

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

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

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

- By June 2015, the percentage of English learners learning English will increase from 0% to 20%, in order to move toward state defined growth expectations as measured by CELDT.

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

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

STRATEGY II-SIG 14: Professional Development

Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies

Filing Cabinet Count	0
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STRATEGY Alignment of ELD curriculum

LEA will provide district adopted, standards based ELD core and supplementary materials for all programs

Filing Cabinet Count	0
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ACTION STEP Alignment

Develop and implement alignment of all EL curriculum with Florida Virtual online

Status	Not Begun 06/26/2015	Filing Cabinet Count	0
Start-End Dates	08/01/2015 - 05/31/2016		
Persons Responsible	Telka Walser		

GOAL Goal 2B: AMAO 2 - English Proficiency

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

- By June 2016 the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 14 %to 20.1%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.

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

STRATEGY II-SIG 14: Professional Development

Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Filing Cabinet Count	0
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STRATEGY Data Analysis

Teachers will analyze CELDT subscore years in school and other district assessments to create specific and measureable goals for progress and design differentiated instruction based on identified level and area of need.

Filing Cabinet Count	0
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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

• By June 2016 the percentage of English learners attaining proficiency in reading/language arts will increase from 0% to 20%, and in Math proficiency from 16.7% - 30% as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state-defined expectations for proficiency.

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

STRATEGY Instructional strategies

Implementation of research based strategies to improve academic achievement in ELA and Math

Filing Cabinet Count	0
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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 (6/2016) 100% of LEA teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.
- By (6/2016) 100% of LEA administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.
- By (6/2016) 100% of teachers of English Language Development will be authorized to teach ELD.
- By (6/2016) 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.

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

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

STRATEGY II-SIG 14: Professional Development

Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Filing Cabinet Count	0
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STRATEGY Turnaround I-SIG 04: Professional Development

Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Filing Cabinet Count	0
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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 (6/2016) the LEA will improve and increase parent outreach strategies so that 50% of parents are active participants in the education of their children.

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

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

STRATEGY Modified Independent Study-EL Students

Beginning January, 2016, all parents of EL students selecting the Independent Study method will be required to attend parent/teacher/student meetings on a monthly basis. Teachers will be expected to hold a conference once per month with the EL parent and student as part of the agreement for independent study.

Filing Cabinet Count	0
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GOAL Goal 2F: Parental Notification

By (month/year) the LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand:

- o identification as EL;
 - o program placement options;
 - o program placement notification;
 - o English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used;
 - o academic achievement level;
 - o redesignation information; and
 - o at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.
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Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

STRATEGY Communication

provide timely and clear communication in English and home language regarding a) Expectations and achievement in ELD and core academics b) accountability requirements c) support services, d) school and community opportunities for students and families

Filing Cabinet Count	0
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GOAL Goal 2G: Services for Immigrant Students

The LEA will provide high quality Instruction and Support Services to all immigrant students.

- By (6/2016) enhanced instructional opportunities will be provided to 100% of immigrant students and their families.

[See Elementary and Secondary Education Act, sections 3116(a) & (b) and 3115(e)]

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

STRATEGY Support for Enhanced Instructional Opportunities

Personnel designated for student support, (such as advocates, outside agencies, etc.) will support and/or provide enhanced opportunities in instructional and extra-curricular settings.

Filing Cabinet Count	0
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GOAL **Goal 5A: Increase Graduation Rates**

Results from our analysis of graduation rates indicate that _____ .

Based on these data, our district goal is _____ .

Our district goal for English learners is _____ .

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

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GOAL **Goal 5B: Decrease Dropout Rates**

Results from our analysis of dropout rates indicate that _____ .

Based on these data, our district goal is _____ .

Our district goal for English learners is _____ .

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

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GOAL CA6 Goal 1A: Proficiency in Reading/Language Arts

Our needs assessment of student proficiency in reading/language arts indicates that _____ .

Based on the needs assessment findings, our district goal is _____ .

Filing Cabinet Count 0

STRATEGY Instructional Materials

Ensure that every student in every classroom has standards-aligned core instructional materials.

Filing Cabinet Count 0

STRATEGY Standards-aligned Instruction

Ensure that classroom instruction is aligned with California content standards and standards-aligned (including technology-based, as appropriate) instructional materials.

