

	English proficiency (December 2011).		
<p>Action Step: Serve mainstream ELD students to provide access to ELD support.</p> <p>Description: Identify mainstream ELD students in order to provide maximized access to ELD support.</p> <p>Person Responsible: Administration, Title III Committee, Special Projects Coordinator</p> <p>Start Date: December 2011</p> <p>End Date: Ongoing</p>	1. Develop a plan to identify mainstream English Learners and document their language proficiency level (August 2011).	\$0.00	No funding required
	2. Ensure they are properly placed in courses that will accommodate their learning needs (August 2011).	\$0.00	No funding required
	3. Through running queries on Aeries, the Title III team will monitor ELs every six weeks and inform core teachers of student progress (Ongoing – every six weeks).	\$0.00	No funding required
	4. Develop interventions for students falling below a 2.0 GPA (August 2011).	\$5,000.00	Title III, EIA

Action Plan for Brawley Union High School District
(LEA Name)

Challenge: English Learners achieving English proficiency in accordance to the number of years they have been enrolled in U.S. schools.

Verified Cause: ELSSA, APS, DAS, CAHSEE Results, AYP, API

State Goal 2B: AMAO 2 – English Proficiency

District SMART Goal: An increasing percentage of English learners will attain English language proficiency annually. By June 2012, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 16.5% to 17.5%, in order to move toward state-defined expectations for meeting the CELDT criterion for English language proficiency. By June 2012, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 31.2% to 41.3%, in order to move toward state-defined expectations for meeting the CELDT criterion for English language proficiency.

Strategy: Restructure teaching strategies in order to meet needs of English Learners in the area of English Language Arts.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: Increase access to core curriculum and state standards through accurate course placement.</p> <p>Description: English Learners must be appropriately placed in ELA courses geared toward their learning needs in order to afford them equal access to state standards and core curriculum.</p> <p>Person Responsible: Administration, Counselors, Teachers, Title III Committee, Special Projects Coordinator</p> <p>Start Date: January 2011</p> <p>End Date: June 2012</p>	<ol style="list-style-type: none"> 1. Review ELA course descriptions and revise criteria for placement in specific classes containing specialized instruction (January 2011). 2. Ensure students are placed appropriately in accordance with their language proficiency level (CELDT) and CST scores and the course description meets the needs of the EL (June 2011). 3. Develop procedures for monitoring and immediately remedy misplaced students (June 2011). 	<p>\$2,000.00</p> <p>\$1,000.00</p> <p>\$1,000.00</p>	<p>Title III, EIA</p> <p>Title III, EIA</p> <p>Title III, EIA</p>

<p>Action Step: Differentiated instruction in every core English class containing ELs.</p> <p>Description: Teachers will incorporate differentiated instruction into their curriculum in order to ensure equal access to state standards for the ELs.</p> <p>Person Responsible: Teachers, Administration</p> <p>Start Date: August 2011</p> <p>End Date: Ongoing</p>	<ol style="list-style-type: none"> 1. Train all core English teachers in CALL, PDCTEL (ELPD) and SDAIE strategies (June 2011). 2. Allow collaboration three times a month, for a block of an hour and an half, among grade levels to ensure differentiated instruction is embedded into lesson plans. Lesson plans will include reference to differentiated instruction based on students' language proficiency levels (August 2011). 3. In conjunction with ICOE, conduct Learning Walks to ensure that teachers are utilizing direct instruction and other instructional strategies (Ongoing). 	<p>\$12,000.00</p> <p>\$2,000.00</p> <p>\$10,000.00</p>	<p>Title I, Title II</p> <p>Title I, EIA</p> <p>Title I, Title II, EIA</p>
<p>Action Step: Imbed interventions in ELA program.</p> <p>Description: Develop interventions and train all staff in the implementation of interventions for EL students in need of extra support.</p> <p>Person Responsible: Administration, Teachers, Special Projects Coordinator</p> <p>Start Date: January 2011</p> <p>End Date: Ongoing</p>	<ol style="list-style-type: none"> 1. Develop an intervention plan to permanently imbed in the ELA curriculum to support EL needs for ELs performing at Intermediate or below on the CELDT and/or below basic and far below basic on the CSTs (April 2011). 2. Incorporate Reading Plus technology into the core curriculum as a permanent intervention option (June 2011). 3. Implement CAHSEE 380 as a supplemental technology tool for CAHSEE preparation (June 2011). 4. Train all relevant teachers in Reading Plus and CAHSEE 380 (August 2011). 5. BUHSD will develop a plan to monitor intervention programs on a regular basis to ensure effectiveness for ELs (June 2011). 	<p>\$2,000.00</p> <p>\$3,000.00</p> <p>\$20,000.00</p> <p>\$10,000.00</p> <p>No cost</p>	<p>Title I, Title III, EIA</p> <p>Title III, EIA</p> <p>EETT Grant, Title I</p> <p>Title I, Title II</p>

Action Plan for Brawley Union High School District
(LEA Name)

Challenge: To actively involve parents/guardians of English Learners in the educational success of their children.

Verified Cause: ELAC attendance records, DELAC attendance records, school site council attendance records, Parent Conference records

State Goal 2E: Parent and Community Participation

District SMART Goal: The LEA will promote the involvement of parents and community members in the education of English learners. By June 2011, the LEA will improve and increase parent outreach strategies so that 75% of parents are active participants in the education of their children.

