

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

By June 2015, the percentage of ELs learning English will increase from 52.8% to 62.8% in order to move towards language proficiency as measured by CELDT.

Filing Cabinet Count 1
 Resources and state requirements for this goal Available 3

STRATEGY Implement ELD Time, curriculum, and instruction

ELD will be delivered to every English Learner with appropriate curriculum, placement, time and instructional strategies to support in developing proficiency in English language and literacy. California ELD Standards-SBD Adopted on November 7, 2012

Filing Cabinet Count 3

ACTION STEP K-5 ELs will receive ELD instruction

English Learners K-5 will receive 30 minutes of ELD daily. During the 2013-14 school year, Avenues will be the supplemental curriculum used by K-4 teachers. Fifth grade teachers will use Reach as the supplemental curriculum for the designated 30 minutes of ELD. For the 2014-15 school year, there will be a change in the program for ELs as K-5 teachers will be using the ELD component of Imagine It! to teach ELD daily.

Status	Completed 06/26/2014	Filing Cabinet Count	6
Start-End Dates	09/25/2013 - 05/28/2014		
Timeline Notes	2013-14 academic year and 2014-15 academic year		
Tags	T3Y4		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

TASKS 11 of 11 Complete

ELD Schedules submitted to Ed. Services Office	Completed	Due 5/29/2014
Each K-5 school will submit a site ELD schedule to the Educational Services Office.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Monitor delivery of ELD instruction	Completed	Due 5/29/2014
Site administrator/district monitors implementation of ELD minutes by frequent classroom visits		Felicia Adkins (LEA)

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

STRATEGY **Implement ELD Time, curriculum, and instruction**

ACTION STEP **K-5 ELs will receive ELD instruction**

EL specialist to provide teacher assistance	Completed	Due 5/29/2014
EL specialists support and assist teachers to implement daily ELD.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
K-4 Curriculum used daily	Completed	Due 5/29/2014
Grades K-4 will implement National Geographic: Avenues		Felicia Adkins (LEA)
Nat. Geographic REACH for 5th Grade	Completed	Due 5/29/2014
Grade 5 at each site will implement National Geographic's REACH program for daily ELD instruction.		Elizabeth Beltran (LEA) , Felicia Adkins (LEA)
Master schedule reflects 30 minutes of ELD	Completed	Due 10/30/2013
EL Specialist to assist and support teachers in developing ELD schedule to ensure 30 minutes of ELD		Felicia Adkins (LEA)
ELD Schedules submitted to Ed. Services Office	Completed	Due 10/30/2014
Each K-5 school will submit a site ELD schedule to the Educational Services Office.		Elizabeth Beltran (LEA) , Felicia Adkins (LEA)
Monitor delivery of ELD instruction	Completed	Due 5/29/2015
Site administrator/district monitors implementation of ELD minutes by frequent classroom visits.		Felicia Adkins (LEA)
EL specialist to provide teacher assistance	Completed	Due 5/29/2015
EL specialists support and assist teachers to implement ELD daily.		Felicia Adkins (LEA)
K-5 Curriculum used daily	Completed	Due 5/29/2015
Grades K-5 will use the ELD component of SRA Imagine it! for daily ELD Instruction.		Felicia Adkins (LEA)
Master schedule reflects 30 minutes of ELD	Completed	Due 9/30/2014
EL Specialist to assist and support teachers K-5 in developing ELD schedule to ensure 30 minutes of ELD.		Felicia Adkins (LEA)

ACTION STEP **ELs 6-12 are appropriately placed**

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

STRATEGY Implement ELD Time, curriculum, and instruction

ACTION STEP ELs 6-12 are appropriately placed

English Learners 6-12 are placed into an ELD class based on CELDT, CST, grades, EL Specialist and teacher input.

Status	Completed 04/23/2015	Filing Cabinet Count	0
Start-End Dates	09/30/2013 - 05/29/2015		
Tags	T3Y4		
Persons Responsible	Felicia Adkins, Estella Hernandez		

TASKS 5 of 5 Complete

Placement/exit criteria for ELD placement	Completed	Due 5/29/2015
Educational Services Office will develop a placement/exit criteria using K.D.S.'s CCSS Benchmark Assessments.		Felicia Adkins (LEA)
Support master schedule placement of ELs	Completed	Due 5/20/2014
EL Program Specialist to assist and support counselors for program placement for ELs in ELD class.		Felicia Adkins (LEA)
Monitor placement of ELs	Completed	Due 5/29/2014
Site administrator to monitor appropriate placement of English Learners into ELD classes.		Felicia Adkins (LEA)
Support master schedule placement of ELs	Completed	Due 5/29/2015
EL Program Specialist to assist and support counselors for program placement for ELs in ELD class.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Monitor placement of ELs	Completed	Due 5/29/2015
Site administrator to monitor appropriate placement of English Learners into ELD classes.		Estella Hernandez (LEA) , Felicia Adkins (LEA)

ACTION STEP K-5 ELs will receive ELD Instruction

English Learners K-5 will receive 30 minutes of ELD daily. K-5 teachers will be using the ELD component of Imagine It! to teach ELD daily.

Status	Completed 04/23/2015	Filing Cabinet Count	1
Start-End Dates	09/08/2014 - 05/29/2015		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

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

STRATEGY **Implement ELD Time, curriculum, and instruction**

ACTION STEP **K-5 ELs will receive ELD Instruction**

TASKS 4 of 4 Complete

ELD Schedules submitted to Ed Services Office	Completed	Due 5/29/2015
Each K-5 school will submit a site ELD schedule to the Educational Services Office.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Monitor delivery of ELD instruction	Completed	Due 5/29/2015
Site administrator/district administrators monitor implementation of ELD minutes by frequent classroom visits.		Felicia Adkins (LEA)
EL Specialist to provide teacher with assistance	Completed	Due 5/29/2015
EL Specialists will provide support and assistance to teachers on implementation of daily ELD.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
K-5 Curriculum used daily	Completed	Due 5/29/2015
Grades K-5 will implement and use the SRA Imagine It! ELD component for daily ELD.		Felicia Adkins (LEA)

STRATEGY **Monitor ELD time**

Site Administrators will monitor ELD time in classrooms via consistent walkthroughs.

Filing Cabinet Count 2

ACTION STEP **Lesson Design**

Lesson plans and lesson design will be monitored by site administrators and supported by EL specialists.

Status	Completed 04/21/2015	Filing Cabinet Count	2
Start-End Dates	08/25/2013 - 05/28/2015		
Tags	T3Y4		
Persons Responsible	Felicia Adkins		

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

STRATEGY **Monitor ELD time**

ACTION STEP **Lesson Design**

TASKS 4 of 4 Complete

Lesson plans Teachers will submit ELD lesson plans to site administrator.	Completed	Due 5/29/2014 Felicia Adkins (LEA)
Teacher Support on lesson design EL Specialist to provide assistance with lesson design and differentiation of instruction to support ELs.	Completed	Due 5/29/2014 Estella Hernandez (LEA) , Felicia Adkins (LEA)
Lesson plans Teachers will submit ELD lesson plans to site administrator.	Completed	Due 5/29/2015 Felicia Adkins (LEA)
Teacher Support on lesson design EL Specialist to provide assistance with lesson design and differentiation of instruction to support ELs.	Completed	Due 5/29/2015 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)

ACTION STEP **Principals monitor ELD implementation**

Site administrators will assure ELD is being received by all English Learners.

Status	Completed 06/03/2015	Filing Cabinet Count	2
Start-End Dates	08/25/2013 - 05/28/2015		
Tags	T3Y4		
Persons Responsible	Felicia Adkins		

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

STRATEGY Monitor ELD time

ACTION STEP Principals monitor ELD implementation

TASKS 5 of 5 Complete

Implementation of ELD curriculum District and site administration to observe full implementation of ELD curriculum.	Completed	Due 5/29/2014 Felicia Adkins (LEA)
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ELD walk throughs Site administrator will observe ELD implementation via walkthroughs.	Completed	Due 5/29/2014 Felicia Adkins (LEA)
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Principal Training Principal training: Evidence of SDAIE use in the classroom.	Completed	Due 5/29/2015 Estella Hernandez (LEA) , Felicia Adkins (LEA)
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Implementation of ELD curriculum District and site administration to observe full implementation of ELD curriculum.	Completed	Due 5/29/2014 Felicia Adkins (LEA)
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ELD walk throughs Site administrator will observe ELD implementation via walkthroughs.	Completed	Due 5/29/2015 Felicia Adkins (LEA)
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ACTION STEP Professional development

Professional development will be provided to teachers and administrators on effective instructional strategies. The professional development will be provided by English Learner Specialists who are funded by Title III or Title I.

Status	Completed 04/23/2015	Filing Cabinet Count	4
Start-End Dates	09/30/2013 - 05/29/2015		
Timeline Notes	Beginning of the year and mid year, PD provided by EL Specialists who are funded by either Title III or Title I.		
Tags	T3Y4		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

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

STRATEGY Monitor ELD time

ACTION STEP Professional development

TASKS 4 of 4 Complete

<p>K-5 SDAIE/GLAD strategies</p> <p>Professional development will be provided to teachers on SDAIE/GLAD strategies focusing on Academic Vocabulary and Writing (Power). PD will be provided by EL Specialists funded through Title III or Title I.</p>	<p>Completed</p>	<p>Due 5/29/2014</p> <p>Estella Hernandez (LEA) , Felicia Adkins (LEA)</p>
<p>6-12 SDAIE/GLAD strategies</p> <p>Professional development will be provided to teachers on SDAIE/GLAD strategies focusing on Academic Vocabulary and Writing (Power). PD will be provided by EL Specialists funded by either Title III or Title I.</p>	<p>Completed</p>	<p>Due 5/29/2015</p> <p>Estella Hernandez (LEA) , Felicia Adkins (LEA)</p>
<p>K-5 SDAIE/GLAD strategies</p> <p>Professional development will be provided to teachers on SDAIE/GLAD strategies focusing on Academic Vocabulary and Writing (Power). These trainings will occur at the beginning of the year and mid year by EL Specialists funded by Title III or Title I.</p>	<p>Completed</p>	<p>Due 5/29/2015</p> <p>Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)</p>
<p>6-12 SDAIE/GLAD strategies</p> <p>Professional development will be provided to teacher on SDAIE/GLAD strategies focusing on Academic Vocabulary and Writing (Power). PD will be provided at the beginning and mid year by EL Specialists funded through Title III or Title I.</p>	<p>Completed</p>	<p>Due 5/29/2015</p> <p>Estella Hernandez (LEA) , Felicia Adkins (LEA)</p>

STRATEGY Differentiated instruction

Teachers will receive professional development, collaboration opportunities, as well as coaching from Specialists on differentiated instruction to ensure English Learners' success.

Filing Cabinet Count 3

ACTION STEP Collaboration and coaching

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

STRATEGY Differentiated instruction

ACTION STEP Collaboration and coaching

Collaboration and coaching K-12 will assure differentiated instruction.

