Support implementation through data analysis and data teams. (EPC #'s 4 and 6)</p>	<p>Not Begun</p>	
<p>Expand Articulation Expand the District's vertical and horizontal articulation efforts with feeder school districts and among grade-level teams to strengthen programs and academic expectations for all high priority student groups. (EPC #7 and DAIT Recommendation)</p>	<p>Not Begun</p>	
<p>Diminshing Resources Focus on diminishing resources on core initiatives for all high priority students. (EPC #9 and DAIT Recommendation.)</p>	<p>Not Begun</p>	

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

STRATEGY Increase Awareness of EL Achievement

All teachers will use CELDT results and other achievement data for their EL students to inform their practice and improve EL student achievement.

Filing Cabinet Count 0

ACTION STEP Achievement Data for ELs

Provide individual Academic Achievement Results profiles, annually, to all teachers for their ELs. Teachers will review the profiles to inform their practice and to assist EL students in setting achievement goals. (EPC #'s 1, 3, 4, 5, 6, and 8)

Status	In Progress 12/22/2011	Filing Cabinet Count	0
Start-End Dates	08/29/2011 - 02/24/2012		
Timeline Notes	The end date was revised to extend the action step in order to include the official 2011 CELDT results in the AAR profile.		
Persons Responsible	Rossana Alvidrez		

TASKS 0 of 3 Complete

1) Request Profiles	In Progress	Due 9/9/2011
Request the AAR profiles from data processing.		Rossana Alvidrez (LEA)
2) Distribute AAR Profiles	In Progress	Due 9/30/2011
Send AAR profiles to sites for distribution to teachers prior to the end of the first grading period.		Rossana Alvidrez (LEA)
Analyze Data and Report Results	Not Begun	
Principals will report results to Administrative Council to determine success of efforts.		

EI Monte Union High - 19645190000000

GOAL Goal 2B: AMAO 2 - English Proficiency

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

- By September 2012, the percentage of English learners with fewer than 5 years attaining English language proficiency will increase from 12.5% to 20.1% in order to meet the state-defined AMAO 2 growth target.
- By September 2012, the percentage of English learners with 5 or more years attaining English language proficiency will increase from 39.6% to 45.1% in order to meet the state-defined AMAO 2 growth target.

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

STRATEGY Implement Supplemental ELD Materials

All ELs will receive daily ELD instruction and have access to the English core through use of the supplemental ELD materials and SDAIE strategies.

Filing Cabinet Count	0
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ACTION STEP Monitor and Support Implementation

District and site administrators will monitor the implementation of the supplemental ELD materials and SDAIE strategies to ensure that all ELs (including identified long-term ELs at the intermediate proficiency level) receive daily ELD instruction that includes the use of English language development objectives that address listening, speaking, reading, and writing language domains. Provide support to ELA teachers through coaching and collaborative meetings. (EPC #'s 6, 7, 8; DAIT Recommendation)

Status	In Progress 07/13/2011	Filing Cabinet Count	0
Start-End Dates	08/29/2011 - 06/08/2012		
Tags	T1_Imp		
Persons Responsible	Liz Alonso, Edith Echeverria, Joel Kyne		

GOAL Goal 2B: AMAO 2 - English Proficiency**STRATEGY Implement Supplemental ELD Materials****ACTION STEP Monitor and Support Implementation**

TASKS 0 of 6 Complete

1) Conduct Classroom Walkthroughs	In Progress	Due 6/8/2012
District and site administrators and teachers will conduct walkthroughs in ELA and ELD classrooms to observe the implementation of the curriculum and the use of English language development objectives and instructional strategies. (EPC #'s 4 and 6)		
2) Provide Coaching	In Progress	Due 6/8/2012
Provide on-site support through coaching on the use of English language development objectives and effective SDAIE strategies for ELs, and on the analysis of assessment data to inform instruction.		
3) Schedule Collaboration Time	Not Begun	Due 6/8/2012
Schedule collaboration time, once per semester, to share best practices on the implementation of the curriculum, English language development objectives, effective instructional strategies, and the analysis of assessment data and student work. (EPC #7)		
Support Implementation	Not Begun	
Support implementation through data analysis and data teams. (EPC #'s 4 and 6)		
Expand Articulation	Not Begun	
Expand the District's vertical and horizontal articulation efforts with feeder school districts and among grade-level teams to strengthen programs and academic expectations for all high priority student groups. (EPC #7 and DAIT Recommendation)		
Diminishing Resources	Not Begun	
Diminishing Resources: Focus on diminishing resources on core initiatives for all high priority students. (EPC #9 and DAIT Recommendation.)		

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GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Provide ELD Support in Content Core Classes

All ELs enrolled in Sheltered/SDAIE content core classes, including Specialized Academic Instruction (SAI) collaboration model classes, will receive instruction by teachers trained in the use of the SIOP model to support academic English language development through the use of strategically planned interactive activities among students.

Filing Cabinet Count 0

ACTION STEP Monitor and Support Implementation

District and site administrators will monitor the implementation of the SIOP model and provide ongoing support through coaching and collaborative meetings. (EPC #'s 6, 7, 8; DAIT Recommendation)

Status	In Progress 07/12/2011	Filing Cabinet Count	0
Start-End Dates	08/29/2011 - 06/08/2012		
Tags	T1_Imp		
Persons Responsible	Rossana Alvidrez, Edith Echeverria, Joel Kyne		

El Monte Union High - 1964519000000

GOAL **Goal 2B: AMAO 2 - English Proficiency**

STRATEGY **Provide ELD Support in Content Core Classes**

ACTION STEP **Monitor and Support Implementation**

TASKS 0 of 6 Complete

<p>1) Classroom Walkthroughs District and site administrators and teachers will conduct classroom walkthroughs in Sheltered/SDAIE content core classes and SAI collaboration model classes to observe the implementation of the SIOP model. (EPC #'s 4 and 6)</p>	<p>In Progress</p>	<p>Due 6/8/2012 Edith Echeverria (LEA) , Joel Kyne (LEA) , Rossana Alvidrez (LEA)</p>
<p>2) Provide Coaching Provide on-site support through coaching on the use of the SIOP model.</p>	<p>In Progress</p>	<p>Due 6/8/2012 Edith Echeverria (LEA) , Joel Kyne (LEA)</p>
<p>3) Schedule Collaboration Time Schedule collaboration time according to individual site needs for teachers to share best practices on the implementation of the SIOP model. (EPC #7)</p>	<p>Not Begun</p>	<p>Due 6/8/2012 Edith Echeverria (LEA) , Joel Kyne (LEA) , Rossana Alvidrez (LEA)</p>
<p>Support Implementation Support implementation through data analysis and data teams. (EPC #'s 4 and 6)</p>	<p>Not Begun</p>	
<p>Expand Articulation Expand the District's vertical and horizontal articulation efforts with feeder school districts and among grade-level teams to strengthen programs and academic expectations for all high priority student groups. (EPC #7 and DAIT Recommendation)</p>	<p>Not Begun</p>	
<p>Diminishing Resources Focus on diminishing resources on core initiatives for all high priority students. (EPC #9 and DAIT Recommendation.)</p>	<p>Not Begun</p>	

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GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Increase Awareness of EL Achievement

All counselors will use CELDT results and other achievement data for their EL students to inform their practice and improve EL student achievement.

