

Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful. (See DAS, Standards-based Curriculum, Instruction & Assessment, p. 3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1.0 INSTRUCTIONAL MINUTES AND MATERIALS 1.1 Instructional Minutes – English/language arts (E/LA):</p> <p>1.1.1 Elementary (K-5/K-6): All students, including Special Education students, will receive instruction in the core English/language arts (E/LA) program for the required number of daily instructional minutes.</p> <ul style="list-style-type: none"> • Kindergarten: 60 minutes • Grades 1-3: 2.5 hours • Grades 4-5: 2.0 hours <p>1.1.2 All students will receive daily grade-level/classroom schedules that provide for the required number of uninterrupted core instructional minutes in E/LA.</p> <p>1.1.3 All students will benefit from the implementation of practices and policies that provide for uninterrupted core instructional minutes in E/LA (i.e. reduction of classroom interruptions due to library, computer lab, P.E., intercom announcements, telephone calls, etc.)</p> <p>1.1.4 District staff will ensure that the scheduling of district-wide prep periods (P.E., music, science) supports uninterrupted core instructional minutes in ELA.</p> <p>1.1.5 Middle School (6-8): All students, including Special Education students, will receive instruction in the core E/LA program for the required number of daily instructional minutes.</p> <ul style="list-style-type: none"> • Grades 6-8: 1, 1.5, or 2 hours (see 1.1.6 below). <p>1.1.6 Middle school students, including Special Education students, will receive a class schedule that addresses the requirements for instructional minutes for all benchmark (at or above grade level), strategic (1 to 1.9 years below grade level), and intensive (2 or more years below) in E/LA.</p> <ul style="list-style-type: none"> • Benchmark: 1 period (core text) • Strategic: 2 periods (core text & support materials) • Intensive: 2 periods (intervention materials) 	<p>1.1.1 Dir. Inst. Services & Elementary Support, Principal, LSP, site staff/January 2007</p> <p>1.1.2 Principal, LSP, Site Staff/January 2007</p> <p>1.1.3 Principal, LSP, site staff January 2007</p> <p>1.1.4 Dir. Inst. Serv & Elem Support, Dir. HR August 2007</p> <p>1.1.5 Principal, LSP, Site Staff/January 2007</p> <p>1.1.6 Principal, LSP, site staff/January 2007</p>	<p>1.1.6 Core and intervention materials</p>	<p>1.1.6 (See 1.5 and 1.6)</p>	

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<p>1.1.7 High School (9-12): All students, including Special Education students, will receive instruction in the core E/LA program for the required number of daily instructional minutes.</p> <p>1.1.8: High school students, including Special Education students, will receive a class schedule that addresses the requirements for instructional minutes for all benchmark (at or above grade level), strategic (1 to 1.9 years below grade level), and intensive (2 or more years below) in E/LA arts.</p> <ul style="list-style-type: none"> • Benchmark: 1 period (core text) • Strategic: 2 periods (core text & support materials) • Intensive: 2 periods (intervention materials) <p>1.2 Instructional Minutes – English Language Learners (ELL):</p> <p>1.2.1 Elementary (K-5/K-6): All ELLs, including Special Education ELLs, will receive between 30 – 45 minutes of leveled ELD instruction daily using SBE approved/district adopted ELD materials.</p> <p>1.2.2 Middle School (6-8): All ELLs, including Special Education ELLs, scoring at CELDT Levels 1 – 3 will receive daily ELD instruction using SBE approved/district adopted ELD materials.</p> <p>1.2.3 Middle School (6-8): All ELLs, including Special Education ELLs, scoring at CELDT Levels 4 and 5 will receive daily instruction in their core class that is differentiated for ELD.