Status	Completed 04/21/2015	Filing Cabinet Count	0
Start-End Dates	08/25/2013 - 05/28/2015		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez, Anna Torres		

TASKS 2 of 2 Complete

Specialists' meetings	Completed	Due 5/29/2014
Bi-Monthly instructional support specialist meetings occur to develop and ensure that differentiated instruction is delivered in all classrooms with a focus on academic vocabulary, constructive feedback and power writing.		Anna Torres (LEA) , Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Specialists' meetings	Completed	Due 5/29/2015
Bi-Monthly instructional support specialist meetings occur to develop and ensure that differentiated instruction is delivered in all classrooms with a focus on academic vocabulary, constructive feedback and power writing.		Anna Torres (LEA) , Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)

ACTION STEP Professional development

Professional development will be provided to teachers and principals on differentiated instruction.

Status	Completed 06/03/2015	Filing Cabinet Count	0
Start-End Dates	09/30/2013 - 05/29/2015		
Persons Responsible	Felicia Adkins, Estella Hernandez		

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

STRATEGY **Differentiated instruction**

ACTION STEP **Professional development**

TASKS 2 of 3 Complete

SDAIE/GLAD trainings	Completed	Due 5/29/2015
EL specialist(funded by Title I) will provide monthly SDAIE/GLAD training to all content area teachers.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
SDAIE/GLAD trainings to principals	Completed	Due 5/20/2015
EL specialists and Director of Ed Srvs will provide review of GLAD/SDAIE strategies to principals.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
SDAIE/GLAD trainings	In Progress	Due 5/29/2015
EL specialist (funded through Title I) will provide monthly SDAIE/GLAD training to all content area teachers.		Estella Hernandez (LEA) , Felicia Adkins (LEA)

STRATEGY **Data Analysis**

Benchmark data will be analyzed to develop the ELD placement/exit criteria and redefining the RFEP criteria.

Filing Cabinet Count 0

ACTION STEP **Placement/exit criteria for ELD**

Criteria for placement/exit into ELD will be developed.

Status	Completed 04/23/2015	Filing Cabinet Count	0
Start-End Dates	08/24/2013 - 05/29/2015		
Persons Responsible	Felicia Adkins, Estella Hernandez		

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

STRATEGY Data Analysis

ACTION STEP Placement/exit criteria for ELD

TASKS 3 of 3 Complete

Investigate placement criteria for ELD	Completed	Due 5/29/2014
Educational Services Office will investigate CCSS/ELD aligned criteria to place students into ELD K-12		
New Placement/Exit Criteria Admin Training	Completed	Due 5/28/2015
Principals will be trained on the new Placement/Exit Criteria.		Felicia Adkins (LEA)
Placement criteria to Teachers & Counselors	Completed	Due 5/28/2015
EL Specialists will deliver the redefined Placement/Exit criteria to each site and to academic counselors.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)

ACTION STEP Redefine reclassification policy

Redefine reclassification to align with CCSS Assessments.

Status	Completed 02/02/2015	Filing Cabinet Count	1
Start-End Dates	01/07/2013 - 06/13/2014		
Persons Responsible	Felicia Adkins, Estella Hernandez		

TASKS 1 of 3 Complete

Redefine current reclassification policy	In Progress	Due 6/13/2015
Educational Services Office will redefine the current reclassification criteria to align with CCSS Assessments.		
New reclassification criteria training	Not Begun	Due 5/29/2015
EL Specialists will deliver the redefined criteria to each sites.		Estella Hernandez (LEA) , Felicia Adkins (LEA) , Melissa Bazanos (LEA)
New reclassification criteria training	Completed	Due 1/15/2015
Principals will be trained on the new reclassification policy.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)

ACTION STEP Use of benchmark data

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

STRATEGY Data Analysis

ACTION STEP Use of benchmark data

Use benchmark data to support English Learner Academic and Language Development success.

Status	In Progress 06/15/2015	Filing Cabinet Count	0
Start-End Dates	08/24/2013 - 05/29/2016		
Persons Responsible	Felicia Adkins, Estella Hernandez		

TASKS 7 of 10 Complete

Differentiated instruction using benchmark data	Completed	Due 5/29/2014
K.D.S.'s CCSS Benchmark Assessment Benchmark will be used to differentiate instruction to English Learners.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Reclassification criteria	Completed	Due 5/29/2014
Benchmark data can be referenced for reclassification.		Estella Hernandez (LEA)
Use of benchmark data	Completed	Due 5/29/2014
Benchmark data will be referenced in placement of students in ELD classes.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Differentiated instruction with benchmark data	Completed	Due 5/29/2014
EL Specialist will assist and support classroom teachers to implement appropriate differentiating strategies as indicated by benchmark data.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Benchmark data as assessment tool	Completed	Due 5/29/2014
Benchmark data will be used as an assessment tool to monitor student placement in SEI, ELD, and mainstream classes.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Differentiated instruction using benchmark data	In Progress	Due 5/29/2015
K.D.S.'s CCSS Benchmark Assessment Benchmark will be used to differentiate instruction to English Learners.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Reclassification criteria	Completed	Due 5/29/2015
Benchmark data can be referenced for reclassification.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)

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

STRATEGY **Data Analysis**

ACTION STEP **Use of benchmark data**

<p>Use of benchmark data Benchmark data will be referenced in placement of students in ELD classes.</p>	<p>Completed</p>	<p>Due 5/29/2015 Estella Hernandez (LEA) , Felicia Adkins (LEA)</p>
<p>Differentiated instruction with benchmark data EL Specialist will assist and support classroom teachers to implement appropriate differentiating strategies as indicated by benchmark data.</p>	<p>In Progress</p>	<p>Due 5/29/2015 Estella Hernandez (LEA) , Felicia Adkins (LEA)</p>
<p>Benchmark data as assessment tool Benchmark data will be used as an assessment tool to monitor student placement in SEI, ELD, and mainstream classes.</p>	<p>In Progress</p>	<p>Due 5/29/2015 Estella Hernandez (LEA) , Felicia Adkins (LEA)</p>

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GOAL Goal 2B: AMAO 2 - English Proficiency

An increased percentage of ELs will attain English language proficiency annually in order to attain English language proficiency as measured by CELDT.

* By May 2015, the percentage of ELs in language instructional programs with fewer than five years in the U.S. attaining English language proficiency will increase from 24.1% to 34.1%.

*By May 2015, the percentage of ELs in language instructional programs with more than five years in the U.S. attaining English language proficiency will increase from 37.7% to 47.7%.

*By May 2015, K-5 teachers will have implemented the ELD component of Imagine It!

Filing Cabinet Count	5
Resources and state requirements for this goal Available	3

STRATEGY 6-8 ELA support for LTELs

An ELA support class will be investigated for ELs in grades 6-8 who have been in the US more than 5 years (LTELs). This support class will address the needs of LTELs in order for them to be successful in language acquisition.

Filing Cabinet Count	0
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ACTION STEP ELA support class for ELs grades 6-8

An ELA support class will be investigated for ELs in grades 6-8 who have been in the United States more than 5 years.

Status	Completed 06/09/2015	Filing Cabinet Count	3
Start-End Dates	08/24/2013 - 05/29/2015		
Persons Responsible	Felicia Adkins, Estella Hernandez		

TASKS 11 of 11 Complete

Placement entry/exit criteria	Completed	Due 5/29/2014
Placement entry/exit criteria aligned to CCSS will be developed (Marzano and Waters, 2009)		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Master schedule placement of ELs	Completed	Due 5/29/2014
EL Specialists will support Counselors in the placement of ELS on the Master schedule. (CDE 2010, Dufour, Dufour, Eaber & Many, 2006, Marzano, Reeves 2006, Schmoker, 2006, Westover, 2008)		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Monitoring of the placement of ELs	Completed	Due 5/29/2014
Site Administration will monitor the appropriate placement of ELs.		Felicia Adkins (LEA)

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GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY 6-8 ELA support for LTELs

ACTION STEP ELA support class for ELs grades 6-8

Professional development for 6-8 ELD Teachers	Completed	Due 5/29/2015
EL Specialists will provide professional development for ELD teachers in 6-8 .		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Instructional materials for ELA support class	Completed	Due 12/20/2013
Site Administration will ensure instructional materials are available for ELA support class.		Felicia Adkins (LEA)
Frequent walk-throughs	Completed	Due 5/29/2014
Director and site administration will conduct frequent walk-throughs.		Felicia Adkins (LEA)
Master schedule placement of ELs	Completed	Due 5/29/2014
Throughout the year the EL Specialists will support Counselors in the placement of ELs on the Master schedule. (CDE 2010, Dufour, Dufour, Eaber & Many, 2006, Marzano, Reeves 2006, Schmoker, 2006, Westover, 2008)		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Monitoring of the placement of ELs	Completed	Due 5/29/2015
Site Administration will monitor the appropriate placement of ELs.		Felicia Adkins (LEA)
Professional development for 6-12 ELD teachers	Completed	Due 5/29/2015
EL Specialists will provide professional development for ELD teachers in 6- 12.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Instructional materials for LEA support class	Completed	Due 5/29/2015
Site Administration will ensure proper instructional materials for ELA support class.		Felicia Adkins (LEA)
Frequent walk throughs	Completed	Due 5/29/2015
Director and site administration will conduct frequent walk-throughs.		Felicia Adkins (LEA)

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GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY 6-8 ELA support

To support English Learners' language development in addition to their literacy development(as needed), a Reading, language arts intervention program will be available at the 6-8 site.

Filing Cabinet Count 0

ACTION STEP Interventions

R/LA intervention at each 6-8 school site.

Status	Completed 06/09/2015	Filing Cabinet Count	0
Start-End Dates	08/24/2013 - 05/29/2015		
Persons Responsible	Felicia Adkins		

TASKS 2 of 2 Complete

R/LA intervention for ELs	Completed	Due 5/29/2014
Each site 6-8 will investigate R/LA intervention for ELs		Felicia Adkins (LEA)

Criteria for R/LA intervention	Completed	Due 5/29/2014
A criteria for placement/exit for R/LA Intervention will be refined.		Estella Hernandez (LEA) , Felicia Adkins (LEA)

STRATEGY 9-12 ELA support

To support English Learners' language development in addition to their literacy development(as needed), an ELA intervention classes will be investigated for grades 9-12.

Filing Cabinet Count 1

ACTION STEP Intervention classes 9-12

ELA intervention classes will be investigated for grades 9-12.

Status	Completed 06/09/2015	Filing Cabinet Count	1
Start-End Dates	08/24/2013 - 05/29/2015		
Persons Responsible	Felicia Adkins		

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GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY 9-12 ELA support

ACTION STEP Intervention classes 9-12

TASKS 8 of 8 Complete

Intervention class grades 9-12 A 2014 summer intervention class will be implemented for grades 9 – 12.	Completed	Due 5/29/2014 Felicia Adkins (LEA)
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Monitor instruction Site Administration will monitor instruction via lesson plans.	Completed	Due 5/29/2014 Felicia Adkins (LEA)
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ELD pacing guides 9-12 EL Specialists will help develop an ELD pacing guide for EDGE curriculum.	Completed	Due 5/29/2014 Estella Hernandez (LEA) , Felicia Adkins (LEA)
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ELD lesson plans ELD Lesson Plans will be submitted to site administration.	Completed	Due 5/29/2014 Estella Hernandez (LEA) , Felicia Adkins (LEA)
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Frequent walk throughs Director and site administration will conduct frequent walk-throughs.	Completed	Due 5/29/2014 Felicia Adkins (LEA)
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Monitor instruction Site Administration will monitor instruction via lesson plans.	Completed	Due 5/28/2015 Felicia Adkins (LEA)
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ELD lesson plans ELD Lesson Plans will be submitted to site administration.	Completed	Due 5/28/2015 Felicia Adkins (LEA)
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Frequent walk throughs Director and site administration will conduct frequent walk-throughs.	Completed	Due 5/28/2015 Felicia Adkins (LEA)
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STRATEGY Instructional practices for EL Success during Core

Teachers will use sound instructional practices during core instruction to ensure English learners' success.