Filing Cabinet Count 0

ACTION STEP EL Parent Conferences on AAR Profiles

Provide individual Academic Achievement Results profiles, annually, to all counselors for their ELs. Counselors will schedule conferences with EL parents to review the individual Academic Achievement Results profiles and discuss the student's progress towards meeting the reclassification criteria. (EPC #'s 1, 3, 4, 5, 6, and 8)

Status	In Progress 12/10/2011	Filing Cabinet Count	0
Start-End Dates	08/26/2011 - 06/08/2012		
Persons Responsible	Edith Echeverria, Joel Kyne		

TASKS 0 of 3 Complete

- | | | |
|--|-------------|---------------|
| 1) Request Profiles | In Progress | Due 8/26/2011 |
| Request the AAR profiles from data processing. | | |
| 2) Distribute AAR Profiles | In Progress | Due 9/9/2011 |
| Send AAR profiles to sites for distribution to counselors. | | |
| 3) Conduct EL Parent Conferences | Not Begun | Due 6/8/2012 |
| Each counselor will meet with each EL and the parent to discuss the student's academic achievement results and progress towards meeting the reclassification criteria. | | |

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

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

- By September 2012, the percentage of English learners scoring proficient on the CAHSEE ELA increase from 28.6% to 43% in order to move towards the state-defined AMAO 3 growth target.
- By September 2012, the percentage of English learners scoring proficient on the CAHSEE math increase from 37.5% to 50% in order to move towards the state-defined AMAO 3 growth target.

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

STRATEGY CAHSEE Mentoring/Tutoring for ELA

Selected staff will provide mentoring and tutoring during the spring semester at lunch, after-school, and on Saturdays to 10th grade ELs who need assistance in preparing for the CAHSEE ELA using the Measuring Up online program known as ePath, the QuizStar program, and Sean Covey's Seven habits of Highly Effective Teens curriculum.

Filing Cabinet Count	0
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ACTION STEP Identify Students

A list of EL subgroup participants will be provided to the sites to identify students for participation in the CAHSEE mentoring/tutoring program.

Status	In Progress 12/22/2011	Filing Cabinet Count	0
Start-End Dates	08/26/2011 - 09/30/2011		
Persons Responsible	Edith Echeverria		

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

STRATEGY **CAHSEE Mentoring/Tutoring for ELA**

ACTION STEP **Identify Students**

TASKS 0 of 4 Complete

1) Request Data File	Not Begun	Due 9/2/2011
The EL data file will be requested from data processing.		
2) Distribute Data File	Not Begun	Due 9/7/2011
The EL data files will be distributed to the sites.		
3) Identify Students	Not Begun	Due 9/23/2011
Site will use the EL data files to identify participants.		
4) Contact Participants	Not Begun	Due 9/30/2011
Staff will contact the EL students and their parents.		

ACTION STEP **CAHSEE ELA Mentoring/Tutoring Staff**

The site administrators will select staff members to participate in the CAHSEE mentoring/tutoring program.

Status	In Progress 12/22/2011	Filing Cabinet Count	0
Start-End Dates	08/29/2011 - 10/14/2011		
Tags	T1_Imp		
Persons Responsible	Edith Echeverria		

TASKS 0 of 3 Complete

1) Identify Staff	Not Begun	Due 9/2/2011
Site administrators will identify staff to participate in the mentoring program.		
2) Approve Staff	Not Begun	Due 9/9/2011
Names of participating staff will be submitted for board approval.		
3) Schedule Sessions	Not Begun	Due 10/14/2011
Teachers will schedule lunchtime, after-school, and/or Saturday sessions with participating students.		

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

STRATEGY Implement Supplemental Materials and SDAIE in ELA

All ELs will be provided access to the ELA core through the use of supplemental EL materials and SDAIE strategies.

Filing Cabinet Count 0

ACTION STEP Monitor and Support Implementation

District and site administrators will monitor the implementation of the supplemental EL materials and SDAIE strategies to ensure that all ELs (including identified long-term ELs at the intermediate proficiency level) receive daily ELD instruction that includes the use of English language objectives that address listening, speaking, reading, and writing language domains. Provide support to ELA teachers through coaching and collaborative meetings.

Status In Progress 12/22/2011 Filing Cabinet Count 0

Start-End Dates 08/29/2011 - 06/08/2012

Tags T1_Imp, T2_EDP

Persons Responsible Rossana Alvidrez, Edith Echeverria, Joel Kyne

El Monte Union High - 1964519000000**GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup****STRATEGY Implement Supplemental Materials and SDAIE in ELA****ACTION STEP Monitor and Support Implementation**

TASKS 0 of 6 Complete

1) Conduct Classroom Walkthroughs	In Progress	Due 6/8/2012
District and site administrators and teachers will conduct walkthroughs in ELA classrooms to observe the implementation of the curriculum and the use of English language objectives and SDAIE strategies.) (EPC #'s 4 and 6)		
2) Provide Coaching	Not Begun	Due 6/8/2012
Provide on-site support through coaching on the use of English language objectives and effective SDAIE strategies for ELs, and on the analysis of assessment data to inform instruction.		
3) Schedule Collaboration Time	Not Begun	Due 6/8/2012
Schedule collaboration time, once per semester, to share best practices on the implementation of the curriculum, English language objectives, effective instructional strategies, and the analysis of assessment data and student work. (EPC #7)		
Support Implementation	Not Begun	
Support implementation through data analysis and data teams. (EPC #'s 4 and 6)		
Expand Articulation	Not Begun	
Expand the District's vertical and horizontal articulation efforts with feeder school districts and among grade-level teams to strengthen programs and academic expectations for all high priority student groups. (EPC #7 and DAIT Recommendation)		
Diminshing Resources	Not Begun	
Focus on diminishing resources on core initiatives for all high priority students. (EPC #9 and DAIT Recommendation.)		

El Monte Union High - 1964519000000

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

STRATEGY Supplemental Standards-aligned Math Instruction

All EL students will receive supplemental standards-aligned mathematics instruction in order to prepare students to successfully meet the proficient level on CAHSEE math.