</p> <p>1.2.4 Middle School (6-8): All ELLs, including Special Education ELLs, at CELDT levels 4 & 5, who are also a “3” or above on the E/LA-CST, and RFEPs who are a “3” or below on the E/LA-CST will receive one period of core (with differentiated instruction for ELD) and one period of reading & writing intervention using a SBE-adopted/ district-approved text aligned to ELD standards.</p> <p>1.2.5 High School (9-12): All ELLs, including Special Education ELLs, scoring at CELDT Levels 1 – 3 will receive daily ELD instruction daily with district-approved SBE materials.</p> <p>1.2.6 High School (9-12): All ELLs, including Special Education ELLs, scoring at CELDT Levels 4 and 5 will receive daily ELD instruction in their core classes that is differentiated for ELD.</p>	<p>1.1.7 District office, principal, LSP, site staff/January 2007</p> <p>1.1.8 Principal, LSP, site staff/January 2007</p> <p>1.2.1 Principal, LSP/January 2007</p> <p>1.2.2 Principal, LSP/January 2007</p> <p>1.2.3 Principal, LSP/January 2007</p> <p>1.2.4 Principal, LSP/January 2007</p> <p>1.2.5 Principal, LSP/January 2007</p> <p>1.2.6 Principal, LSP/January 2007</p>	<p>1.2.1 Materials</p> <p>1.2.2 Materials</p> <p>1.2.3 Prof. Development – Differentiated Instruction</p> <p>1.2.4 Staffing, materials</p> <p>1.2.5 Materials</p> <p>1.2.6 Prof. Development – Differentiated Instruction</p>	<p>1.2.1 (See 1.7)</p> <p>1.2.2 (See 1.7)</p> <p>1.2.3 (See 5.1)</p> <p>1.2.4 \$60,000 .20 FTE ACMS (Title II) .20 FTE RMS (EIA/LEP) .20 FTE SMS (EIA/LEP) .20 FTE HMS (EIA/LEP)</p> <p>1.2.5 (See 1.7)</p> <p>1.2.6 (See 5.1)</p>	<p>1.2.4 Staffing: District Title II, EIA/LEP, ELAP Materials: District SB1802; Site: Intervention, Lottery, Disc. Block Grant, ELAP</p>

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful. (See DAS, Standards-based Curriculum, Instruction & Assessment, p. 3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1.2.7 High School (9-10): All ELL students, including Special Education ELL students, at CELDT levels 4 & 5, who are also a "3" or above on the CST-E/LA, and RFEPs who are a "3" or below on the E/LA-CST will receive one period of core (with differentiated instruction for ELD) and one period of reading & writing intervention using SBE-adopted/district-approved text aligned to ELD standards.</p>	1.2.7 Principal, LSP/January 2007	1.2.7 Staffing, materials	1.2.7 \$45,000 .20 FTE VHS (EIA/LEP) .20 FTE NHS (EIA/LEP) .20 FTE VOHS (Title II)	1.2.7 Staffing: District Title II, EIA/LEP Materials: District SB1802; Site: Intervention, Lottery, Disc. Block Grant
<p>1.3 Instructional Minutes – Reading Intervention:</p>				
<p>1.3.1 All grades (K-12): All students, including Special Education students, requiring reading intervention will receive additional support daily: K-5: 30 minutes during the school day. 6-12: 1 period during the school day.</p>	1.3.1 Principal, LSP/January 2007	1.3.1 Materials	1.3.1 (See 1.7)	
<p>1.4 Instructional Minutes – Math and Math Intervention:</p>				
<p>1.4.1 Elementary (K-5/K-6): All students, including Special Education students, will receive instruction in the core mathematics program for the required number of daily instructional minutes-</p> <ul style="list-style-type: none"> • Kindergarten: 30 minutes • Grades 1-5: 60 minutes 	1.4.1 Principal, LSP/January 2007			
<p>1.4.2 District staff will ensure that the scheduling of district-wide prep periods (P.E., music, etc.) supports uninterrupted core instructional minutes in math.</p>	1.4.2 Dir. Inst. Serv & Elem Support, Dir. HR August 2007			