Filing Cabinet Count 0

ACTION STEP Sound instructional practices

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GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Instructional practices for EL Success during Core

ACTION STEP Sound instructional practices

Teachers will use sound instructional practices.

Status	Completed 04/23/2015	Filing Cabinet Count	0
Start-End Dates	08/24/2013 - 05/29/2015		
Persons Responsible	Felicia Adkins, Estella Hernandez		

TASKS 6 of 6 Complete

Sound instructional practices in the classroom	Completed	Due 5/29/2014
Teachers will use sound instructional practices throughout the instructional day.		
Monitoring of sound instructional practices	Completed	Due 5/29/2014
Site administration will ensure that teachers use sound instructional practices throughout the instructional day by frequent walk throughs.		
EL specialist support	Completed	Due 5/29/2015
EL Specialist will support teachers by training and modeling for teachers on sound instructional practices.		
EL specialist support	Completed	Due 5/29/2014
EL Specialists will provide support to teachers by training and modeling lessons on sound instructional practices.		
Sound instructional practices in the classroom	Completed	Due 5/29/2015
Teachers will use sound instructional practices throughout the instructional day.		
Monitoring of sound instructional practices	Completed	Due 5/29/2015
Site administration will ensure that teachers use sound instructional practices throughout the instructional day by frequent walk throughs.		

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

STRATEGY **ELD Curriculum**

K-5 teachers will replace Avenues with the ELD component of Imagine it!

Filing Cabinet Count 0

ACTION STEP PD on Imagine It! ELD component

Teachers will receive professional development on the ELD component of Imagine it!

Status	Completed 12/01/2014	Filing Cabinet Count	0
Start-End Dates	08/03/2014 - 11/28/2014		
Timeline Notes	Beginning of 2014-15 academic year		
Tags	T3Y4		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

TASKS 4 of 4 Complete

Pd for Site Administrators	Completed	Due 8/29/2014
Professional Development will be provided for site administrators on the implementation of the ELD portion of Imagine It!		
PD for Kindergarten Teachers	Completed	Due 11/28/2014
Kindergaraten teachers will recieve PD on the ELD component of Imagine It!		
PD for 1-2 Grade Teachers	Completed	Due 11/28/2014
Professional development will be delivered to first and second grade teachers on the ELD component of Imagine It!		
PD for 3-5 Grade Teachers	Completed	Due 11/28/2014
Professional Development will be provided for teachers of grades 3-5 on the implementation of the ELD portion of Imagine It!		

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

An increase percentage of English Learners will attain proficiency in Reading/Language Arts as measured by Key Data Systems Common Core State Standards (KDS CCSS) summative assessments for grades 3-8 and 11; KDS CCSS benchmarks for grades K-12 in English language arts; and English letter grades.

*By May 2014, ELs will be assessed using KDS CCSS summative assessments for grades 3-8 and 11 to serve as baseline data in ELA, in order to move toward state-defined expectations for ELA proficiency.

*By May 2015, there will be an increase of 10% from last year's KDS CCSS summative assessment for ELs in grades 3-8 and 11.

An increase percentage of English Learners will attain proficiency in mathematics as measured by Key Data Systems Common Core State Standards (KDS CCSS) summative assessments for grades 3-8 and 11; KDS CCSS benchmarks for grades K-12 in math; and math letter grades.

*By May 2014, EL will be assessed using KDS CCSS summative English language arts assessments for grades 3-8 and 11 to serve as baseline data in math, in order to move toward state-defined expectations for math proficiency.

*By May 2015, there will be an increase of 10% from last year's KDS CCSS summative math assessment for ELs in grades 3-8 and 11.

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

STRATEGY Implementation of R/LA program for ELs

Implement rigorous differentiated instruction using research-based reading and language arts strategies. (DDE, 2010; Mariano & Waters,2009; Hattie, 2009)

Filing Cabinet Count	0
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ACTION STEP Implement differentiated instruction

Implement rigorous differentiated instruction in all Reading/Language Arts classes to meet the academic and language needs of English Learners. Meanwhile, differentiated instruction is comprehensive and rigorous. Explicit direct instruction provides a clear learning understanding for English Learners (CDE, 2010). PD will be provided by EL Specialists funded through Title III or Title I and the ELA/ELD Coach.

Status	Completed 06/03/2015	Filing Cabinet Count	0
Start-End Dates	08/24/2013 - 06/14/2014		
Timeline Notes	Daily implementation and practice.		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

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

STRATEGY Implementation of R/LA program for ELs

ACTION STEP Implement differentiated instruction

TASKS 4 of 4 Complete

Walk throughs Incorporate higher-level critical thinking skills in daily instruction as monitored by site administrators' walk-throughs.	Completed	Due 5/29/2014 Felicia Adkins (LEA)
Posted standards/objectives Grade-level Common Core content standards and learning objectives are posted on interactive walls in all classrooms.	Completed	Due 5/29/2014 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Walk throughs Incorporate higher-level critical thinking skills in daily instruction as monitored by site administrators' walk-throughs.	Completed	Due 5/29/2015 Felicia Adkins (LEA)
Posted standards/objectives Grade-level Common Core content standards and learning objectives are posted on interactive walls in all classrooms.	Completed	Due 5/29/2015 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)

ACTION STEP Research-based R/LA instructional strategies

Implementation of research-based Reading/Language Arts strategies supports the academic and linguistic needs of English Learners. (CDE, 2010; Marzano & Waters, 2009; Hattie, 2009.)

Status	Completed 06/09/2015	Filing Cabinet Count	0
Start-End Dates	08/25/2013 - 05/28/2015		
Timeline Notes	Daily practice of these strategies.		
Tags	T3Y4		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

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

STRATEGY **Implementation of R/LA program for ELs**

ACTION STEP **Research-based R/LA instructional strategies**

TASKS 6 of 6 Complete

Scaffolding techniques	Completed	Due 5/29/2014
EL Specialist to provide scaffolding techniques in lesson delivery to classroom teachers to ensure English Learners have access to core.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Lesson plans	Completed	Due 5/29/2014
Lesson plans will ensure differentiated instruction for ELs.		Felicia Adkins (LEA)
scaffolding techniques	Completed	Due 5/29/2015
EL Specialist to provide scaffolding techniques in lesson delivery to classroom teachers to ensure English Learners have access to core.		Felicia Adkins (LEA)
Lesson plans	Completed	Due 5/29/2015
Lesson plans will ensure differentiated instruction for ELs.		Felicia Adkins (LEA)
Implementation of Performance Task Practice	Completed	Due 5/20/2014
Implement Performance Task practice.		Felicia Adkins (LEA)
Performance Task Practice	Completed	Due 5/28/2015
Performance Task practice will continue to be implemented.		

STRATEGY **Access to English Language Arts**

Ensure all teachers and students have appropriate ELA materials and proper placement of ELs to ensure access to ELA grade-level content standards. (CDE,2207; Dufour, Dufour, Eabert& Mary, 2006; Mariano & Waters, 2009)

Filing Cabinet Count 0

ACTION STEP **Appropriate Placement of ELs to access ELA**

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

STRATEGY Access to English Language Arts

ACTION STEP Appropriate Placement of ELs to access ELA

Appropriate placement of ELs ensures access to English Language Arts grade-level content standards. (CDE, 2007; Dufour, Dufour, Eabert & Many, 2006; Marzano & Waters, 2009).

Status	Completed 06/27/2014	Filing Cabinet Count	1
Start-End Dates	08/25/2013 - 05/28/2014		
Tags	T3Y4		
Persons Responsible	Felicia Adkins		

TASKS 4 of 4 Complete

Master schedule	Completed	Due 5/29/2014
Ensure all ELs are appropriately placed in an ELA core or ELA support class as demonstrated by the master schedule and individual teacher/student schedules.		Felicia Adkins (LEA)

ELD/ELA criteria	Completed	Due 5/29/2014
Implementation of ELD/ELA Placement Criteria to appropriately place ELs.		Felicia Adkins (LEA)

Master schedule	Completed	Due 5/29/2015
Ensure all ELs are appropriately placed in an ELA core or ELA support class as demonstrated by the master schedule and individual teacher/student schedules.		Felicia Adkins (LEA)

ELD/ELA criteria	Completed	Due 5/29/2015
Implementation of ELD/ELA Placement Criteria to appropriately place ELs.		Felicia Adkins (LEA)

ACTION STEP Access to core materials

Ensures all R/ELA teachers and students have all appropriate ELA materials.

Status	Completed 06/09/2015	Filing Cabinet Count	0
Start-End Dates	08/25/2013 - 05/28/2015		
Tags	T3Y4		
Persons Responsible	Felicia Adkins, Estella Hernandez		

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

STRATEGY Access to English Language Arts

ACTION STEP Access to core materials

TASKS 2 of 2 Complete

ELA materials	Completed	Due 10/10/2013
Ensure all teachers and students have complete sets of ELA materials.		Felicia Adkins (LEA)
ELA materials	Completed	Due 10/1/2014
Ensure all teachers and students have complete sets of ELA materials.		Felicia Adkins (LEA)

STRATEGY Monitoring of R/LA program and progress for ELs

District Administration as well as site administration with support from Specialists will monitor R/LA program and progress for ELs.