Filing Cabinet Count 0

ACTION STEP CAHSEE Math Boot Camp

All math teachers will provide additional standards-aligned instruction through the CAHSEE Boot Camp program to EL students, as needed. (EPC #1)

Status	Not Begun 06/01/2011	Filing Cabinet Count	0
Start-End Dates	08/29/2011 - 03/14/2012		
Persons Responsible	Liz Alonso, Edith Echeverria, Joel Kyne		

TASKS 0 of 2 Complete

- | | | |
|--|------------------|--|
| <p>1) Create Lessons</p> <p>Teachers will create standards-aligned lessons to be used as supplemental instruction during the spring semester to prepare EL students for successful achievement on the CAHSEE.</p> | <p>Not Begun</p> | <p>Due 12/16/2011</p> <p>Edith Echeverria (LEA) , Joel Kyne (LEA) , Liz Alonso (LEA)</p> |
| <p>2) Provide Instruction</p> <p>Teachers will implement lessons.</p> | <p>Not Begun</p> | <p>Due 3/14/2012</p> <p>Edith Echeverria (LEA) , Joel Kyne (LEA) , Liz Alonso (LEA)</p> |

STRATEGY Implement Supplemental Materials and SDAIE in Math

All ELs will be provided access to the math core through use of the supplemental materials and SDAIE strategies.

Filing Cabinet Count 0

ACTION STEP Monitor and Support Implementation

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

STRATEGY Implement Supplemental Materials and SDAIE in Math

ACTION STEP Monitor and Support Implementation

District and site administrators will monitor the implementation of the supplemental materials and SDAIE strategies in the math classes to ensure that all ELs enrolled in math receive instruction appropriate to their linguistic needs, including the use of English language objectives that address the listening, speaking, reading, and writing language domains in order to provide them with access to the math core curriculum. Provide support to math teachers through coaching and collaborative meetings. (EPC #'s 6,7,8; DAIT Recommendation)

Status	In Progress 10/04/2011	Filing Cabinet Count	0
Start-End Dates	08/29/2011 - 06/08/2012		
Tags	T1_Imp, T2_EDP		
Persons Responsible	Rossana Alvidrez, Edith Echeverria, Joel Kyne		

TASKS 0 of 3 Complete

<p>1) Conduct Classroom Walkthroughs</p> <p>District and site administrators and teachers will conduct walkthroughs in math classrooms to observe the implementation of the curriculum and the use of English language objectives and instructional strategies. (EPC #'s 4 and 6)</p>	<p>In Progress</p>	<p>Due 6/8/2012</p> <p>Edith Echeverria (LEA) , Joel Kyne (LEA) , Rossana Alvidrez (LEA)</p>
<p>2) Provide Coaching</p> <p>Provide on-site support through coaching on the use of English language objectives and effective SDAIE strategies for ELs, and on the analysis of assessment data to inform instruction. (EPC #'s 4 and 6; DAIT Recommendation)</p>	<p>Not Begun</p>	<p>Due 6/8/2012</p> <p>Edith Echeverria (LEA) , Joel Kyne (LEA)</p>
<p>3) Schedule Collaboration Time</p> <p>Collaboration time once per semester for math teachers to share best practices on the implementation of the curriculum, English language objectives, effective instructional strategies, and the analysis of assessment data and student work. (EPC #7)</p>	<p>Not Begun</p>	<p>Due 6/8/2012</p> <p>Edith Echeverria (LEA) , Joel Kyne (LEA) , Rossana Alvidrez (LEA)</p>

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GOAL Goal 2D: High Quality Professional Development

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

- By June 2012, the district will provide to all instructional staff (including teachers, administrators, and paraprofessionals) professional development on research-based strategies to improve English learner attainment of English language proficiency and achievement in English language arts and academic core classes.

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

STRATEGY ELD and ELA Curriculum

All ELD and ELA teachers will be trained on the new, board adopted, standards-aligned ELD and ELA curriculum and supplemental materials and effective strategies in order to provide daily ELD instruction.

Filing Cabinet Count	0
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ACTION STEP Professional Development and Implementation

Provide professional development to ELA and ELD teachers on the implementation of the new ELA and ELD curriculum, supplemental materials, and strategies, including specific English language development objectives and on-going curriculum-embedded assessments of student progress in meeting ELD standards. (EPC #5)

Status	Completed 12/22/2011	Filing Cabinet Count	1
Start-End Dates	01/03/2011 - 06/08/2012		
Tags	T1_Imp, T2_EDP		
Persons Responsible	Liz Alonso, Rossana Alvidrez, Edith Echeverria, Joel Kyne		

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GOAL Goal 2D: High Quality Professional Development

STRATEGY ELD and ELA Curriculum

ACTION STEP Professional Development and Implementation

TASKS 6 of 7 Complete

1) Create PD Calendar	Completed	Due 1/31/2011
A professional development calendar for the ELA and ELD training will be developed.		
2) Purchase Training Supplies	Completed	Due 1/31/2011
The materials/supplies needed for the training will be purchased.		
3) Contract PD Provider	Completed	Due 4/15/2011
The publisher representative and/or consultant will be contacted to provide training on the new curriculum.		
4) Provide Curriculum Training	Completed	Due 5/6/2011
An introductory training on the new curriculum, supplemental materials, and strategies will be provided to all ELA and ELD teachers.		
5) Approve Workshop Participants	Completed	Due 6/3/2011
Staff will be invited to participate in ELA summer workshop and names will be submitted for Board approval.		
6) Begin Implementation	Completed	Due 8/29/2011
Implement the new curriculum in the 2011-2012 school year.		
7) Provide Ongoing Training	In Progress	Due 6/8/2012
Provide on-going follow-up training opportunities during the school day and after-school to support curriculum implementation. (EPC #5)		

STRATEGY Sheltered Instruction Observation Protocol Model

All ELs enrolled in mainstream Content core classes will receive instruction by teachers trained in the use of the SIOP model to support academic English language development through the use of strategically planned interactive activities among students.

Filing Cabinet Count 0

ACTION STEP SIOP Professional Development

EI Monte Union High - 1964519000000

GOAL Goal 2D: High Quality Professional Development

STRATEGY Sheltered Instruction Observation Protocol Model

ACTION STEP SIOP Professional Development

Provide professional development in two phases to sheltered/SDAIE content core teachers and to additional content core teachers on the SIOP model to develop lessons that include both content objectives and English language development objectives to address the academic English language development needs of the ELs enrolled in the math, science, and social science classes, including the SAI collaboration model classes. (EPC #5)

Status	In Progress 12/22/2011	Filing Cabinet Count	1
Start-End Dates	01/03/2011 - 06/08/2012		
Tags	T1_Imp		
Persons Responsible	Rossana Alvidrez, Edith Echeverria, Joel Kyne		