<p>1.4.3 Elementary (K-5/K-6): All students, including Special Education students, identified as needing strategic or intensive mathematics intervention will receive 15 minutes of mathematics intervention instruction daily.</p>	1.4.3 Principal, LSP/January 2007			
<p>1.4.4 Middle School (6-8): All students, including Special Education students, will receive instruction in the core mathematics program (including Algebra 1 for 8th graders) for the required number of daily instructional minutes.</p> <ul style="list-style-type: none"> • Grades 6-8: 60 minutes 	1.4.4 Principal, LSP/January 2007			

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<p>1.4.5 Middle School (6-8): All students who score Basic, Below Basic or Far Below Basic on the CST (including Special Education students meeting that criteria) will receive one period of math support using SBE-adopted/district-approved text within the school day, in addition to their core math class.</p> <p>1.4.5.1 BB and FBB will be in place January 2007 1.4.5.2 B will be in place August 2007</p> <p>1.4.6 High School (9-12): All students, including Special Education students, will receive instruction in the core mathematics program for the required number of daily instructional minutes. ☐ Grades 9-12: 60 minutes</p> <p>1.4.7 High School (9-12): All students, including Special Education students, identified as needing strategic or intensive mathematics intervention will receive 1 period of mathematics intervention instruction daily in addition to their core mathematics class during the school day.</p> <p>1.5 Instructional Materials – E/LA:</p> <p>1.5.1 All students will use SBE-approved/adopted E/LA text daily.</p> <p>1.5.1.1 Students in <u>Alternative schools</u> will use SBE-approved/adopted E/LA text daily or get district approved exception and/or state waiver. 1.5.1.2 Students in <u>Charter schools</u> will use SBE-approved/adopted E/LA text or get district approved exception and/or state waiver. 1.5.1.3 <u>9th & 10th grade:</u> Students scoring at 375 or above on the CST may use a novel-based curriculum at the discretion of the principal, approval from the Learning Support Partner (LSP) and Assistant Superintendent of Curriculum & Instruction.</p> <p>1.6 Instructional Materials – Math:</p> <p>1.6.1 All students will use SBE-approved/adopted math text daily.</p> <p>1.6.1.1 All students in <u>Alternative schools</u> will use SBE-approved/adopted math text or get district approved exception and/or state waiver.</p>	<p>1.4.5 Principal, LSP, Site Staff/see below</p> <p>1.4.5.1 Jan.07 1.4.5.2 Aug. 07</p> <p>1.4.6 Principal, LSP/January 2007</p> <p>1.4.7 Principal, LSP, Site Staff/January 2007</p> <p>1.5.1 Dir. Inst., Asst. Sup. Of Inst., LSP, Principal/January 2007</p> <p>1.6.1 Dir. Inst., Asst. Sup. Of Inst., LSP, Principal/February 2007</p>	<p>1.4.5 Materials</p>	<p>1.4.5 (See 1.7)</p> <p>1.5.1 Per pupil amount</p> <p>1.6.1 Per pupil amount</p>	<p>1.5.1 District/Site: Matrix, Lottery, Williams</p> <p>1.6.1 District/Site: Matrix, Lottery, Williams</p>

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful. (See DAS, Standards-based Curriculum, Instruction & Assessment, p. 3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1.6.1.2 Students in <u>Charter schools</u> will use SBE-approved/adopted math or get district approved exception and/or state waiver.</p> <p>1.6.1.3 All <u>Middle School</u> principals will purchase and put in to daily use SBE-adopted text in the 2008-2009 school year.</p> <p>1.6.2 Middle School (6-8): All students currently using CPM will have their written and taught curriculum mapped to standards.</p> <p>1.6.3 Middle School (6-8): All students currently using CPM, will participate in common standards-aligned assessments for all units aligned with a pacing calendar.