Filing Cabinet Count 0

ACTION STEP Monitor Reading/Language Arts program

Monitoring the Reading/Language Arts program ensures routine evaluation to adjust to meet the academic and linguistic needs of English Learners. (CDE, 2010)

Status	Completed 06/09/2015	Filing Cabinet Count	0
Start-End Dates	08/25/2013 - 05/28/2015		
Timeline Notes	Principals will monitor weekly.		
Tags	T3Y4		
Persons Responsible	Felicia Adkins		

TASKS 6 of 12 Complete

Lesson plans	Completed	Due 5/29/2014
Monitor lesson plans to ensure differentiated instruction.		Felicia Adkins (LEA)
Monitor R/LA program minutes	Completed	Due 5/29/2014
Monitor the implementation of the reading/language arts program minutes.		Estella Hernandez (LEA) , Felicia Adkins (LEA)

Banning Unified - 3366985000000**GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup****STRATEGY Monitoring of R/LA program and progress for ELs****ACTION STEP Monitor Reading/Language Arts program**

Monitor/evaluate R/LA program	Completed	Due 5/29/2014
Monitor and evaluate the implementation of the R/Language Arts program for effectiveness as evidenced by formative and summative data reviewed at data/leadership meetings. Modifications/interventions for targeted students will be developed.		Felicia Adkins (LEA)
Walk throughs	Completed	Due 5/29/2014
Routine walk-throughs with timely feedback for teachers by site administrators as evidenced by walk-through tools.		Felicia Adkins (LEA)
Feedback to teachers	Completed	Due 5/29/2014
EL Program Specialists will provide support, when needed, to teachers; individually or collaboratively.		Felicia Adkins (LEA)
Data analysis	Completed	Due 5/29/2014
Review summative and formative data disaggregated by EL subgroup to identify and address standards/skills not yet mastered.		Felicia Adkins (LEA)
Lesson plans	In Progress	Due 5/29/2015
Monitor lesson plans to ensure differentiated instruction.		Felicia Adkins (LEA)
Monitor R/LA program minutes	In Progress	Due 5/29/2015
Monitor the implementation of the reading/language arts program minutes.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Monitor/evaluate R/LA program	In Progress	Due 5/29/2015
Monitor and evaluate the implementation of the R/Language Arts program for effectiveness as evidenced by formative and summative data reviewed at data/leadership meetings. Modifications/interventions for targeted students developed.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Walk throughs	Not Begun	Due 5/29/2015
Routine walk-throughs with timely feedback for teachers by site administrators as evidence by walk-through tools.		Felicia Adkins (LEA)

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

STRATEGY **Monitoring of R/LA program and progress for ELs**

ACTION STEP **Monitor Reading/Language Arts program**

Feedback to teachers EL Program Specialists will provide support when needed, to teachers, individually or collaboratively.	In Progress	Due 5/29/2015 Estella Hernandez (LEA) , Felicia Adkins (LEA)
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Data analysis Review summative and formative data disaggregated by EL subgroup to identify and address standards/skills not yet mastered.	In Progress	Due 5/29/2015 Felicia Adkins (LEA)
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STRATEGY **Data analysis**

Formative and summarize data will be analyzed by site personnel to assess student progress of mastery on standards. (Mariano & Waters, 2009)

Filing Cabinet Count 0

ACTION STEP **Data analysis**

Site personnel analyze formative and summative data to assess student progress of mastery on standards. (Marzano & Waters, 2009).

Status	Completed 06/28/2013	Filing Cabinet Count	0
Start-End Dates	08/25/2011 - 06/14/2013		
Persons Responsible	Felicia Adkins, Estella Hernandez		

Banning Unified - 3366985000000**GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup****STRATEGY Data analysis****ACTION STEP Data analysis**

TASKS 6 of 6 Complete

Formative and summative data Analyze formative and summative data to differentiate instruction at data meetings.	Completed	Due 6/14/2012 Estella Hernandez (LEA) , Felicia Adkins (LEA)
Short and long term goals Collaboratively or individually, data and the creation or short and long term goals, by grade/departments, are routinely analyzed at PLCs and department/grade-level meetings.	Completed	Due 6/14/2012 Estella Hernandez (LEA) , Felicia Adkins (LEA)
Review disaggregated data Review data disaggregated by EL subgroup to identify and address standards/skills not mastered by EL subgroup.	Completed	Due 6/14/2012 Estella Hernandez (LEA) , Felicia Adkins (LEA)
Formative and summative data Analyze formative and summative data to differentiate instruction at data meetings.	Completed	Due 6/15/2013 Estella Hernandez (LEA) , Felicia Adkins (LEA)
Short and long term goals Collaboratively or individually, data and the creation or short and long term goals, by grade/departments, are routinely analyzed at PLCs and department/grade-level meetings.	Completed	Due 6/15/2013 Estella Hernandez (LEA) , Felicia Adkins (LEA)
Review disaggregated data Review data disaggregated by EL subgroup to identify and address standards/skills not mastered by EL subgroup.	Completed	Due 6/15/2013 Estella Hernandez (LEA) , Felicia Adkins (LEA)

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GOAL Goal 2C: AMAO 3 - Mathematics

An increase percentage of English Learners will attain proficiency in mathematics as measured by Key Data Systems Common Core State Standards (KDS CCSS) summative assessments for grades 3-8 and 11; KDS CCSS benchmarks for grades K-12 in math; and math letter grades.

*By May 2014, EL will be assessed using KDS CCSS summative English language arts assessments for grades 3-8 and 11 to serve as baseline data in math, in order to move toward state-defined expectations for math proficiency.

*By May 2015, there will be an increase of 10% from last year's KDS CCSS summative math assessment for ELs in grades 3-8 and 11.

Filing Cabinet Count 0

STRATEGY Bilingual Math Instructional Support Specialist

Hire a bilingual Math Instructional support specialist to support all teachers and teachers of second language learners. The ELD Specialist funded by Title III will work with the Math Instructional support specialist to ensure that English Learners' needs are met.

Filing Cabinet Count 0

ACTION STEP Hire a Math Instructional Support Specialist

Hire a bilingual Math Instructional Support Specialist.

Status	Completed 06/03/2015	Filing Cabinet Count	4
Start-End Dates	07/15/2013 - 08/26/2014		
Tags	T3Y4		
Persons Responsible	Felicia Adkins		

Banning Unified - 3366985000000**GOAL Goal 2C: AMAO 3 - Mathematics****STRATEGY Bilingual Math Instructional Support Specialist****ACTION STEP Hire a Math Instructional Support Specialist**

TASKS 3 of 6 Complete

Math Instructional Support Math Specialist will support grade levels on a weekly basis during the first quarter of the 2013-14 academic year with whole group CCSS demo lessons using Go Math!	Completed	Due 1/15/2014 Anna Torres (LEA) , Felicia Adkins (LEA)
Classroom Demos Math Specialist will support classroom teachers by providing CCSS demo lessons using Go Math! in their individual classrooms on a monthly basis or by teacher request.	Completed	Due 5/29/2014 Anna Torres (LEA) , Felicia Adkins (LEA)
Specialist support to 6-8 Site Math Specialist will support the 6-8 site by team teaching with the classroom teachers on a monthly basis or by teacher request.	Completed	Due 5/29/2014 Anna Torres (LEA) , Felicia Adkins (LEA)
Math Instructional Support Math Specialist will support grade levels on a weekly basis during the first quarter of the academic year with whole group CCSS demo lessons using Go Math!	Not Begun	Due 5/29/2015 Anna Torres (LEA) , Felicia Adkins (LEA)
Classroom Demos Math Specialist will support classroom teachers by providing CCSS demo lessons using Go Math! in their individual classrooms on a monthly basis or by teacher request.	Not Begun	Due 5/29/2015 Anna Torres (LEA) , Felicia Adkins (LEA)
Specialist support to 6-8 Site Math Specialist will support the 6-8 site by team teaching with the classroom teachers on a monthly basis or by teacher request.	Not Begun	Due 5/29/2015 Anna Torres (LEA) , Felicia Adkins (LEA)

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GOAL Goal 2C: AMAO 3 - Mathematics

STRATEGY Adoption of New Math Curriculum to align to CCSS

A new math curriculum that is aligned to CCSS will be adopted and implemented

Filing Cabinet Count 0

ACTION STEP Adoption of new math curriculum

a new CCSS aligned math curriculum will be adopted and implemented

Status	Completed 11/20/2014	Filing Cabinet Count	0
Start-End Dates	02/25/2014 - 05/28/2015		
Tags	T3Y4		

TASKS 2 of 2 Complete

Training of Staff	Completed	Due 12/15/2014
Principals and teachers will receive training on the new math curriculum.		
Math Specialist support to staff	Completed	Due 5/29/2014
Math Specialist will support teachers with the new math curriculum on a monthly basis.		

STRATEGY Implementation of Mathematics program for ELs

A new math program aligned with CCSS, research based instructional strategies and differentiated instruction will be adopted.

Filing Cabinet Count 0

ACTION STEP Implement differentiated instruction

Implement rigorous differentiated instruction in all mathematic classes to meet the content and language needs of English Learners. Meanwhile, differentiated instruction is comprehensive and rigorous. Explicit direct instruction provides a clear learning understanding of content and language standards for English Learners. (CDE, 2010).

Status	Completed 06/09/2015	Filing Cabinet Count	0
Start-End Dates	08/25/2013 - 05/28/2015		
Timeline Notes	Principals will monitor weekly via lesson plans.		
Tags	T3Y4		
Persons Responsible	Felicia Adkins		

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GOAL Goal 2C: AMAO 3 - Mathematics

STRATEGY Implementation of Mathematics program for ELs

ACTION STEP Implement differentiated instruction

TASKS 3 of 3 Complete

Walk throughs Incorporate higher-level critical thinking skills in daily instruction as monitored by site administrators' frequent walk-throughs.	Completed	Due 5/29/2014 Felicia Adkins (LEA)
Posted standards/objectives Grade-level content standards and learning objectives are posted on interactive walls in all classrooms.	Completed	Due 1/10/2014 Felicia Adkins (LEA)
Posted standards/objectives Grade-level content standards and learning objectives are posted on interactive walls in all classrooms.	Completed	Due 5/29/2015 Felicia Adkins (LEA)

ACTION STEP Implement research-based instructional strategies

Implementation of research-based instructional strategies supports the academic and linguistic needs of English Learners (CDE, 2010; Marzano & Waters, 2009; Hattie, 2009).

Status	Completed 06/09/2015	Filing Cabinet Count	0
Start-End Dates	08/25/2013 - 05/28/2015		
Tags	T3Y4		
Persons Responsible	Felicia Adkins		

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GOAL Goal 2C: AMAO 3 - Mathematics

STRATEGY Implementation of Mathematics program for ELs

ACTION STEP Implement research-based instructional strategies

TASKS 3 of 4 Complete

Scaffolding techniques Math Specialist to provide scaffolding techniques in lesson delivery to classroom teachers to ensure English Learners have access to math standards.	Completed	Due 5/29/2014 Felicia Adkins (LEA)
Scaffolding techniques Math Specialist to provide scaffolding techniques to classroom teachers in lesson delivery to ensure English Learners have access to math standards.	Not Begun	Due 5/29/2016 Felicia Adkins (LEA)
Lesson plans Weekly lesson plans submitted by classroom teachers will demonstrate differentiated instruction for ELs.	Completed	Due 5/29/2014 Felicia Adkins (LEA)
Lesson plans Weekly lesson plans submitted by classroom teachers will demonstrate differentiated instruction for ELs.	Completed	Due 5/29/2015 Felicia Adkins (LEA)

ACTION STEP Adoption of CCSS aligned Math Program

Adoption of a new Math Program that is aligned to the new CCSS.

Status	Completed 06/09/2015	Filing Cabinet Count	0
Start-End Dates	05/29/2014 - 05/28/2015		
Tags	T3Y4		
Persons Responsible	Felicia Adkins, Anna Torres		

TASKS 1 of 1 Complete

Adoption of new Math curriculum A new math curriculum that is aligned to the new CCSS will be investigated and adopted.	Completed	Due 5/28/2015 Anna Torres (LEA) , Felicia Adkins (LEA)
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GOAL Goal 2C: AMAO 3 - Mathematics

STRATEGY Access to mathematics core

Ensure access to appropriate mathematic content standards via proper placement and access to appropriate materials.