TASKS 8 of 9 Complete

<p>1a) Create PD Calendar (Phase 1)</p> <p>A professional development calendar will be developed for the summer 2011 SIOP training provided to sheltered/SDAIE content core</p>	<p>Completed</p>	<p>Due 2/11/2011</p> <p>Edith Echeverria (LEA) , Rossana Alvidrez (LEA)</p>
<p>1b) Create PD Calendar (Phase 2)</p> <p>A professional development calendar will be developed for the SIOP training provided to the additional content core teachers during the 2011-2012 school year.</p>	<p>Completed</p>	<p>Due 9/30/2011</p> <p>Edith Echeverria (LEA) , Rossana Alvidrez (LEA)</p>
<p>2a) Contract PD Provider (Phase 1)</p> <p>The PD provider will be contracted with to provide training on the SIOP model during summer 2011.</p>	<p>Completed</p>	<p>Due 4/15/2011</p> <p>Edith Echeverria (LEA) , Rossana Alvidrez (LEA)</p>
<p>2b) Contract PD Provider (Phase 2)</p> <p>The PD provider will be contracted with to provide training on the SIOP model during the 2011-2012 school year.</p>	<p>Completed</p>	<p>Due 11/4/2011</p> <p>Edith Echeverria (LEA) , Rossana Alvidrez (LEA)</p>
<p>3) Purchase Training Materials</p> <p>The materials/supplies needed for the training will be purchased.</p>	<p>Completed</p>	<p>Due 4/15/2011</p> <p>Edith Echeverria (LEA) , Rossana Alvidrez (LEA) , Victoria Sic (LEA)</p>
<p>4a) Approve SIOP Participants (Phase 1)</p> <p>The names of staff participating in summer 2011 SIOP training will be submitted for Board approval.</p>	<p>Completed</p>	<p>Due 6/3/2011</p> <p>Edith Echeverria (LEA) , Rossana Alvidrez (LEA)</p>

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GOAL Goal 2D: High Quality Professional Development

STRATEGY Sheltered Instruction Observation Protocol Model

ACTION STEP SIOP Professional Development

4b) Approve SIOP Participants (Phase 2)	Completed	Due 10/31/2011
The names of the staff participating in SIOP training during the 2011-2012 school year will be submitted for Board approval.		Edith Echeverria (LEA) , Rossana Alvidrez (LEA)
5a) Provide SIOP Training (Phase 1)	Completed	Due 8/25/2011
Training on the use of the SIOP model will be provided to sheltered/SDAIE content core teachers during summer workshop. (EPC #5)		Edith Echeverria (LEA) , Rossana Alvidrez (LEA)
5b) Provide SIOP Training (Phase 2)	In Progress	Due 6/8/2012
Training on the use of the SIOP model will be provided to additional content core teachers during the 2011-2012 school year.(EPC #5)		Edith Echeverria (LEA) , Rossana Alvidrez (LEA)

STRATEGY Increase Awareness of EL Achievement

All teachers and counselors will receive training on the use of the Academic Achievement Results profile, which includes CELDT results and other achievement data for their EL students to inform their practice and improve EL student achievement.

Filing Cabinet Count 0

ACTION STEP Professional Development

Provide professional development to all teachers and counselors on CELDT proficiency levels, the reclassification criteria, and the use of the Academic Achievement Results profile. The Academic Achievement Results profile describes the individual EL student's achievement on CELDT, CSTs, CAHSEE, and English coursework. The profile is used annually to inform both the parents and the EL student of progress towards meeting the reclassification criteria.

Status	Not Begun 06/01/2011	Filing Cabinet Count	0
Start-End Dates	09/06/2011 - 10/31/2011		
Persons Responsible	Rossana Alvidrez, Edith Echeverria		

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

STRATEGY **Increase Awareness of EL Achievement**

ACTION STEP **Professional Development**

TASKS 0 of 3 Complete

1) Schedule Training	Not Begun	Due 9/6/2011
Schedule training dates at the sites.		Edith Echeverria (LEA) , Rossana Alvidrez (LEA)
2) Prepare Materials	Not Begun	Due 9/6/2011
Organize materials for training at the sites.		Edith Echeverria (LEA) , Rossana Alvidrez (LEA)
3) Conduct Training	Not Begun	Due 10/31/2011
The Categorical Programs Resource Teachers will provide training to site staff during late-start meeting.		Edith Echeverria (LEA) , Rossana Alvidrez (LEA)

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GOAL Goal 2E: Parent and Community Participation

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

- By June 2012, each site, with the district’s support, will promote parent involvement in an effort to increase their EL parent participation by 10% from the percent participation of the 2010-2011 school year.

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

STRATEGY Communicate the Importance of CELDT

The district will communicate with parents prior to the annual administration of CELDT through an informational brochure mailed to the EL student’s home.

Filing Cabinet Count	4
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ACTION STEP Annual Pre-CELDT Mailing

The Categorical Programs office will notify EL parents of the opening of the annual CELDT administration window and include in the mailing the district’s CELDT Parent Guide. This communication is supplemental to the required annual notification of CELDT results.

Status	Completed 07/20/2011	Filing Cabinet Count	4
Start-End Dates	04/11/2011 - 05/30/2011		
Persons Responsible	Rossana Alvidrez		

TASKS 2 of 2 Complete

1) Prepare Mailing	Completed	Due 5/30/2011
District Categorical Programs staff will prepare mailing of Pre-CELDT notification.		Rossana Alvidrez (LEA)
2) Send Mailing	Completed	Due 5/30/2011
District staff will send out mailing.		Rossana Alvidrez (LEA)

STRATEGY Communicate EL Progress

The site will communicate with EL parents about student progress on CELDT, academic proficiency, and progress towards meeting the reclassification criteria.

Filing Cabinet Count	0
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ACTION STEP EL Parent Conferences

El Monte Union High - 1964519000000

GOAL Goal 2E: Parent and Community Participation

STRATEGY Communicate EL Progress

ACTION STEP EL Parent Conferences

Schedule conferences with EL parents to review the individual Academic Achievement Results profiles, discuss the student's progress towards meeting the reclassification criteria, a-g completion, and graduation requirements.

Status	In Progress	12/10/2011	Filing Cabinet Count	0
Start-End Dates	08/26/2011 - 06/08/2012			
Persons Responsible	Edith Echeverria, Joel Kyne			

TASKS 2 of 3 Complete

1) Request Profiles	Completed	Due 8/26/2011
Request the AAR profiles from data processing.		Edith Echeverria (LEA)
2) Distribute AAR Profiles	Completed	Due 9/9/2011
Send AAR profiles to sites for distribution to counselors.		Edith Echeverria (LEA)
3) Conduct EL Parent Conferences	In Progress	Due 6/8/2012
Each counselor will schedule EL parent conferences to discuss the EL student's academic achievement results, progress towards meeting the reclassification criteria, a-g completion, and graduation requirements.		Edith Echeverria (LEA) , Joel Kyne (LEA)

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GOAL Goal 2F: Parental Notification

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

- By May 2011, the district will provide EL parents with information on all required parental notifications, including the mandated annual parental notification for students identified as ELs.

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

STRATEGY Develop Parental Notification Calendar

The parental notification calendar of required communications to parents will help to ensure that district and site Categorical Programs staff continue to comply with the parental notification regulations in a timely manner.