</p> <p>1.6.4 (Gr. 2-10) All students will participate in district benchmark assessments administered in accordance with district pacing and assessment calendar.</p> <p>1.6.5 All students in <u>Algebra 1</u> must use SBE-adopted text daily in all classrooms.</p>	<p>1.6.2 Asst. Sup. Inst., coaches, LSP, principals/February 2007</p> <p>1.6.3 Asst. Sup. Inst., principals, LSP, teachers/February 2007</p> <p>1.6.4 Dir. Tech, Admin. Assmt, Asst. Sup Inst./February 2007</p> <p>1.6.5 Principal, LSP/January 2007: SMS, Gr. 9-10; August 2008: Gr. 6-12.</p>	<p>1.6.2 Performance Coaches, released time</p> <p>1.6.3 Released time - pacing calendar</p> <p>1.6.4 Printing, released time, IDMS contract, Tech. coaches</p> <p>1.6.5 Materials</p>	<p>1.6.2 \$40,000 (coaches) \$2000 (released time)</p> <p>1.6.3 \$2,000</p> <p>1.6.4 License: See 4.2.2 Coaches: See 4.2.2 \$10,000 (printing)</p> <p>1.6.5 \$2,000 (District)</p>	<p>1.6.2 District/Site Title 1, Site Disc. Block Grant (released time)</p> <p>1.6.3 Title II</p> <p>1.6.4 Title II</p> <p>1.6.5 District/Site: IMFRP</p>
1.7 Instructional Materials – ELD/Interventions:				
<p>1.7.1 District: Staff will identify appropriate K-12 intervention/ELD materials using SBE adopted/approved parameters.</p>	<p>1.7.1 Dir. Inst., Admin. Interventions, Coor. EL Services/January 2007</p>			
<p>1.7.2 Grades K-12: Appropriate ELD materials and assessment components (e.g. Avenues, High Point, Shining Star) will be ordered, implemented, and used daily for all identified students, including ELL students and ELL students with disabilities.</p>	<p>1.7.2 Coor. EL Services, Principal, LSP/January 2007</p>	<p>1.7.2 Materials</p>	<p>1.7.2 \$125,000</p>	<p>1.7.2 District SB1802</p>
<p>1.7.3 Grades K-12: SBE adopted/approved and/or district adopted reading intervention materials will be ordered, implemented and used daily for all identified students, including Students With Disabilities (e.g. Read180, High Point, Reach, etc.).</p>	<p>1.7.3 Dir. Inst., Principal, LSP Admin. Interventions, Dir. SPED/January 2007</p>	<p>1.7.3 Materials</p>	<p>1.73 Per pupil</p>	<p>1.7.3 District/Site Lottery, CAHSEE intervention, Disc. Block Grant, Dist. Intervention, Microsoft (software only for sites that qualify)</p>

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<p>1.8 Assessments:</p> <p>1.8.1 Grades K-12: District staff will identify the specific diagnostic assessments that will be administered and identify cut points to determine eligibility for strategic and intensive levels or for placement.</p> <p>1.8.2 Grades K-12: Each site staff will identify intervention students using district benchmarks/assessments, and place accordingly.</p> <p>1.8.3 Grades 5/6 or 8: All students grades 5/6 (Phillips) or 8 will complete a diagnostic assessments in the late spring, for fall placement in grade 6/7 (Phillips) or 9.</p> <p>1.8.4 Gr. K-12: All students new to the district will complete a diagnostic assessment for placement in core or intervention classes.</p>	<p>1.8.1 Dir. Inst., Admin. Assessments, Asst. Sup. Inst./December 2006</p> <p>1.8.2 Principals, LSP, Asst. Principals/January 2007</p> <p>1.8.3 Dir. Inst., Admin. Assmts., Asst. Sup. Inst./May 2007</p> <p>1.8.4 Admin. Assmts., Principals/Asst. Prin./August 2007</p>	<p>1.8.3 Materials, printing</p>	<p>1.8.3 \$10,000</p>	<p>1.8.3 District Disc. Block Grant</p>

Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe those goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (See DAS, Standards-based Curriculum, Instruction & Assessment, p.3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
2.0 ADEQUATE YEARLY PROGRESS				
2.1 GOALS and TARGETS:				