Filing Cabinet Count 1

ACTION STEP Appropriate Placement of ELs

Appropriate placement of ELs ensures access to appropriate mathematic content standards. (CDE, 2007; Dufour, Dufour, Eabert & Many, 2006; Marzano & Waters, 2009).

Status	Completed 06/09/2015	Filing Cabinet Count	0
Start-End Dates	08/25/2013 - 05/28/2015		
Timeline Notes	Beginning of academic school year and upon matriculation of new enrollees.		
Persons Responsible	Felicia Adkins		

TASKS 4 of 4 Complete

Master schedule	Completed	Due 5/28/2014
Ensure all ELs are appropriately placed in an math core or math support class as demonstrated by the master schedule and individual teacher/student schedules.		Felicia Adkins (LEA)
Master schedule	Completed	Due 5/28/2015
Ensure all ELs are appropriately placed in an math core or math support class as demonstrated by the master schedule and individual teacher/student schedules.		Felicia Adkins (LEA)
Placement criteria	Completed	Due 5/28/2014
Implementation of math class placement criteria to appropriately place ELs.		Felicia Adkins (LEA)
Placement criteria	Completed	Due 5/28/2015
Implementation of math class placement criteria to appropriately place ELs.		Felicia Adkins (LEA)

ACTION STEP Access to core materials

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GOAL **Goal 2C: AMAO 3 - Mathematics**

STRATEGY **Access to mathematics core**

ACTION STEP **Access to core materials**

Ensure all mathematic teachers and students have all appropriate materials.

Status	Completed 11/20/2014	Filing Cabinet Count	0
Start-End Dates	08/25/2013 - 05/28/2015		
Timeline Notes	Beginning of each academic year.		
Persons Responsible	Felicia Adkins		

TASKS 2 of 2 Complete

Math materials	Completed	Due 5/29/2014
Ensure all teachers have complete sets of math materials and all students have appropriate math materials.		Felicia Adkins (LEA)
Math materials	Completed	Due 5/29/2015
Ensure all teachers have complete sets of math materials and all students have appropriate math materials.		Felicia Adkins (LEA)

STRATEGY **Monitoring of mathematics program/progress for ELs**

District and site Administration will monitor and ensure that the mathematics program is adjusted to meet the academic and linguistic needs of ELs. (CDE, 2010)

Filing Cabinet Count 0

ACTION STEP **Monitor Mathematics program**

Monitoring the math program ensures routine evaluation to adjust to meet the academic and linguistic needs of English Learners. (CDE, 2010)

Status	Completed 06/09/2015	Filing Cabinet Count	0
Start-End Dates	08/25/2013 - 05/28/2015		
Timeline Notes	Quarterly monitoring of math program.		
Tags	T3Y4		
Persons Responsible	Felicia Adkins		

TASKS 11 of 12 Complete

Lesson plans	Completed	Due 5/29/2014
Site Principals to monitor lesson plans to ensure differentiated instruction in math for ELs.		Felicia Adkins (LEA)

Banning Unified - 3366985000000**GOAL Goal 2C: AMAO 3 - Mathematics****STRATEGY Monitoring of mathematics program/progress for ELs****ACTION STEP Monitor Mathematics program**

Lesson plans	Completed	Due 5/29/2015
Site Principals to monitor lesson plans to ensure differentiated instruction in math for ELs.		Felicia Adkins (LEA)
Monitor math program minutes	Completed	Due 5/29/2014
Monitor the implementation of the math program minutes.		Felicia Adkins (LEA)
Monitor Math program minutes	Completed	Due 5/29/2015
Monitor the implementation of the math program minutes.		Felicia Adkins (LEA)
Monitor/evaluate math program	Completed	Due 5/29/2014
Monitor and evaluate the implementation of the math program for effectiveness as evidenced by formative and summative data reviewed at data/leadership meetings. Modifications/interventions for targeted students will be developed.		Felicia Adkins (LEA)
Monitor/evaluate math program	Completed	Due 5/29/2015
Monitor and evaluate the implementation of the math program for effectiveness as evidenced by formative and summative data reviewed at data/leadership meetings. Modifications/interventions for targeted students will be developed.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Walk throughs	Completed	Due 5/29/2014
Routine walk-throughs with timely feedback for teachers by site administrators as evidence by walk-through tools.		Felicia Adkins (LEA)
Walk Throughs	Completed	Due 5/29/2015
Routine walk-throughs with timely feedback for teachers by site administrators as evidence by walk-through tools.		Felicia Adkins (LEA)
Feedback to teachers	Completed	Due 5/29/2014
Math Instructional Coach will provide support, when needed, to teachers, individually or collaboratively.		Anna Torres (LEA) , Felicia Adkins (LEA)
Feedback to teachers	In Progress	Due 5/29/2016
Math Instructional Coach will provide support, when needed, to teachers, individually or collaboratively.		Felicia Adkins (LEA)

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GOAL **Goal 2C: AMAO 3 - Mathematics**

STRATEGY **Monitoring of mathematics program/progress for ELs**

ACTION STEP **Monitor Mathematics program**

Data analysis	Completed	Due 5/29/2014
Review summative and formative data disaggregated by EL subgroup to identify and address standards/skills not yet mastered.		

Data analysis	Completed	Due 5/29/2015
Review summative and formative data disaggregated by EL subgroup to identify and address standards/skills not yet mastered.		

STRATEGY **Data analysis**

Formative and summarize data will be analyzed by site personnel to assess student progress of mastery on standards. (Mariano & Waters, 2009)

Filing Cabinet Count 1

ACTION STEP **Data Analysis**

Site personnel analyze formative and summative data to assess student progress of mastery on standards. (Marzano & Waters, 2009).

Status	Completed 06/09/2015	Filing Cabinet Count	0
Start-End Dates	08/25/2013 - 05/28/2015		
Timeline Notes	Monthly grade level and department collaboration/meetings.		
Tags	T3Y4		
Persons Responsible	Felicia Adkins		

Banning Unified - 3366985000000**GOAL Goal 2C: AMAO 3 - Mathematics****STRATEGY Data analysis****ACTION STEP Data Analysis**

TASKS 6 of 6 Complete

Formative and summative data Analyze formative and summative data to differentiate instruction.	Completed	Due 5/29/2014 Felicia Adkins (LEA)
Formative and summative data Analyze formative and summative data to differentiate instruction.	Completed	Due 5/29/2015 Felicia Adkins (LEA)
Short and long term goals Collaboratively or individually, data and the creation of short and long term goals, by grade/departments, are routinely analyzed at PLCs and department/grade-level meetings.	Completed	Due 5/29/2014 Felicia Adkins (LEA)
Short and long term goals Collaboratively or individually, data and the creation or short and long term goals, by grade/departments, are routinely analyzed at PLCs and department/grade-level meetings.	Completed	Due 5/29/2015 Estella Hernandez (LEA) , Felicia Adkins (LEA)
Review disaggregated data Review data disaggregated by EL subgroup to identify and address standards/skills not mastered by EL subgroup.	Completed	Due 5/29/2014 Felicia Adkins (LEA)
Review disaggregated data Review data disaggregated by EL subgroup to identify and address standards/skills not mastered by EL subgroup.	Completed	Due 5/29/2015 Felicia Adkins (LEA)

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GOAL Goal 2D: High Quality Professional Development

BUSD will provide high quality professional development to teachers, administrators, school personnel, and community-based personnel to improve the education of English Learners.

*By May 2014, the math instructional specialist will have provided professional development and support for all K-8 grade teachers on the CCSS Math.

*By May 2015, the math instructional support specialist will have provided continuous professional development and support for all K-12 teachers on the CCSS Math.

*By August 2014, hiring of an English Language Development/English Language Arts instructional support specialist will have been finalized.

*By May 2015, the English Language Arts instructional support specialist will have provided professional development and support for all K-12 grade teachers.

Filing Cabinet Count	5
Resources and state requirements for this goal Available	1

STRATEGY Teacher Professional Development

EL Specialists (funded through Title III or Title I) will provide PD to all K-12 teachers on the following topics: SDAIE (3 district-wide strategies, CELDT, ELA/ELD alignment, the new CCSS implementation).

Filing Cabinet Count	0
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ACTION STEP K-12 teacher training

EL Specialist will provide monthly K-12 teacher training at SBCP days, staff meetings, grade level/department collaborations, and teacher professional development days for successful ELD delivery. Emphasis will be placed on the importance of cross curricular language development (Marzano & Waters 2009).

Status	Completed 07/21/2014	Filing Cabinet Count	2
Start-End Dates	05/28/2013 - 05/28/2014		
Timeline Notes	Monthly at SBCP days, staff meetings, grade level/department collaborations.		
Tags	T3Y4		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

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GOAL Goal 2D: High Quality Professional Development

STRATEGY Teacher Professional Development

ACTION STEP K-12 teacher training

TASKS 1 of 2 Complete

K-12 Professional Development	Completed	Due 5/20/2014
EL Specialists will provide monthly PD to all core content classroom K-12 teachers on differentiation, SDAIE strategies, GLAD strategies. (CDE 2007, Dufour, Dufour, Eaber & Many, 2006, Marzano, Reeves 2006, Schmoker, 2006, Westover, 2008)		
K-12 Professional Development	In Progress	Due 5/29/2015
EL Specialists will provide monthly PD to all core content classroom K-12 teachers on differentiation, SDAIE strategies, GLAD strategies. (CDE 2007, Dufour, Dufour, Eaber & Many, 2006, Marzano, Reeves 2006, Schmoker, 2006, Westover, 2008)		

ACTION STEP Three Strategy focus K-12

ELL Specialist will provide trainings and monthly support for K-12 teachers on these three specific SDAIE strategies: Academic Vocabulary, Constructive Feedback and Power Writing.

Status	Completed 06/09/2015	Filing Cabinet Count	1
Start-End Dates	08/25/2013 - 05/28/2015		
Timeline Notes	Monthly at SBCP days, staff meetings, grade level/department collaborations		
Tags	T3Y4		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

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GOAL Goal 2D: High Quality Professional Development

STRATEGY Teacher Professional Development

ACTION STEP Three Strategy focus K-12

TASKS 1 of 3 Complete

Professional Development on Academic Vocabulary K-12	Completed	Due 5/29/2015
Professional Development K-12—academic vocabulary.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Professional Development on Constructive Feedback	In Progress	Due 5/29/2015
ELL Specialist will provide training and support on Constructive Feedback to K-12 core content teachers.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Professional Development on Power Writing	In Progress	Due 5/29/2015
ELL Specialist will provide training on Power Writing strategy to K-12 core content teachers.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)

ACTION STEP CELDT Trainings

ELL Specialist will provide training on the CELDT. The focus will be on it's importance, purpose, components, language level descriptors, process, and released test questions to all K-12 teachers. The test released questions training will be held in the second quarter of the academic year. Trainings on it being a component of the reclassification criteria will be addressed during the third academic quarter.