Filing Cabinet Count	0
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ACTION STEP Create Parental Notification Calendar

The parental notification calendar will provide a timeline of required parental notifications and when parents should expect to receive the notifications.

Status	In Progress 12/22/2011	Filing Cabinet Count	0
Start-End Dates	05/02/2011 - 10/30/2011		
Timeline Notes	The end date was revised in order to present the draft of the parent notification calendar at the October 20, 2011 DELAC meeting.		
Tags	T1_Imp		
Persons Responsible	Rossana Alvidrez, Edith Echeverria		

GOAL Goal 2F: Parental Notification

STRATEGY Develop Parental Notification Calendar

ACTION STEP Create Parental Notification Calendar

TASKS 0 of 3 Complete

<p>1) Align Calendar with EL Instrument A parental notification calendar will be created based on the parental notification compliance requirements identified on the CDE CPM EL Instrument.</p>	<p>In Progress</p>	<p>Due 10/30/2011 Rossana Alvidrez (LEA)</p>
<p>2) Publish Calendar A district calendar will be made available to Categorical Programs staff and EL parents.</p>	<p>In Progress</p>	<p>Due 10/30/2011 Rossana Alvidrez (LEA)</p>
<p>3) Other Parent Notifications Parent information will continue to be available via the district website, as well as via School Loop for site activities, in the parent's primary language.</p>	<p>In Progress</p>	<p>Due 10/30/2011 Edith Echeverria (LEA) , Rossana Alvidrez (LEA)</p>

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GOAL **Goal 2G: Services for Immigrant Students**

NOT APPLICABLE

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

EI Monte Union High - 1964519000000

GOAL Goal 3: Highly Qualified Teachers

Per ESEA legislation, all students will be taught by highly qualified teachers. Poor and minority students will not be taught by inexperienced, unqualified or out-of-field teachers at higher rates than other students. Teachers holding Provisional Intern Permits (PIPs) and Short Term Staff Permits (STSPs) may not teach in high poverty and high minority schools.

SMART GOAL:

By June 2012, all students will be taught by highly qualified teachers.

Filing Cabinet Count 0

STRATEGY District Professional Development Plan

Implement a District-wide professional development plan that provides professional development at all schools.

Filing Cabinet Count 0

ACTION STEP Effective Instructional Delivery

Provide for and implement a district-wide PD plan designed to enhance the professional knowledge of staff to support effective instructional delivery--particularly for high priority students. (EPC #5; DAIT Recommendation)

Status	In Progress 11/09/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/30/2012		

El Monte Union High - 1964519000000

GOAL Goal 3: Highly Qualified Teachers

STRATEGY District Professional Development Plan

ACTION STEP Effective Instructional Delivery

TASKS 0 of 3 Complete

Identify Contracted Support Providers In Progress

The District will identify all contracted services support providers and conduct a meeting to communicate alignment of services to District LEA plan/DAIT Recommendations.

Joel Kyne (LEA) , Nick Salerno (LEA)

Support Providers Alignment In Progress

All contracted services support providers will align their services to the District's LEA plan and professional development plan, including determination of support to specific schools where appropriate.

Joel Kyne (LEA) , Nick Salerno (LEA)

Services Effectiveness Not Begun

District will evaluate effectiveness of services by external providers and determine potential for continuation based upon the provider's ability to deliver effective professional development that improves instructional delivery.

Joel Kyne (LEA) , Nick Salerno (LEA)

STRATEGY Use of Adopted Materials Aligned to Standards

Instructors and Administrators will participate in professional development that focuses on the use of adopted materials aligned with State content standards and California Standards for Teachers and Administrators.

Filing Cabinet Count 0

ACTION STEP Targeted Professional Development

Intensive professional development will be provided to administrators and teachers on the use of SIOP, McDougal Littell and EDGE materials to incorporate pedagogy responsive to English learners (EPC #5; DAIT Recommendation)

Status In Progress 07/07/2011 Filing Cabinet Count 0

Start-End Dates 05/02/2011 - 06/30/2012

El Monte Union High - 1964519000000

GOAL Goal 3: Highly Qualified Teachers

STRATEGY Use of Adopted Materials Aligned to Standards

ACTION STEP Targeted Professional Development

TASKS 0 of 5 Complete

Targeted Professional Development-SIOP	In Progress	Joel Kyne (LEA) , Nick Salerno (LEA)
District will contract for and provide intensive professional development on an ongoing basis for administrators and teachers on the use of SIOP.		
Targeted Professional Development-EDGE	In Progress	Joel Kyne (LEA) , Nick Salerno (LEA)
District will contract for and provide intensive professional development on an ongoing basis for administrators and teachers on the use of EDGE materials/resources.		
Targeted Professional Development - ELA	In Progress	Due 6/30/2012
District will provide professional development on an ongoing basis for teachers on the use and implementation of the new ELA curriculum and materials. To date, about 96% of the teachers in the English department have been trained on the ELA curriculum.		Joel Kyne (LEA) , Nick Salerno (LEA)
Targeted Professional Development - math	In Progress	Due 6/30/2012
Through Content Specialists and Course Leads, the district will provide materials-based professional development on an ongoing basis for math teachers. To date, 97% of the math teachers have received professional development on the math curriculum.		
Targeted Professional Development-Administrators	In Progress	Due 4/30/2012
In order to support Highly Qualified teachers, administrators will be trained on SIOP and the English and math curriculum.		

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GOAL Goal 3: Highly Qualified Teachers

STRATEGY Strengthening Instructional Delivery

Provide ongoing professional development focusing on alignment of content objectives, language objectives, and formative and summative assessments to guide differentiated delivery of daily instruction for all students.

Filing Cabinet Count 0

ACTION STEP Use of Data to Analyze Results

Provide for collaboration through professional learning communities to deepen the analysis of results to strengthen instruction. (EPC #5; DAIT Recommendation)

Status	In Progress 11/09/2011	Filing Cabinet Count	0
Start-End Dates	06/20/2011 - 06/30/2012		

TASKS 0 of 5 Complete

Establish District PD Calendar	In Progress	Joel Kyne (LEA) , Nick Salerno (LEA)
District will establish and implement a professional development calendar on an annual basis.		
Alignment of School PD Calendars	In Progress	Joel Kyne (LEA) , Nick Salerno (LEA)
Buildings will align their building professional development calendars to the District's PD calendar.		
Analysis of Formative & Summative Assessment Data	In Progress	Joel Kyne (LEA) , Nick Salerno (LEA)
Content specialists, resource teachers, and content leads will facilitate the analysis process of formative and summative assessment data on a quarterly basis.		
Collaboration Time	In Progress	Joel Kyne (LEA) , Nick Salerno (LEA)
District will schedule monthly collaboration times district-wide for teachers to review data, analyze results, and incorporate strategies to differentiate instruction on behalf of all students.		
Reporting of Results	Not Begun	Joel Kyne (LEA) , Nick Salerno (LEA)
Principals will report results of the use of collaboration time on a quarterly basis to Administrative Council in order to determine effective use of time and to adjust/refine professional development as necessary.		