Filing Cabinet Count 0

GOAL CA6 Goal 1B: Proficiency in Mathematics

Our needs assessment of student proficiency in mathematics indicates that _____ .

Based on these needs assessment findings, our district goal is _____ .

Filing Cabinet Count 0

STRATEGY Instructional Materials

Ensure that every student in every classroom has standards-aligned core instructional materials.

Filing Cabinet Count 0

STRATEGY Standards-aligned Instruction

Ensure that classroom instruction is aligned with California content standards and standards-aligned (including technology-based, as appropriate) instructional materials.

Filing Cabinet Count 0

GOAL CA6 Goal 1C: Proficiency of High Priority Students

Our needs assessment of proficiency by English learners, students with disabilities and high priority students not meeting standards indicates that _____ .

Based on these needs assessment findings, our district goal is _____ .

Filing Cabinet Count 0

STRATEGY Academic Support for SWD

Provide academic support to meet the specific needs of SWDs in the core instructional program.

Filing Cabinet Count 0

STRATEGY Strategic and Intensive Interventions

Provide research-based strategic and intensive interventions in ELA and mathematics to meet the needs of high priority students identified as not meeting grade-level standards.

Filing Cabinet Count 0

STRATEGY Teacher Collaboration to Support SWD

Provide opportunities for collaboration between general education and special education teachers to support students with disabilities.

Filing Cabinet Count 0

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GOAL CA6 Goal 1D: Effective Teaching and Administration

Our assessment of district needs for continuous improvement of teaching and administration to support student achievement indicates that _____ .

Based on these needs assessment findings, our district goal is _____ .

Filing Cabinet Count 0

STRATEGY PD for Administrators

Provide standards-based professional development to all administrators.

Filing Cabinet Count 0

STRATEGY PD for Teachers

Provide standards-based professional development to all teachers, including effective instructional and improvement strategies.

Filing Cabinet Count 0

STRATEGY Preparing for Transition to CCSS

Develop LEA-wide plans for transition to common core state standards, including training in use of instructional materials as they become available.

Filing Cabinet Count 0

STRATEGY Professional Collaboration Time

Provide regular opportunities for data-based collaboration for all teachers.

Filing Cabinet Count 0

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GOAL CA6 Goal 1E: Involvement, Implementing, Monitoring

Our needs assessment of program implementation and school community involvement indicates that _____ .

Based on these needs assessment findings, our district goal is _____ .

Filing Cabinet Count 0

STRATEGY Articulation Among Educational Levels

Ensure articulation of services among educational levels including preschool, elementary, middle school, high school, and post-secondary options.

Filing Cabinet Count 0

STRATEGY Parent and Community Involvement

Involve and engage staff, parents, and community groups in academic improvement strategies.

Filing Cabinet Count 0

STRATEGY Program Monitoring

Monitor program effectiveness.

Filing Cabinet Count 0

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GOAL CA6 Goal 1F: Support Schools in Corrective Action

Our needs assessment for schools in Program Improvement Years 3, 4 and 5 indicates that _____ .

Based on these needs assessment results, our district goal is _____ .

Filing Cabinet Count 0

STRATEGY Support for Schools in PI Year 3

Identify the schools in PI Year 3, the corrective action assigned to the schools and implementation of PI activities in individual school in corrective action.

Filing Cabinet Count 0

STRATEGY Support for Schools in PI Year 4

Identify the schools in PI Year 4 and describe the plan for restructuring or alternative governance for each PI Year 4 school.

Filing Cabinet Count 0

STRATEGY Support for Schools in PI Year 5

Identify the schools in PI Year 5 and describe the implementation of the restructuring plan for restructuring or alternative governance that was developed when each school was in for each PI Year 4.

Filing Cabinet Count 0

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GOAL CA6 Goal 3: Highly-Qualified Teachers

Results from our analysis of the distribution of highly qualified teachers indicate that _____ .

Based on these data, our district goal is _____ .

Filing Cabinet Count 0

STRATEGY Distribution of Highly Qualified Teachers

Ensure that all students, specifically poor and minority students, are taught by highly qualified teachers.

Filing Cabinet Count 0

TOTAL PLAN FUNDS:	\$22,364.62
Budgeted	\$0.00
Actual	\$0.00