Status	Completed 06/09/2015	Filing Cabinet Count	0
Start-End Dates	08/25/2013 - 05/28/2015		
Timeline Notes	August - November 2014 and August - November 2015		
Tags	T3Y4		
Persons Responsible	Felicia Adkins, Estella Hernandez		

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

STRATEGY **Teacher Professional Development**

ACTION STEP **CELDT Trainings**

TASKS 5 of 6 Complete

CELDT Test Trainings Teachers will receive training the the importance, purpose, domains, language level districtors and the administration process of the CELDT during the first quarter of the academic year.	Completed	Due 12/6/2013 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
CELDT Test Trainings Teachers will receive information on the the importance, purpose, domains, language level districtors and the administration process of the CELDT. This information will be distributed/presented at staff meetings and/or grade level meetings.	Completed	Due 12/12/2014 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Teacher CELDT training CELDT Teacher trainings—Celdt Released Questions	Completed	Due 5/29/2014 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Teacher CELDT training CELDT Teacher trainings—Celdt Released Questions.	Completed	Due 5/29/2015 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
CELDT and Reclassification Training on the role of the CELDT test in the reclassification criteria, will be provided to all teachers during the third quarter of the academic year.	Completed	Due 4/4/2014 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
CELDT and Reclassification Training on the role of the CELDT test in the reclassification criteria, will be provided to all teachers during the third quarter of the academic year.	Not Begun	Due 5/28/2015 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)

ACTION STEP **ELA/ELD correlation**

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GOAL Goal 2D: High Quality Professional Development

STRATEGY Teacher Professional Development

ACTION STEP ELA/ELD correlation

Teacher training on CCSS ELA/ELD correlation.

Status	Completed 06/09/2015	Filing Cabinet Count	0
Start-End Dates	08/25/2013 - 05/28/2015		
Timeline Notes	August 2015 and throughout the school year.		
Tags	T3Y4		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

TASKS 2 of 2 Complete

ELA/ELD Correlation	Completed	Due 5/29/2014
Specialist will plan how to correlate CCSS ELA/ELD standards for teachers.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
ELA/ELD correlation	Completed	Due 5/29/2015
Present the new Framework which states that the CCSS ELA/ELD should be taught in tandem.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)

ACTION STEP Current research training

Teachers will receive professional development on current CCSS research.

Status	Completed 06/09/2015	Filing Cabinet Count	2
Start-End Dates	08/25/2013 - 05/28/2015		
Timeline Notes	Teacher Leaders during summer 2013; teachers at respective sites during 2013-14 school year		
Tags	T3Y4		
Persons Responsible	Felicia Adkins, Estella Hernandez		

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GOAL Goal 2D: High Quality Professional Development

STRATEGY Teacher Professional Development

ACTION STEP Current research training

TASKS 4 of 4 Complete

Current research training	Completed	Due 5/29/2015
Teach like a Champion strategies training will be mapped during 2013-14 for delivery during 2013-15 for K-12.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Training on new CCSS Math Curriculum	Completed	Due 5/29/2015
New CCSS Math Curriculum will be adopted; teachers will receive training on the new materials.		Anna Torres (LEA) , Felicia Adkins (LEA)
CCSS Trainings	Completed	Due 5/29/2015
Teachers will be trained in groups on CCSS.		
CCSS Trainings for Leaders	Completed	Due 5/29/2014
CCSS training including pacing guides for English and Math provided for Teacher leaders K-12.		Felicia Adkins (LEA)

STRATEGY Administrative Professional Development

Site Administrators will receive professional development on differentiation, three district wide SDAIE strategies, and GLAD strategies at the beginning of the academic year with support as needed throughout the year.

Filing Cabinet Count 3

ACTION STEP Administrator Trainings

Site Administrators will receive professional development differentiation, SDAIE strategies, and GLAD strategies at the beginning of the academic year with support as needed throughout the year.

Status	Completed 06/15/2015	Filing Cabinet Count	1
Start-End Dates	08/25/2013 - 05/28/2015		
Tags	T3Y4		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

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GOAL Goal 2D: High Quality Professional Development

STRATEGY Administrative Professional Development

ACTION STEP Administrator Trainings

TASKS 0 of 3 Complete

Training on differentiation for ELs	In Progress	Due 5/29/2016
Principals will receive training on differentiation for ELLs. This training will focus on differentiation characteristics that should be evident in classrooms during weekly walk-throughs.		
Training on SDAIE Strategies	In Progress	Due 5/30/2015
Principals will receive training on SDAIE Strategies: Academic Vocabulary, Constructive Feedback and Power Writing. This training will focus on characteristics that should be evident in classrooms during weekly walk-throughs.		
Training on GLAD Strategies	In Progress	Due 5/30/2015
Principals will receive training on GLAD Strategies for ELLs. This training will focus on characteristics that should be evident in classrooms during weekly walk-throughs.		

ACTION STEP Three Strategy Foci

Principals will ensure that focus on Academic vocabulary, corrective feedback and power writing strategies K-12 be placed during the corresponding months and thereafter throughout the school year. Academic Vocabulary will be addressed during the first month, Constructive Feedback will be added the second month, with Power Writing strategy added to these first two the third month. Thereafter, these three strategies will be implemented throughout the instructional day for the remaining of the year.

Status	Completed 06/15/2015	Filing Cabinet Count	1
Start-End Dates	08/25/2013 - 05/29/2015		
Tags	T3Y4		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

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GOAL Goal 2D: High Quality Professional Development

STRATEGY Administrative Professional Development

ACTION STEP Three Strategy Foci

TASKS 3 of 3 Complete

Academic Vocabulary K-12	Completed	Due 5/29/2015
Principals will ensure Academic Vocabulary is focused upon during core content instructional time during the first month of the academic school year.		
Constructive Feedback	Completed	Due 5/29/2015
Principals will ensure Constructive Feedback is a focus (alongside academic vocabulary) during core content instructional time during the second month of the academic school year.		
Power Writing Strategy	Completed	Due 5/29/2015
Principals will ensure Power Writing (alongside Vocabulary Development and Constructive Feedback) is focused upon during core content instructional time during the third month of the academic school year.		

ACTION STEP CELDT Training and Monitoring

Administrators will receive CELDT training and will monitor implementation of CELDT Training components and TRQs via weekly lesson plans.

Status	Completed 06/15/2015	Filing Cabinet Count	1
Start-End Dates	08/25/2013 - 05/28/2015		
Tags	T3Y4		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

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GOAL Goal 2D: High Quality Professional Development

STRATEGY Administrative Professional Development

ACTION STEP CELDT Training and Monitoring

TASKS 4 of 4 Complete

Administrator CELDT training CELDT administrator trainings--CELDT release questions.	Completed	Due 5/29/2014 Estella Hernandez (LEA) , Felicia Adkins (LEA)
Teacher CELDT training Principals will assure that teachers are implementing CELDT release question review with students.	Completed	Due 5/29/2014 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Administrator CELDT training CELDT administrator trainings--CELDT release questions.	Completed	Due 5/29/2015 Estella Hernandez (LEA) , Felicia Adkins (LEA)
Teacher CELDT training Principals will assure that teachers are implementing CELDT release question review with students.	Completed	Due 5/29/2015 Felicia Adkins (LEA)

ACTION STEP ELA/ELD correlation

Administrator training on CCSS ELA/ELD correlation and implementation.

Status	Completed 06/15/2015	Filing Cabinet Count	0
Start-End Dates	08/26/2013 - 05/28/2015		
Tags	T3Y4		
Persons Responsible	Felicia Adkins		

TASKS 3 of 3 Complete

ELA/ELD Correlation Training Principals will receive training on the current ELD/ELA CCSS correlation and implementation.	Completed	Due 8/29/2015 Felicia Adkins (LEA)
ELD/ELA CCSS Trainings Principals will ensure that teachers receive the Common Core ELA/ELD correlation training and any follow up support needed.	Completed	Due 5/29/2015 Felicia Adkins (LEA)
ELA/ELD correlation implementation Principals will ensure that teachers are implementing the Common Core ELA/ELD correlation training information across content areas via weekly lesson plans.	Completed	Due 5/29/2015 Felicia Adkins (LEA)

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GOAL Goal 2D: High Quality Professional Development

STRATEGY Administrative Professional Development

ACTION STEP Current research training

Administrators will receive professional development on current research focusing on CCSS while supporting Teach Like a Champion strategies.

Status	Completed 06/15/2015	Filing Cabinet Count	0
Start-End Dates	08/25/2013 - 05/28/2015		
Tags	T3Y4		
Persons Responsible	Felicia Adkins		

TASKS 2 of 2 Complete

Current CDE information on CCSS	Completed	Due 5/29/2015
Principals will receive training focusing on CCSS.		Felicia Adkins (LEA)
Current CDE CCSS information at PLCs	Completed	Due 5/29/2015
Principals will share information received at current research training with their teachers at PLCs.		Felicia Adkins (LEA)

STRATEGY Counselor Professional Development

Counselors (academic and other) will receive training on CELDT and Long Term English Learners-- identification and needs.

Filing Cabinet Count 0

ACTION STEP Counselor Training

English Learner Specialists will provide a training to all 6– 12 Counselors on the identification of of Long Term English Learners. (Lorie Olson, 2010)

Status	In Progress 09/19/2014	Filing Cabinet Count	0
Start-End Dates	08/25/2013 - 05/28/2016		
Timeline Notes	Beginning of the academic year.		
Persons Responsible	Felicia Adkins, Estella Hernandez		

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GOAL Goal 2D: High Quality Professional Development

STRATEGY Counselor Professional Development

ACTION STEP Counselor Training

TASKS 1 of 2 Complete

Training on identification LTELs	Completed	Due 5/28/2014
Training to all 6– 12 Counselors on the identification of Long Term English Learners. (Lorie Olson, 2010)		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
LTELs Needs	Not Begun	Due 5/29/2016
English Learner Specialists will provide a training to all 6– 12 Counselors on the needs of of Long Term English Learners. (Lorie Olson, 2010)		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)

ACTION STEP Investigate Clustering by Language Level for ELs

English Learner Specialists, Math Instructional Support Specialist and Counselors will investigate appropriate placement of ELs in core subject classes based on their language proficiency levels.

Status	Completed 09/17/2014	Filing Cabinet Count	0
Start-End Dates	02/10/2014 - 08/26/2014		
Timeline Notes	Implementation to occur in the 2014-15 academic year.		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

TASKS 2 of 2 Complete

Clustering of ELs	Completed	Due 8/1/2014
EL Specialists and Counselors will meet, discuss and plan the appropriate clustering placement of English Learners.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Implementation of Clustering of ELs	Completed	Due 8/3/2014
Counselors will implement EL Clustering plan written in conjunction with EL Specialists and Math Specialist.		Anna Torres (LEA) , Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)

ACTION STEP CELDT training

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GOAL Goal 2D: High Quality Professional Development

STRATEGY Counselor Professional Development

ACTION STEP CELDT training

A special CELDT training for counselors for purposes correct placement of ELs.

Status	Not Begun 04/24/2014	Filing Cabinet Count	0
Start-End Dates	05/30/2014 - 05/29/2016		
Timeline Notes	Prior to beginning of academic year with ongoing support during the year.		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

TASKS 0 of 2 Complete

CELD Training for Counselors	Not Begun	Due 8/3/2016
A special CELDT training for counselors for purposes correct placement of ELs.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Correct Placement of ELs	Not Begun	Due 5/29/2016
Implementation of knowledge acquired by counselors at CELDT training is evident via correct placement of ELs.		Felicia Adkins (LEA)

STRATEGY ELD/ELA Instructional Support Specialist

An ELD/ELA Instructional Support Specialist will be hired to support teachers with ELD and ELA K-12.