El Monte Union High - 1964519000000

GOAL Goal 3: Highly Qualified Teachers

STRATEGY Alignment and Fidelity of Goals

Instructors and administrators will be able to demonstrate growth and increased competency in the delivery of and support for effective instruction.

Filing Cabinet Count 0

ACTION STEP Improving Instructional Pedagogy

District personnel will work closely with school personnel to ensure alignment and fidelity with district and site goals. (EPC #5; DAIT Recommendation)

Status	In Progress 11/09/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/30/2012		

El Monte Union High - 1964519000000

GOAL Goal 3: Highly Qualified Teachers

STRATEGY Alignment and Fidelity of Goals

ACTION STEP Improving Instructional Pedagogy

TASKS 0 of 7 Complete

<p>Provide VPSS Training District will provide Verification Process for Special Settings (VPSS) training to ensure all teachers meet HQ requirements.</p>	<p>In Progress</p>	<p>Due 6/30/2012 Joel Kyne (LEA)</p>
<p>Evaluation of Certificated Staff District administrators will ensure that there is consistency in the evaluation of certificated staff by incorporating the California Teaching Standards.</p>	<p>Not Begun</p>	<p>Joel Kyne (LEA) , Nick Salerno (LEA)</p>
<p>Evaluation of Administrators The District will ensure that there is consistency in the evaluation of administrators by incorporating the California Standards for Administrators.</p>	<p>Not Begun</p>	<p>Joel Kyne (LEA) , Nick Salerno (LEA)</p>
<p>Site to District Professional Development Administrators will ensure that site-specific professional development plans are aligned with the District's professional development plan and initiatives.</p>	<p>Not Begun</p>	<p>Joel Kyne (LEA) , Nick Salerno (LEA)</p>
<p>Professional Learning Communities The District will implement a consistent definition for professional learning communities and will establish standards, expectations, and outcomes for the use of collaboration time.</p>	<p>Not Begun</p>	<p>Joel Kyne (LEA) , Nick Salerno (LEA)</p>
<p>Rigorous Instruction Administrators will ensure that all professional development is focused on the improvement and delivery of instruction--particularly for high priority students.</p>	<p>In Progress</p>	<p>Joel Kyne (LEA) , Nick Salerno (LEA)</p>
<p>Reporting of Efforts Administrators will report quarterly on professional learning communities efforts to Administrative Council based on a consensus-based reporting format developed by the Assistant Superintendent of Educational Services.</p>	<p>Not Begun</p>	<p>Joel Kyne (LEA) , Nick Salerno (LEA)</p>

EI Monte Union High - 1964519000000

GOAL Goal 3: Highly Qualified Teachers

STRATEGY Articulation of Efforts

Expand the District's efforts with feeder school districts to strengthen programs and academic expectations for all high priority student groups.

Filing Cabinet Count 0

ACTION STEP Vertical and Horizontal Articulation

Continue to expand vertical and horizontal articulation among feeder school districts and institutions of higher education to strengthen academic programs. (DAIT Recommendation)

Status	In Progress 11/09/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/30/2012		

TASKS 0 of 4 Complete

- | | | |
|---|-------------|--------------------------------------|
| Vertical Articulation - Feeder Districts | In Progress | |
| Expand efforts to work with elementary feeder districts to strengthen academic programming for high priority students. | | Joel Kyne (LEA) , Nick Salerno (LEA) |
| Vertical Articulation - IHE's | In Progress | |
| Work closely with Institutions of Higher Education (IHE's) to ensure programs and course offerings meet expectations for content rigor and relevance. | | Joel Kyne (LEA) , Nick Salerno (LEA) |
| Vertical/Horizontal Articulation | In Progress | |
| Provide opportunities for staff to meet in "content alike" professional learning communities (including feeder district staffs) to clarify curriculum/standards alignment and identify/deliver high success instructional strategies. | | Joel Kyne (LEA) , Nick Salerno (LEA) |
| Implementation of Effective Strategies | In Progress | Due 6/30/2012 |
| Provide ongoing professional development of research-based programs such as SIOP, AVID, Read 180 and ALD for site administrators and teachers to support program outcomes for all students--particularly high priority students. | | Joel Kyne (LEA) , Nick Salerno (LEA) |

EI Monte Union High - 1964519000000

GOAL Goal 5A: Increase Graduation Rates

Increase the percentage of students graduating from all EI Monte Union High School District schools.

* By June 2012, the percentage of seniors graduating will increase from 85.5% to 95% at all EMUHSD schools.

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

STRATEGY Graduation and A-G Requirements

Develop greater awareness and understanding of graduation and A-G college requirements by continuing to develop and fully implement programs, policies, and systems designed to meet the academic needs of English learners, Students With Disabilities (SWDs), and Hispanics/Latinos.

Filing Cabinet Count	0
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ACTION STEP Four-Year Plans

Fully implement four-year academic plans for all students grades 9-12 and provide resource supports for students, staff, and parent(s)/guardian(s). (EPC #'s 1, 2, and 7)

Status	In Progress 11/10/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/30/2012		

TASKS 1 of 9 Complete

Alignment with UC/CSU	Completed	
Review and revise plans to align with UC/CSU entrance requirements to ensure that A-G requirements are met and students have equal access to programs and services regarding post-secondary options.		Joel Kyne (LEA) , Nick Salerno (LEA)
Common Materials	Not Begun	
Establish common presentation materials and graphic organizers to communicate academic plans to students and their parent(s)/guardian(s).		Joel Kyne (LEA) , Nick Salerno (LEA)
Notification and Communication	In Progress	
Notify and meet semi-annually with students and parent(s)/guardian(s) to monitor progress related to academic plans, including the use of the Transcript Evaluation Services for students in grades 11 and 12.		Joel Kyne (LEA) , Nick Salerno (LEA)

El Monte Union High - 1964519000000

GOAL Goal 5A: Increase Graduation Rates

STRATEGY Graduation and A-G Requirements

ACTION STEP Four-Year Plans

Student Placement	In Progress	Joel Kyne (LEA) , Nick Salerno (LEA)
Ensure that student placement in grades 9-12 supports four-year graduation requirements, CAHSEE proficiency, and meets UC/CSU readiness criteria (DAIT Recommendation).		
Monitor Progress	In Progress	Joel Kyne (LEA) , Nick Salerno (LEA)
Meet regularly to monitor D/F grades by courses, attendance, and discipline in order to identify effective instructional strategies and appropriate interventions.		
Appropriate Interventions	In Progress	Joel Kyne (LEA) , Nick Salerno (LEA)
Fully utilize options for appropriate interventions--including credit recovery, summer school, continuation programs, independent study, and alternate education programs to address students at risk of failure/credit deficiency.		
Professional Development	Not Begun	Joel Kyne (LEA) , Nick Salerno (LEA)
Provide ongoing training/professional development to staff in order to ensure common understanding and utilization of the National Counseling Standards.		
Reporting Progress	Not Begun	Joel Kyne (LEA) , Nick Salerno (LEA)
Report progress to Administrative Council on a quarterly basis with specific attention to meetings held with students and parent(s)/guardian(s), % of plans completed, A-G passage rates, % of students on track for meeting UC/CSU readiness criteria.		
Engaging Parents	In Progress	Joel Kyne (LEA) , Nick Salerno (LEA)
Focus on engaging parents of high priority students by providing opportunities for increased involvement and input through parent workshops and/or academies.		