2.1.1 Goal 1: Annually increase district API until 800 or above is reached.	2.1.1 Asst. Sup. Ins., LSPs, Site Admin./Jan. 2007-Oct. 2010	2.1.1 Interventions (see 1.2, 1.3., 1.4)		
2.1.2 Goal 2: Annually increase subgroup API until 800 or above is reached.	2.1.2 Asst. Sup. Ins., LSPs, Site Admin./Jan.2007-Oct. 2010	2.1.2 Interventions (see 1.2, 1.3., 1.4)		
2.1.3 Goal 3: Exceed state API target annually.	2.1.3 Asst. Sup. Ins., LSPs, Site Admin./Oct. 2007 and ongoing	2.1.3 Interventions (see 1.2, 1.3., 1.4)		
2.1.4 Goal 4: Meet or exceed AYP proficiency targets district-wide and for all subgroups in ELA and mathematics.	2.1.4 Asst. Sup. Ins., LSPs, Site Admin./Oct. 2007 and ongoing	2.1.4 Interventions (see 1.2, 1.3., 1.4)		
2.1.5 Goal 5: Meet AYP participation rates district-wide and for all numerically significant subgroups in ELA and mathematics.	2.1.5 Asst. Sup. Ins., LSPs, Site Admin./Oct. 2007 and ongoing			
2.1.6 Goal 6: Meet or exceed AYP graduation rate.	2.1.6 Asst. Sup. Ins., Data Processing, High School Admin./Oct. 2007 and ongoing			
2.1.7 Goal 7: Meet or exceed state redesignation rate.	2.1.7 Asst. Sup. Ins., Coord. EL Services, Site Admin./Oct. 2007 and ongoing	2.1.7 Interventions (see 1.2, 1.3., 1.4)		
2.1.8 Goal 8: 100% passing rate on both sections of the California High School Exit Exam by summer following senior year.	2.1.8 Admin. Inter. & Assmt., High School Admin, Teachers/Aug. 2007 and beyond			

Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
3.0 CORE ACADEMIC PROGRAM				
3.1 Scientifically-based Research Strategies:				
3.1.1 All students in the core academic program will receive explicit direct instruction (EDI) differentiated to meet the instructional needs of all learners.	3.1.1 Principals, LSP Teachers/August 2008	3.1.1 Prof. Dev. (see 5.1)		
3.1.2 All teachers K-10 will be trained in and implement daily Board Math.	3.1.2 Asst. Sup/Ins., Math Coaches(NCOE)/Feb. 2007	3.1.2 Trainers, materials, (see 5.1)	3.1.2 \$5,000	3.1.2 District Disc. Block Grant
3.1.3 All teachers K-8 will be trained in and implement daily Board Language and Reading Tools.	3.1.3 Asst. Sup. Ins/Lit Coaches/Feb. 2007	3.1.3 Trainers, materials, released time (see 5.1)	3.1.3 \$5,000	3.1.3 District Disc. Block Grant
3.1.4 All teachers will be trained in EDI, Differentiated Instruction, SDAIE, SIOP and effective ELD strategies.	3.1.4 Dir. Inst./March 2007-August 2008	3.1.4 Trainers, released time (see 5.1)	3.1.4 \$100,000	3.1.4 District: Disc. Block Grant, EIA/LEP, Title II, Title III
3.1.5 All ELLs will receive explicit English Language Development (ELD) instruction daily.	3.1.5 Principals, LSP Teachers/Jan. 2007			
3.1.6 All ELL students will receive SDAIE and/or SIOP instructional strategies in all classrooms in order to access to core content.	3.1.6 Principals, LSP, Teachers/Jan. 2007			
3.1.7 Literacy/ELD coaches will be trained to model, train, observe and give feedback on effective ELD, SDAIE, EDI and SIOP strategies.	3.1.7 Dir. Inst./Jan. 2007	3.1.7 Trainers, released time	3.1.7 (see 3.1.4)	3.1.7 (see 3.1.4)
3.1.8 Literacy/ELD coaches will model, train, observe and give feedback to teachers to implement ELD, SDAIE, EDI, and SIOP strategies	3.1.8 Dir. Inst, Lit. Coaches,/Jan 2007	3.1.8 Released time (CCL model)	3.1.8 \$40,000 annually	3.1.8 District: Title II (\$30,000) EIA/LEP (\$10,000)
3.1.9 District staff will arrange for professional development in EDI, differentiated instruction for literacy in all content areas, SIOP, SDAIE and effective ELD strategies.	3.1.9 Dir. Inst, Coord. EL Services/Jan 2007	3.1.9 Trainers, released time	3.1.9 (see 3.1.4)	3.1.9 (see 3.1.4)
3.1.10 Principals will identify the extent to which ELD, SDAIE, EDI, and SIOP strategies have been implemented.	3.1.10 Principals, LSPs/Feb. 2007			