Filing Cabinet Count 0

ACTION STEP ELA/ELD Instructional Support Specialist

An ELD/ELA Instructional Support Specialist will be hired to support classroom teachers as well to provide staff development to teachers on ELD and ELA topics K-12.

Status	Completed 09/17/2014	Filing Cabinet Count	0
Start-End Dates	02/24/2014 - 07/28/2014		
Timeline Notes	Beginning of academic school year 2014-15.		
Persons Responsible	Felicia Adkins		

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

STRATEGY **ELD/ELA Instructional Support Specialist**

ACTION STEP **ELA/ELD Instructional Support Specialist**

TASKS 1 of 3 Complete

ELD/ELA Instructional Support Specialist	Completed	Due 6/13/2014
An ELD/ELA Instructional Support Specialist will be hired to support classroom teachers as well to provide staff development to teachers on ELD and ELA topics K-12.		
ELA Instructional Support Specialist	In Progress	Due 5/29/2015
ELD/ELA Instructional Support specialist will provide ongoing support to classroom teachers with the new CCSS ELA.		
ELD/ELA Instructional Support Specialist	In Progress	Due 5/29/2015
ELD/ELA Specialist will be part of the team that provides trainings on EL needs and ELD program.		

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GOAL Goal 2E: Parent and Community Participation

BUSD will promote and encourage the involvement of parents and community members. In addition to parental participation in required committees such as ELAC and SSC, parental and committee outreach activities at the site and District will promote and encourage participation in the education of English Learners. A network of parental and community leaders will help in promoting parent participation in the education of English Learners. By May 2014, parent and community participation in educational activities and matters will serve as a base for next academic school year.

By May 2015, parent and community participation in educational matters and activities will increase by 10%.

Filing Cabinet Count	5
Resources and state requirements for this goal Available	1

STRATEGY Improve knowledge of policies

EL Specialist, Site Administrators and parents will attend the FIN meetings prepared/presented by RCOE to provide parents with new knowledge on parent participation and services that are available for parents.

Filing Cabinet Count	0
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ACTION STEP Professional development with Family involvement

Banning Unified School District will participate with the Family Involvement Network to improve parent participation in school activities.

Status	Completed 06/15/2015	Filing Cabinet Count	2
Start-End Dates	08/25/2013 - 05/28/2015		
Timeline Notes	bi-monthly		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

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GOAL Goal 2E: Parent and Community Participation

STRATEGY Improve knowledge of policies

ACTION STEP Professional development with Family involvement

TASKS 7 of 8 Complete

Family Invovlement Network attendance	Completed	Due 5/29/2014
Legislation and policies are reviewed at the Family Invovement Network meetings.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Family Invovlement Network attendance by parents	Suspended	Due 5/29/2014
Parents will be trained with legislation and policies while attending the Family Invovement Network meetings.		Felicia Adkins (LEA)
Sharing of parent involvement ideas	Completed	Due 5/28/2014
Sharing of information given at FIN meetings and activities to school sites and administrators at monthly SSC meetings.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Sharing of parent involvement ideas	Completed	Due 5/28/2014
Sharing of information given at FIN meetings and activities at DPAC and ELAC meetings.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Family Invovement Network attendance	Completed	Due 5/28/2015
Legislation and policies are reviewed at the Family Invovement Network meetings.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Family Invovement Network attendance by parents	Completed	Due 5/28/2015
Parent will be trained with legislation and policies while attending the Family Invovement Network meetings.		Felicia Adkins (LEA)
Sharing of parent involvement ideas	Completed	Due 5/28/2015
Sharing of information given at FIN meetings and activities to school sites and administrators.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Sharing of Parent involvement ideas	Completed	Due 5/28/2015
Sharing of information given at FIN meetings and activities at DPAC and ELAC meetings.		Estella Hernandez (LEA) , Felicia Adkins (LEA)

ACTION STEP Parent Outreach Opportunities

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GOAL Goal 2E: Parent and Community Participation

STRATEGY Improve knowledge of policies

ACTION STEP Parent Outreach Opportunities

Parents, administrators and EL specialists will attend the Family Involvement Network meetings.

Status	Completed 06/15/2015	Filing Cabinet Count	7
Start-End Dates	08/25/2013 - 05/28/2015		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

TASKS 12 of 12 Complete

Parent liaisons	Completed	Due 5/29/2014
Parent liaison will be placed at each site.		Felicia Adkins (LEA)
Parent involvement	Completed	Due 5/29/2014
EL Specialists involvement in parent activities via parent contact, attendance at school activities as needed and able.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Bilingual telephone contact	Completed	Due 5/29/2014
Use of teleparent with bilingual messages to improve parent communication.		Anna Torres (LEA) , Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Increase of ELAC Parent Involvement	Completed	Due 5/29/2014
Investigate new budget monies for increase in ELAC parent involvement.		Felicia Adkins (LEA)
Training for parents	Completed	Due 5/29/2014
Provide Guiding Good Choices training from Riverside county Department of Mental Health.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Parent Liaisons	Completed	Due 5/29/2015
Parent liaison will be placed at each site.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Parent involvement	Completed	Due 5/29/2015
EL Specialists' involvement in parent activities via parent contact, attendance at school activities as needed and able.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Bilingual telephone contact	Completed	Due 5/29/2015
Use of teleparent with bilingual messages to improve parent communication.		Anna Torres (LEA) , Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)

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GOAL Goal 2E: Parent and Community Participation

STRATEGY Improve knowledge of policies

ACTION STEP Parent Outreach Opportunities

Increase of ELAC Parent Involvement	Completed	Due 5/29/2015
Investigate new budget monies for increase in ELAC parent involvement.		

Training for Parents	Completed	Due 5/29/2015
Provide Guiding Good Choices training from Riverside County Department of Mental Health		

Dual Immersion Parent Participation	Completed	Due 5/20/2014
A platform for information and trainings will be provided through the DI Coffee Sessions for English speaking parents and Tacita de Cafe sessions for Spanish speaking parents of students in the dual immersion program.		

Dual Immersion Parent Participation	Completed	Due 5/29/2015
A platform for information and trainings will be provided through the DI Coffee Sessions for English speaking parents and Tacita de Cafe sessions for Spanish speaking parents of students in the dual immersion program.		

STRATEGY District parent outreach

Banning Unified School District will improve parent outreach and participation.

Filing Cabinet Count 0

ACTION STEP Regularly scheduled DPAC meeting

Six DPAC meetings are scheduled to be held throughout the academic year to increase parent involvement.

Status	Completed 06/15/2015	Filing Cabinet Count	2
Start-End Dates	08/25/2013 - 05/28/2015		
Persons Responsible	Felicia Adkins, Estella Hernandez		

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GOAL Goal 2E: Parent and Community Participation

STRATEGY District parent outreach

ACTION STEP Regularly scheduled DPAC meeting

TASKS 2 of 2 Complete

DPAC meetings	Completed	Due 2/7/2014
Set schedule for regular monthly DPAC meetings.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
DPAC meetings	Completed	Due 5/28/2015
Set schedule for regular monthly DPAC meetings.		Estella Hernandez (LEA) , Felicia Adkins (LEA)

ACTION STEP Dissemination of district information

Information regarding EL students and policies are given to parents at DPAC,ELAC and SSC meetings. Additionally, information regarding ELs will be given at site family events.

Status	Completed 06/15/2015	Filing Cabinet Count	1
Start-End Dates	08/25/2013 - 05/29/2015		
Timeline Notes	Bi-monthly		
Persons Responsible	Felicia Adkins, Estella Hernandez		

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GOAL Goal 2E: Parent and Community Participation

STRATEGY District parent outreach

ACTION STEP Dissemination of district information

TASKS 6 of 6 Complete

Sharing district information Information regarding EL students and policies are given to parents at DPAC and ELAC meetings.	Completed	Due 5/28/2014 Estella Hernandez (LEA) , Felicia Adkins (LEA)
Sharing district information Information regarding EL students and policies are given to parents at DPACand ELAC meetings.	Completed	Due 5/28/2015 Estella Hernandez (LEA) , Felicia Adkins (LEA)
ELD profile cards Information on the use of the ELD profile cards K-12 will be shared with parents at the DPAC meetings.	Completed	Due 5/28/2014 Estella Hernandez (LEA) , Felicia Adkins (LEA)
ELD profile cards Information on the use of the ELD profile cards K-12 will be shared with parents at the DPAC meetings.	Completed	Due 5/28/2015 Estella Hernandez (LEA) , Felicia Adkins (LEA)
Parent involvement at school sites Information regarding Family Math and Literature Nights at school sites will be shared with parent via multiple communication methods.	Completed	Due 5/28/2014 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Parent involvement at school sites Information regarding Family Math and Literature Nights at school sites will be shared with parent via multiple communication methods.	Completed	Due 5/28/2015 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)

ACTION STEP Parent training

Parent trainings provided to parents and parent liasons.

Status	Completed 06/15/2015	Filing Cabinet Count	3
Start-End Dates	01/27/2014 - 05/29/2015		
Timeline Notes	bi-monthly parent liason trainings, site quarterly familiy events, bi-annual parenting workshops		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

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GOAL **Goal 2E: Parent and Community Participation**

STRATEGY **District parent outreach**

ACTION STEP **Parent training**

TASKS 4 of 4 Complete

Guiding Good Choices	Completed	Due 1/31/2014
Provide Guiding Good Choices training from Riverside county Department of Mental Health in Spanish and English to parents of students ages 9 - 14.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Parent Liaison training needs	Completed	Due 5/28/2014
Trainings for parent liaisons on EL parent needs.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Parent liaison trainings	Completed	Due 5/28/2015
Trainings for parent liaisons on EL parent needs.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Guiding Good Choices	Completed	Due 5/29/2015
Provide Guiding Good Choices training from Riverside county Department of Mental Health in Spanish and English to parents of students ages 9 - 14.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)

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GOAL Goal 2F: Parental Notification

BUSD will notify all parents of English Learners regarding all topics required by State and Federal policies and statues via face-to-face meetings, parent teacher conference. Letters, site and District informational bulletin boards, marquees, and use of mass tele-communications. Some topics include identification of EL, program placement options, academic achievement level, reclassification information, high school graduation requirements, annual notification of student progress, and Title III Accountability results.

By May 2014, all site and District parent committees, parents of English Learners, and leadership teams will be notified of State and Federal policies regarding English Learners. .

By May 2015, all site and District parent committees, parents of English Learners, community members, and leadership teams will be notified of State and Federal policies regarding English Learners.

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

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GOAL Goal 2G: Services for Immigrant Students

Students must be addressed if the LEA receives Title III Immigrant Education Funds). BUSD's EL Program Specialist (funded through Title III) will identify and monitor immigrant students to enhance services for immigrant students. The use of summative and formative data, grades, teacher input, and student goals will provide academic services and support for immigrant students such as supplemental services. By May 2014, identify Title III immigrant students and monitor data to provide academic services and support. By May 2015, continue to monitor Title III immigrant students and provide academic services and support.