EI Monte Union High - 19645190000000

GOAL Goal 5B: Decrease Dropout Rates

* By June 2012, the dropout rate from 14.3% to 12%.

* By June 2012, the English learner dropout rate will decrease from 16.7% to 12%.

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

STRATEGY Seamless Transition

Incoming 9th grade students, particularly those identified as at-risk, will participate in the Summer Bridge Program.

Filing Cabinet Count	0
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ACTION STEP Summer Bridge Program

Provide District-designed Summer Bridge Program at all high schools. Site administrators and guidance counselors will articulate with feeder middle schools to implement this program. (EPC #'s 1 and 7)

Status	In Progress 07/08/2011	Filing Cabinet Count	0
Start-End Dates	05/30/2011 - 06/30/2012		

El Monte Union High - 1964519000000

GOAL Goal 5B: Decrease Dropout Rates

STRATEGY Seamless Transition

ACTION STEP Summer Bridge Program

TASKS 2 of 4 Complete

Identify Academic Priorities Meet with middle school administration and staff to establish timelines, dates, and academic priorities for students participating in the Summer Bridge Program.	Completed	Due 6/15/2011 Edith Echeverria (LEA) , Joel Kyne (LEA) , Nick Salerno (LEA)
Monitor Academic Progress Monitor academic progress of participating students during their freshman year.	Not Begun	Joel Kyne (LEA) , Nick Salerno (LEA)
Offer Program Offer Summer Bridge Program to identified students.	Completed	Due 7/21/2011 Edith Echeverria (LEA) , Joel Kyne (LEA) , Nick Salerno (LEA)
Expand Vertical and Horizontal Articulation Expand District's vertical and horizontal articulation efforts with feeder school districts and among grade-level teams to strengthen academic expectations for all high priority students. (DAIT Recommendation)	In Progress	Joel Kyne (LEA) , Nick Salerno (LEA)

STRATEGY Channel District Resources

Channel District and school resources to reduce dropout rates, improve on-time graduation rates, and recover students that drop out of school. Provide multiple pathways and supports to earn a high school diploma.

Filing Cabinet Count 0

ACTION STEP Early Identification

Establish early identification and interventions for at-risk students, including counseling. Provide individual support and guidance to earn a diploma either at a comprehensive high school or an alternative educational setting. (EPC #'s 1 and 7)

Status	In Progress 11/10/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/30/2012		

El Monte Union High - 1964519000000

GOAL Goal 5B: Decrease Dropout Rates

STRATEGY Channel District Resources

ACTION STEP Early Identification

TASKS 1 of 6 Complete

Identification of Students	In Progress	
Establish and implement a district-wide process, including timelines, to identify students who are at-risk of dropping out of school.		Joel Kyne (LEA) , Nick Salerno (LEA)
Provide Supports- needs assessment	Completed	
Conduct a needs assessment and develop a graduation plan for identified at-risk students.		Joel Kyne (LEA) , Nick Salerno (LEA)
Provide Supports- intervention services	In Progress	
Coordinate intervention services for at-risk students at the school site, including the District's mentoring program.		Joel Kyne (LEA) , Nick Salerno (LEA)
Provide Supports	In Progress	
Work with credit deficient students and CAHSEE non-grads to ensure they are provided the appropriate support to meet graduation requirements.		Joel Kyne (LEA) , Nick Salerno (LEA)
Provide Supports	In Progress	
Recover students from District dropout lists and provide them multiple pathways and supports to return to school and earn a diploma.		Joel Kyne (LEA) , Nick Salerno (LEA)
Concurrent Enrollment	In Progress	
Review and maintain Adult School Concurrent Enrollment/High School Diploma Program for students who are credit deficient.		Joel Kyne (LEA) , Nick Salerno (LEA)

EI Monte Union High - 19645190000000

GOAL Goal 5C: Increase Enrollment in AP Courses

* By June 2012, the percentage of students enrolled in AP courses will increase by 2%.

* By June 2012, the percentage of English learner students enrolled in AP courses will increase from 2.6% to 5%.

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

STRATEGY Improve Access to AP Courses

School sites will offer all students equitable access to AP courses.

Filing Cabinet Count 0

ACTION STEP Schoolwide Awareness and Access

Through recruitment, collaboration, and consultation, all sites will offer equal access to AP courses, paying particular attention to the enrollment of high priority students. (EPC #1; DAIT Recommendation)

Status	In Progress 11/10/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/30/2012		

El Monte Union High - 1964519000000

GOAL Goal 5C: Increase Enrollment in AP Courses

STRATEGY Improve Access to AP Courses

ACTION STEP Schoolwide Awareness and Access

TASKS 0 of 7 Complete

<p>Inform and Advise</p> <p>Inform and advise all students of AP and accelerated course offerings. Advisement will take place during pre-registration, 4-year plan presentations, sophomore counseling, and other school meetings for students and parent (s)/guardian(s).</p>	<p>In Progress</p>	<p>Joel Kyne (LEA) , Nick Salerno (LEA)</p>
<p>Establish Guidelines - Early Identification</p> <p>Develop and establish District guidelines for early identification and recruitment of students for AP courses, particularly English learners, Students With Disabilities, and Hispanics/Latinos.</p>	<p>Not Begun</p>	<p>Joel Kyne (LEA) , Nick Salerno (LEA)</p>
<p>Recruitment and Recommendations</p> <p>Teachers and counselors will utilize District guidelines to recruit students and make recommendations for placement in AP courses.</p>	<p>Not Begun</p>	<p>Joel Kyne (LEA) , Nick Salerno (LEA)</p>
<p>Student Self-Nomination</p> <p>Notify students of self-nomination procedures to enroll in AP courses.</p>	<p>Not Begun</p>	<p>Joel Kyne (LEA) , Nick Salerno (LEA)</p>
<p>Analyze Data</p> <p>District will provide opportunities for teachers of AP courses to meet, review and analyze data, establish common syllabi, and engage in dialogue and develop strategies for addressing issues of access and equity in AP courses.</p>	<p>In Progress</p>	<p>Joel Kyne (LEA) , Nick Salerno (LEA)</p>
<p>Common Consultation and Contracts</p> <p>District schools will use a common consultation and contract process to ensure student and parent/guardian ownership and understanding of AP course curriculum, requirements, and expectations.</p>	<p>Not Begun</p>	<p>Joel Kyne (LEA) , Nick Salerno (LEA)</p>
<p>Partnerships</p> <p>Continue to develop and expand upon partnerships with Institutions of Higher Education (IHE's) to encourage students to enroll in AP courses.</p>	<p>In Progress</p>	<p>Joel Kyne (LEA) , Nick Salerno (LEA)</p>

El Monte Union High - 1964519000000

GOAL Goal 5C: Increase Enrollment in AP Courses

STRATEGY Improve Access to AP Courses

ACTION STEP Accelerated Cohort Student Groups

Bring together a diverse group of students from the various student demographic subgroups in order to target for placement in accelerated courses and prepare students for AP courses.