3.1.10.1 Principals will continuously monitor and evaluate implementation.				
3.1.10.2 Principals will provide appropriate support to staff until full implementation.				
3.1.10.3 LSPs will support principals in monitoring.				

Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify those actions. (See DAS, Standards-based Curriculum, Instruction & Assessment, p. 3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
4.0 ACTIONS TO IMPROVE STUDENT ACHIEVEMENT:				
4.1 Pacing calendars will be developed or revised for ELD/ELA and math.				
4.1.1 District staff will create a focus group to identify the pacing calendar needs.	4.1.1 Asst. Sup. Inst./Dec. 2006			
4.1.2 District staff will supervise development of pacing calendars with cohort groups for Avenues, Shining Star & High Point.	4.1.2 Asst. Sup. Inst., Dir. Inst, Coord. EL Serv./Jan. 2007	4.1.2 Stipends, released time	4.1.2 \$5000	4.1.2 EIA/LEP
4.1.3 District staff will coordinate the review/revision of ELA and math pacing calendars.	4.1.3 Asst. Sup. Inst., Dir. Inst./Jan. 2007	4.1.3 Stipends, released time	4.1.3 \$5,000	4.1.3 Dist: Disc. Block Grant
4.1.4 Benchmarks, end of unit, end of semester/end of course assessments will be included on the pacing calendar.	4.1.4 Asst. Sup. Inst., Dir. Inst./Jan. 2007			
4.1.5 Pacing calendars will be distributed district-wide	4.1.5 Asst. Sup. Inst./Feb. 2007 & Aug. 1007	4.1.5 Printing, distribution	4.1.5 \$3,000	4.1.5 Dist: Disc. Block Grant
4.2 A district-wide 6-8 week curriculum-embedded assessment system will be developed and implemented:				
4.2.1 All NVUSD teachers (including Alternative and Charters) will use SBE-adopted/aligned curriculum-embedded assessments. (If district exception and/or state waiver has been obtained, site will use assessments system approved in the exception.)	4.2.1 Principals, LSP/Jan. 2007	4.2.1 Printing		4.2.1 Site funds (SIP, Title 1, Disc. Block Grant, HPSG, CSRD) EIA/LEP
4.2.2 All NVUSD teachers will use a district-approved electronic data/assessment system.	4.2.2 Asst. Sup. Inst., Dir. Of Tech/August 2007	4.2.2 License, Tech Support	4.2.2 \$75,000 (license), \$160,000 (TOSAs)	4.2.2 License: Dis. Lottery, TOSA's: General fund (\$130,000) Title II (\$30,000)
4.2.3 District and site representatives will develop common district-wide benchmarks, end of unit and end of course assessments in ELA and math (K-10, Algebra 1): 4.2.3.1 District-wide benchmarks 4.2.3.2 End of Unit/Course	4.2.3 Asst. Sup. Inst., Admin. Assmt./Jan. 2007-May 2007	4.2.3 Stipends, released time	4.2.3 \$10,000	4.2.3 Title II
4.2.4 LSPs and Principals will monitor the implementation of common assessments, common benchmarks and common end-of-unit/course assessments.	4.2.4 LSPs, Principals/Feb. 2007 and ongoing per pacing calendar			

Please identify those actions. (See DAS, Standards-based Curriculum, Instruction & Assessment, p. 3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
4.2.5 Principals & LSPs will ensure assessments have been administered according to the district-wide pacing calendars.	4.2.5 LSPs, Principals/Feb. 2007 and ongoing per pacing calendar			
4.2.6 Results from all assessments will be provided for teachers and used to inform instruction. These actions will be monitored by principals and LSPs.	4.2.6 Data Processing, LSPs, Principals/Feb. 2007 and ongoing per pacing calendar			
4.3 COLLABORATION				