Strategy: BUHSD will utilize all resources for communication and offer incentives for parent involvement.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: Ensure multiple measures of communication for the parents of English Learners. Description: BUHSD will ensure that it uses multiples means of communication in the parents' home language to ensure proper notification of meetings and decide which are most effective. Person Responsible: English Learner Department, Administration Start Date: December 2010 End Date: Ongoing</p>	<ol style="list-style-type: none"> 1. Create Parentlink group for parents of English Learners and ensure the phone calls are in their home language (December 2010). 2. Monitor the Parentlink results to ensure parent contact has been made (Ongoing). 3. Ensure all mailers are translated into home language and are mailed out at least 14 days in advance (Ongoing). 4. Post all meetings on district website in both English and Spanish and outside district office (December 2010). 	<p>\$1,000.00</p> <p>No Cost</p> <p>No Cost</p> <p>No Cost</p>	<p>Title I</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>
<p>Action Step: Encourage participation through incentives. Description: BUHSD will encourage parental involvement through various incentives. Person Responsible: Special Projects Coordinator Start Date: December 2010</p>	<ol style="list-style-type: none"> 1. District parent committees will hold various recognition ceremonies throughout the year for parents to celebrate their students' achievements (January 2011). 2. Incentives will be offered at all district meetings for 	<p>\$2500.00</p> <p>\$500.00</p>	<p>General Fund, Title I, Title III</p> <p>Title III</p>

Action Plan for Brawley Union High School District
 (LEA Name)

Challenge: To increase graduation rates in accordance with state and federal guidelines.

Verified Cause: AYP, graduation data

State Goal 5A: Increase Graduation Rates

District SMART Goal: By June 2011, the graduation rate will increase from 81.34% to 82.30%. By June 2011, the English learner graduation rate will increase from 77% to 80%.

Strategy: BUHSD will reform credit recovery opportunities in order to increase graduation rates for all students.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: Monitoring Description: BUHSD will reform remediation practices by providing students ample opportunities to make up failed classes in order to meet the graduation requirements. Person Responsible: Counselors, Administration Start Date: January 2011 End Date: Ongoing</p>	<ol style="list-style-type: none"> Counselors will monitor students every six weeks to ensure all seniors and juniors are on track to graduate as scheduled. Counselors will meet with parents and students who are at risk of not graduating with their class. Counselors will meet with administration regularly to provide updates and data in regards to students at risk of not graduating. 	<p>No Extra Expenses Incurred</p>	
<p>Action Step: Credit Recovery Description: BUHSD will provide ample credit recovery opportunities for students in need of making up classes and/or credits required for graduation. Person Responsible: Counselors, Administrators, Credit Recovery Teachers Start Date: January 2011 End Date: Ongoing</p>	<ol style="list-style-type: none"> Have ALS Credit Recovery teachers train teachers interested in teaching credit recovery in order to provide a larger pool of certificated staff qualified to teach credit recovery. Provide several different credit recovery schedules at one time in order to meet the needs of most students in need of credit recovery. Ensure several computer labs are available and maintained in order to 	<p>\$20,000.00</p> <p>\$1,500.00</p>	<p>Title I</p> <p>Title I</p>

	support the program.		
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Action Plan for Brawley Union High School District
(LEA Name)

Challenge: To decrease the drop out rate for BUHSD.

Verified Cause: AYP, Graduation rates

State Goal 5B: Decrease Drop Out Rates

District SMART Goal: By June 2011, the drop out rate will decrease from 3.9% to 1.5%. By June 2011, the English learner drop out rate will decrease from 5% to 3%.

Strategy: BUHSD will offer early interventions and accurate data input to avoid a high percentage of student drop outs.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: Accurate Data Revision/Review Description: BUHSD needs to keep accurate data in CALPADs and Aeries and follow up with a school in which the student claims to be transferring to. Person Responsible: Registrar, Superintendent Start Date: January 2011 End Date: Ongoing</p>	<p>1. If a student is transferring to a school outside California, the registrar will follow up to determine if the student enrolled in the receiving school. 2. The registrar will verify enrollment through CALPADs for outgoing students transferring within California.</p>	<p>No Budget Needed</p>	
<p>Action Step: Interventions Description: BUHSD will provide early interventions to ensure students are able to graduate on time. Person Responsible: Counselors, Administrators Start Date: January 2011 End Date: Ongoing</p>	<p>1. Counselors will ensure students are enrolled in the appropriate classes that will count toward graduation. 2. Counselors will provide students with early intervention options to ensure student success. 3. Counselors will counsel students on all available interventions to assist them in passing the CAHSEE. 4. Counselors will communicate with the DVHS counselor to ensure that students transferring to DVHS enroll and attend as scheduled.</p>	<p>No Budget Needed</p>	

<p>Action Step: EL and Migrant Interventions Description: BUHSD will provide early interventions to ensure students are able to graduate on time. Person Responsible: Counselors, EL Support Staff, Administrators Start Date: January 2011 End Date: Ongoing</p>	<p>1. The EL support staff will review EL senior transcripts to ensure they are provided the necessary interventions and classes required for graduation. 2. Migrant counselor will review migrant transcripts every six weeks and afford the Migrant Pass option to any qualifying migrant student.</p>	<p>No Budget Needed</p>	
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<p>Start Date: March 2011 End Date: April 2011</p>	<p>submitted and a Parentlink will be sent out to ensure students turn in their AP paperwork in a timely manner.</p> <p>3. Teachers will compile a list of eligible candidates and turn it in to counselors in order for counselors to meet with students regarding their schedule for the following school year.</p>		
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