Status	Not Begun 07/07/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/30/2012		

TASKS 0 of 4 Complete

Identify Cohorts	Not Begun
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Identify a heterogeneous group of students for placement in freshman accelerated courses.

Promote Cohort Placement	Not Begun
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Promote cohort placement of students in accelerated courses through counseling, parent workshops, and articulation with feeder schools.

Monitor Student Progress	Not Begun
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Monitor students' academic progress in courses each reporting period and provide appropriate supports and/or interventions to ensure success.

Professional Development	Not Begun
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PD to teachers of accelerated and AP courses on effective methods of instruction, strategies to prepare students for AP exams, ways to incorporate test development and AP readings into classroom instruction, and utilization of other resources.

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GOAL District Initiatives and Quality Implementation

By June 30, 2012, the District will have developed, implemented, and analyzed the results of an implementation analysis of all district initiatives to sustain and fund only those efforts that are directly producing results on behalf of all students.

Filing Cabinet Count 0

STRATEGY Evidence-Based Implementation Analysis

The District will conduct an implementation analysis to evaluate current instructional initiatives with a primary emphasis on quality instruction to maximize opportunities for learning and fully implement these initiatives in order to close the achievement gap for high priority students.

Filing Cabinet Count 0

ACTION STEP Conduct Evidence-Based Analysis

District administration will conduct an analysis of all district-wide initiatives.

Status	Not Begun 07/07/2011	Filing Cabinet Count	0
Start-End Dates	08/29/2011 - 06/30/2012		

El Monte Union High - 1964519000000**GOAL District Initiatives and Quality Implementation****STRATEGY Evidence-Based Implementation Analysis****ACTION STEP Conduct Evidence-Based Analysis**

TASKS 0 of 5 Complete

In-depth Study	Not Begun	Due 10/31/2011
Complete an in-depth study, including a summary analysis, of how instructional minutes are maximized in buildings, particularly in schools with block schedules, to support high-quality instruction. (EPC #3 and DAIT Recommendation)		Bob Mata (LEA) , Carol Truscott (LEA) , Joel Kyne (LEA) , Nick Salerno (LEA)
Site to District Professional Development	Not Begun	Due 6/29/2012
Site professional development plans are fully aligned with District PD plan (including the effective use of professional learning communities) to enhance the focus on rigorous instruction for all high priority students. (EPC #4 and DAIT Recommendation)		Joel Kyne (LEA) , Nick Salerno (LEA)
Build Capacity	Not Begun	Due 6/29/2012
Provide principals and other instructional leaders with professional development that builds their capacity to support teachers in data analysis and application of appropriate, differentiated instructional strategies. (EPC #4 and DAIT Recommendation)		Joel Kyne (LEA) , Nick Salerno (LEA)
Data Use	Not Begun	Due 6/29/2012
Use data to deepen the analysis of results to strengthen instructional delivery (including differentiation) for all high priority students. (EPC #7 and DAIT Recommendation)		Joel Kyne (LEA) , Nick Salerno (LEA)
Repurpose DSLT	Not Begun	Due 8/31/2011
Restructure the DSLT so that it is charged with monitoring the implementation of the LEA plan. (EPC #7 and DAIT Recommendation)		Bob Mata (LEA) , Carol Truscott (LEA) , Joel Kyne (LEA) , Nick Salerno (LEA)

El Monte Union High - 1964519000000

GOAL Effective Two-Way Communication

Develop and implement a two-way communication system that promotes transparency as well as provides opportunities for effective and valued input from all stakeholders, particularly parents of high priority students.

Filing Cabinet Count 0

STRATEGY Formal and Informal Systems of Communication

Develop, implement, and document systems of communication and decision making that promote a culture of transparency, and accountability--both formally and informally.

Filing Cabinet Count 0

ACTION STEP Stakeholder Involvement

Continue to involve all stakeholders to promote a culture of transparency and to stay focused on Corrective Action 6. (DAIT Recommendation)

Status	Not Begun 07/07/2011	Filing Cabinet Count	0
Start-End Dates	07/01/2011 - 06/30/2012		

El Monte Union High - 1964519000000**GOAL Effective Two-Way Communication****STRATEGY Formal and Informal Systems of Communication****ACTION STEP Stakeholder Involvement**

TASKS 0 of 6 Complete

Administrator and Board Retreats	Not Begun	Due 8/31/2011
Schedule and conduct retreats to review academic performance data, reset instructional priorities, and revisit the vision/mission in order to revise and/or refine annual goals. (DAIT Recommendation)		Nick Salerno (LEA)
Clarify Roles and Expectations	Not Begun	Due 8/31/2011
Clarify roles and expectations of all employees in supporting the implementation of District initiatives and priorities. (DAIT Recommendation)		Joel Kyne (LEA) , Nick Salerno (LEA)
Increasing Internal Capacity	Not Begun	Due 6/29/2012
Cabinet, under the leadership of the Supt., will collaborate on the sources and uses of all categorical funds and how they can be leveraged to close the achievement gap for all high priority students. (DAIT Recommendation)		Joel Kyne (LEA) , Nick Salerno (LEA)
Budget Communication	Not Begun	Due 12/30/2011
Develop budget documents that are user friendly and easily understood to display income and expenditures by restricted and unrestricted sources on a multi-year basis. (DAIT Recommendation)		Joel Kyne (LEA) , Nick Salerno (LEA)
Restructure/Revive Budget Committee	Not Begun	Due 12/30/2011
Restructure and revive a budget advisory committee. (DAIT Recommendation)		Joel Kyne (LEA) , Nick Salerno (LEA)
Performance Outcome Measures	Not Begun	Due 6/29/2012
Establish performance outcome measures for staffing (all levels), professional development, material resource acquisitions, instructional schedules, and program restructuring and/or reductions. (DAIT Recommendation)		Bob Mata (LEA) , Carol Truscott (LEA) , Joel Kyne (LEA) , Nick Salerno (LEA)

El Monte Union High - 19645190000000

TOTAL PLAN FUNDS:	\$0.00
Budgeted	\$0.00
Actual	\$0.00