4.3.1 4 hours of monthly collaboration time will be provided at all sites. The focus of the collaboration time will be in the areas of ELD, ELA, and math focused on student work, data analysis, standards-based instruction and lesson planning. The following guidelines are designed to ensure that schools and districts will meet appropriate targets:	4.3.1 Principals, LSP/Dec. 2006	4.3.1 Released time as needed	4.3.1 Sub rate	4.3.1 Site funds (SIP, Title 1, Disc. Block Grant, Gen. Fund, HPSG, CSRD)
4.3.1.1 <u>Elementary</u> : All teachers will be provided and participate in at least 2 hours of collaboration for ELD/ELA and 2 hours for math each month (either on Wed. or another time determined by site). Collaborative discussion will include the needs of all students including ELL s and Special Education.	4.3.1.1 Principals, LSP/Dec. 2006	4.3.1.1 Released time as needed	4.3.1.1 Sub rate	4.3.1.1 Site funds (SIP, Title 1, Disc. Block Grant, Gen. Fund, HPSG, CSRD)
4.3.1.2 <u>Middle and high school</u> : All ELA/ELD and math teachers will participate in 4 hours per month of collaboration by department (either on Wed. or another time determined by site)	4.3.1.2 Principals, LSP/Dec. 2006	4.3.1.2 Released time as needed	4.3.1.2 Sub rate	4.3.1.2 Site funds (SIP, Title 1, Disc. Block Grant, Gen. Fund, HPSG, CSRD, intervention funds, grants)
4.4 SPECIAL EDUCATION (SPED):				
4.4.1 District administrative SPED staff, in coordination with site SPED instructional staff, will identify and select research-based curriculum.	4.4.1 Dir. SPED, Dir. Inst., Admin. Inter./Jan. 2007	4.4.1 Released time or hourly (instructional staff only)	4.4.1 \$2000	4.4.1 District: Disc. Block Grant
4.4.1.1 District SPED staff will develop and implement professional development for identified curriculum and instructional strategies.	4.4.1.1 Dir. SPED, Dir. Inst., Admin. Inter./Feb.-Aug. 2007	4.4.1.1 Trainers, materials	4.4.1.1 \$5000	4.4.1.1 District: Disc. Block Grant
4.4.1.2 Site SPED staff, in collaboration with general education staff, will implement research-based curriculum.	4.4.1.2 Dir. SPED, Principals, LSP, Teachers/Feb. – Aug. 2007	4.4.1.2 Materials	4.4.1.2 \$5,000	4.4.1.2 District/Site: Disc. Block Grant, IMFRP, SLIP
4.4.1.3 General education staff will receive professional development on positive behavior support, differentiated instruction, and disability-specific instruction.	4.4.1.3 Dir. SPED, Principals, LSP, Teachers/Aug-June 07-08	4.4.1.3 Materials, workshop expenses	4.4.1.3 \$5,000	4.4.1.3 District: Disc. Block Grant

Please identify those actions. (See DAS, Standards-based Curriculum, Instruction & Assessment, p. 3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4.5 DATA RETRIIVAL SYSTEM:</p> <p>4.5.1 District staff will support and maintain the data retrieval system.</p> <p>4.5.1.1 District and site staffs will ensure there is accurate data collection as it relates to all assessments.</p> <p>4.5.2 All Principals and LSPs will ensure K-12 staff uses the data retrieval system in order to chart student progress, adjust placement and modify instruction as appropriate.</p>	<p>4.5.1 Dir. Tech/Dec. 06 and ongoing</p> <p>4.5.1.1 Dir. Tech, Principals, LSP, Site Secretaries, Registrars/Dec. 2006 and ongoing</p> <p>4.5.2 Principals, LSPs/Feb. 2007</p>	<p>4.5.1 Staffing, infrastructure</p> <p>4.5.1.1 Training expenses</p>	<p>4.5.1 Per District Technology Plan</p> <p>4.5.1.1 Per District Technology Plan</p>	<p>4.5.1 General Funds</p> <p>4.5.1.1 General Funds</p>

Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, p. 6-7)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
5.0 PROFESSIONAL DEVELOPMENT:				