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

STRATEGY Immigrant Students Services and Support

Immigrant students will be identified (by EL Specialist funded through Title III or Title I); services and support will be monitored.

Filing Cabinet Count	0
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ACTION STEP Identification of immigrant students

Immigrant students will be identified and provided with academic services and support, if needed, via information from summative and formative data, grades, and teacher input.

Status	Completed 02/02/2015	Filing Cabinet Count	1
Start-End Dates	02/28/2014 - 05/28/2014		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

GOAL Goal 2G: Services for Immigrant Students

STRATEGY Immigrant Students Services and Support

ACTION STEP Identification of immigrant students

TASKS 4 of 4 Complete

<p>Identification of Immigrant Students LEA (ELL Program Specialist funded through Title III) will identify immigrant students and provide a list to teachers.</p>	<p>Completed</p>	<p>Due 5/29/2014 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)</p>
<p>Identification of Immigrant Students LEA will identify Immigrant students and a list will be given to teachers.</p>	<p>Completed</p>	<p>Due 5/29/2015</p>
<p>Academic Services and Support Immigrant students will be provided with academic services and support, if needed, according to their summative and formative data, grades and teacher input.</p>	<p>Completed</p>	<p>Due 5/29/2014 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)</p>
<p>Academic Services and Support Immigrant students will be provided with academic services and support, if needed, according to their summative and formative data, grades and teacher input.</p>	<p>Completed</p>	<p>Due 5/28/2015 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)</p>

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GOAL Goal 5A: Increase Graduation Rates

In 2012-2013 the graduation rate for the EL cohort was 76.3%. ELs who have not passed the CAHSEE will be placed in CAHSEE math and/or English support courses. Monthly meetings with the secondary English Learners Program Specialist and counselor. Assign credit recovery to ELs who are deficient in credits. By May 2014, there will be an increase of 3% for the 2014 EL cohort. By May 2015, there will be an increase of 5% for the 2015 EL cohort.

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

STRATEGY Junior/Senior ELs will be identified and monitored

Junior and senior ELs will be identified and monitored to better support their academic goals and progress.

Filing Cabinet Count	0
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ACTION STEP Junior /Senior EL identification

English Learner specialist will identify all English Learner juniors and seniors. Teachers will receive a list of EL along with language proficiency level.

Status	Completed 09/17/2014	Filing Cabinet Count	0
Start-End Dates	08/25/2013 - 05/28/2014		
Timeline Notes	Beginning of school year and upon enrollment of a new EL student.		
Persons Responsible	Felicia Adkins, Estella Hernandez		

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GOAL Goal 5A: Increase Graduation Rates

STRATEGY Junior/Senior ELs will be identified and monitored

ACTION STEP Junior /Senior EL identification

TASKS 3 of 4 Complete

List of Junior/Senior ELs	Completed	Due 1/21/2014
List of EL juniors and seniors will be provided to teachers, administrators, counselors and EL specialists.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
List of senior ELs	Completed	Due 1/21/2015
List of EL seniors will be provided to teachers, administrators, counselors and EL specialists.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Senior EL meetings	Completed	Due 5/29/2014
EL specialists and counselors will meet EL seniors quarterly to discuss progress towards graduation.		Estella Hernandez (LEA) , Felicia Adkins (LEA)
Senior EL meetings	Not Begun	Due 5/29/2015
EL specialists and counselors will meet EL seniors quarterly to discuss progress towards graduation.		Estella Hernandez (LEA) , Felicia Adkins (LEA)

ACTION STEP Senior EL meetings

Counselors and EL Specialist will meet with senior ELs to discuss progress towards graduation.

Status	Completed 06/15/2015	Filing Cabinet Count	1
Start-End Dates	10/01/2013 - 05/29/2015		
Persons Responsible	Felicia Adkins, Estella Hernandez		

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GOAL Goal 5A: Increase Graduation Rates

STRATEGY Junior/Senior ELs will be identified and monitored

ACTION STEP Senior EL meetings

TASKS 8 of 8 Complete

Senior status Counselors and EL specialist will meet with senior ELs quarterly and update progress towards graduation.	Completed	Due 5/29/2014 Estella Hernandez (LEA) , Felicia Adkins (LEA)
Individual plans Counselors and EL Specialist will develop an individual plan for graduation for each senior EL.	Completed	Due 5/29/2014 Estella Hernandez (LEA) , Felicia Adkins (LEA)
Placement options Counselors and EL Specialis will provide senior ELs placement options for graduation.	Completed	Due 5/29/2014 Estella Hernandez (LEA) , Felicia Adkins (LEA)
Senior status Counselors and EL specialist will meet with senior ELs quarterly and update progress towards graduation.	Completed	Due 5/29/2015 Estella Hernandez (LEA) , Felicia Adkins (LEA)
Individual plans Counselors and EL Specialist will develop an individual plan for graduation for each senior EL.	Completed	Due 5/29/2015 Estella Hernandez (LEA) , Felicia Adkins (LEA)
Placement options Counselors and EL Specialis will provide senior ELs placement options for graduation.	Completed	Due 5/29/2015 Estella Hernandez (LEA) , Felicia Adkins (LEA)
Quarterly EL Junior/Senior Meetings Throughout the year quaterly meetings for EL seniors will be held to provide information regarding careers and college access. Career and college information will be diseminated. Guest speakers will also be invited.	Completed	Due 5/23/2014 Estella Hernandez (LEA) , Felicia Adkins (LEA)
Quarterly EL Junior/Senior Meetings Throughout the year quaterly meetings for EL seniors will be held to provide information regarding careers and college access. Career and college information will be diseminated. Guest speakers will also be invited.	Completed	Due 5/29/2015 Estella Hernandez (LEA) , Felicia Adkins (LEA)

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GOAL Goal 5A: Increase Graduation Rates

STRATEGY Identify Incoming EL Freshman

Identify incoming EL freshman at the middle school level. Analyze data to create list of potential EL students who are academically at-risk and may not be successful on the CAHSEE the first time it's administered.

Filing Cabinet Count 0

ACTION STEP Identify all ELs at the end of eighth grade

Identify all 8th grade ELs in middle school towards the end of the school year as these students are incoming freshman. Analyze their language and academic growth.

Status	Completed 06/03/2015	Filing Cabinet Count	0
Start-End Dates	04/27/2014 - 05/30/2015		
Persons Responsible	Felicia Adkins, Estella Hernandez		

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GOAL Goal 5A: Increase Graduation Rates

STRATEGY Identify Incoming EL Freshman

ACTION STEP Identify all ELs at the end of eighth grade

TASKS 3 of 7 Complete

Data Analysis Data analysis of all 8th grade ELs that will be promoted to high school the following school year.	Completed	Due 5/16/2014 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Meet with incoming freshman Meet with 8th grade ELs to provide individual and group information regarding EL status, RFEP exit criteria, present CAHSEE sample questions, high school and a-g requirement.	Completed	Due 5/23/2014 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Meet with 8th grade EL parents Meet with 8th grade ELs parents to provide information regarding EL status, RFEP exit criteria, CAHSEE information, high school and a-g requirement.	Completed	Due 5/23/2014 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Data Analysis Data analysis of all 8th grade ELs that will be promoted to high school the following school year	Not Begun	Due 5/29/2015 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Meet with Incoming Freshman Meet with 8th grade ELs to provide individual and group information regarding EL status, RFEP exit criteria, present CAHSEE sample questions, high school and a-g requirement.	Not Begun	Due 5/22/2015 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Meet with 8th grade EL parents Meet with 8th grade ELs parents to provide information regarding EL status, RFEP exit criteria, CAHSEE information, high school and a-g requirement	In Progress	Due 5/22/2015 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)
Meet with 8th grade EL parents Meet with 8th grade ELs parents to provide information regarding EL status, RFEP exit criteria, CAHSEE information, high school and a-g requirement	In Progress	Due 5/22/2015 Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)

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GOAL Goal 5A: Increase Graduation Rates

STRATEGY Meet with 9-11 grade ELs

Meet with 9-11 grade ELs by grade level to provide them with information and resources regarding high school graduation requirements and college and career readiness information.

Filing Cabinet Count 0

ACTION STEP High School Requirements Check

Counselor and EL Specialist will meet with EL students at least twice a year to evaluate and monitor grades, course requirements, and student goals.

Status	Completed 06/15/2015	Filing Cabinet Count	0
Start-End Dates	08/17/2014 - 05/22/2015		
Persons Responsible	Felicia Adkins, Estella Hernandez		

TASKS 1 of 1 Complete

High School Requirement Check	Completed	Due 5/22/2015
Counselor and EL Specialist will meet with EL students at least twice a year to evaluate and monitor grades, course requirements, and student goals		Estella Hernandez (LEA) , Felicia Adkins (LEA)

ACTION STEP High School Requirement Check

Counselor and EL Specialist will meet with EL students at least twice a year to evaluate and monitor grades, course requirements, and student goals.

Status	Completed 09/17/2014	Filing Cabinet Count	0
Start-End Dates	09/09/2013 - 05/23/2014		
Persons Responsible	Felicia Adkins, Elizabeth Beltran, Estella Hernandez		

TASKS 1 of 2 Complete

High School Graduation Requirements Check	Completed	Due 5/23/2014
Counselor and EL Specialist will meet with EL students at least twice a year to evaluate and monitor grades, course requirements, and student goals.		Elizabeth Beltran (LEA) , Estella Hernandez (LEA) , Felicia Adkins (LEA)

High School Graduation Requirements Check	Not Begun	Due 5/22/2015
Counselor and EL Specialist will meet with EL students at least twice a year to evaluate and monitor grades, course requirements, and student goals		

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GOAL **Goal 5A: Increase Graduation Rates**

STRATEGY **Meet with 9-11 grade ELs**

ACTION STEP **Quarterly EL Student Meetings**

Quarterly EL student meetings will be held to provide students with various information and resources.

Status	Completed 06/15/2015	Filing Cabinet Count	0
Start-End Dates	09/16/2013 - 05/22/2015		
Persons Responsible	Felicia Adkins, Estella Hernandez		

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

This goal is not required for the Title III Year 4 Improvement Action Plan.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	5

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GOAL **Goal 1B: Proficiency in Mathematics**

This goal is not required for the Title III Year 4 Improvement Action Plan.

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

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GOAL **Goal 3: Highly Qualified Teachers**

This goal is not required for the Title III Year 4 Improvement Action Plan.

Filing Cabinet Count 0

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

This goal is not required for the Title III Year 4 Improvement Action Plan.

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

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GOAL **Goal 2C: AMAO 3 - Reading/Language Arts**

An increase percentage of English Learners will attain proficiency in Reading/Language Arts as measured by Key Data Systems Common Core State Standards (KDS CCSS) summative assessments for grades 3-8 and 11; KDS CCSS benchmarks for grades K-12 in English language arts; and English letter grades.

*By May 2014, ELs will be assessed using KDS CCSS summative assessments for grades 3-8 and 11 to serve as baseline data in ELA, in order to move toward state-defined expectations for ELA proficiency.

*By May 2015, there will be an increase of 10% from last year's KDS CCSS summative assessment for ELs in grades 3-8 and 11.

Filing Cabinet Count 0

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