5.1 Teachers:				
5.1.1 1 ST priority: SB472 intervention training (HP, READ 180, etc.); SB472 Algebra 1 (Structures and Methods); District training: Avenues & Shining Star	5.1.1 Dir. Inst., Admin. Inter., Coord. EL Serv./Jan. 2007	5.1.1 Trainers' fee, released time	5.1.1 SB472	5.1.1 SB472: SB472 funds, District: EIA/LEP
5.1.2 2 nd priority: SB472 in SBE-adopted/approved E/LA text.	5.1.2 Dir. Inst./Feb. 2007	5.1.2 Released time	5.1.2 (reimbursed)	5.1.2 SB472
5.1.3 3 rd priority: SB472 in SBE-adopted math – time to coincide with new adoption.	5.1.3 Dir. Inst./Spring 2008	5.1.3 Released time	5.1.3 (reimbursed)	5.1.3 SB472
5.1.4 Explicit Direct Instruction – District staff will implement a "trainer of trainers" model.	5.1.4 Dir. Inst./Summer 2007 to Summer 2008	5.1.4 Trainers, stipends, materials	5.1.4 \$50,000	5.1.4 Disc. Block Grant
5.1.5 Differentiating Instruction – District staff will implement a "trainer of trainers" model.	5.1.5 Dir. Inst./Summer 2007 through Summer 2008	5.1.5 Trainers, stipends, materials	5.1.5 \$50,000	5.1.5 Disc. Block Grant/BTSA trainers
5.1.6 K-8 teachers will be trained in and implement Board Language and Reading Tools.	5.1.6 Dir. Inst., Lit. Coaches, Asst. Sup. Inst./Feb. 2007	5.1.6 Released time, stipends, materials	5.1.6 See 3.1.3	5.1.6 See 3.1.3
5.2 ELA/ELD Coaching:				
5.2.1 At Title 1 Schools: Literacy Coaches will model, train, observe and give feedback to teachers on ELD/SDAIE strategies and literacy (vocabulary, fluency and writing) in all core subjects.	5.2.1 Dir. Inst., Lit. Coaches, Coord. EL Serv./Dec. 2006	5.2.1 Salaries, released time	5.2.1 \$1,000,000 (see 3.1.8)	5.2.1 District and Site Title 1, District and Site EIA/LEP, Title II
5.2.2 At non-Title 1 elementary Schools: Literacy Liaisons will be provided 2-4 days per month and will model, train, observe and give feedback to teachers on ELD/SDAIE strategies and literacy (vocabulary, fluency and writing) in all core subjects.	5.2.2 Dir. Inst., Coaches, Coord. EL Serv./Jan. 2007	5.2.2 Salaries, sub release	5.2.2 Sub rate, FTE	5.2.2 Co-funded by District and Site either as an FTE or rotating sub release (Title II, Disc. Block Grant, SIP, District PI), EIA/LEP
5.2.3 Two lead coaches will support literacy coaches/liaisons.	5.2.3 Dir. Inst./Jan. 2007-June 2007	5.2.3 Salaries, travel	5.2.3 \$90,000 (2 part time)	5.2.3 Title II, Title III
5.3 Special Education (SPED) Coaching:				
5.3.1 SPED coach (co-funded by district/site either as FTE or sub release and rotate) will provide support for implementing identified SPED curriculum and professional development.	5.3.1 Dir. SPED, SPED coaches/consultants/ March 2007-June 2008	5.3.1 Salaries, workshop fees	5.3.1 \$50,000	5.3.1 MAA Carryover; BTSA/SPED Coaching

Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, p. 6-7)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
5.4 Math Coaching:				
5.4.1 All K-8 mathematics teachers will receive coaching support from NVUSD/NCOE partnership, on the following: 5.4.1.1 Board Math, Action Math 5.4.1.2 Math Interventions 5.4.1.3 Pacing Calendar 5.4.1.4 Understanding benchmarks & effective use of data for placement and instructional modifications	5.4.1 Asst. Sup. Inst./Dec. 2006-June 2008	5.4.1 Salaries	5.4.1 \$40,000	5.4.1 SIP c/o (K-6)
5.4.2 Middle and high school math teachers will receive coaching from a .20 FTE site math coach	5.4.2 Asst. Sup. Inst./March 2007-June 2008	5.4.2 Salaries	5.4.2 \$64,000 (\$8,000 per site 4 MS/4 HS)	5.4.2 SIP c/o (MS), Disc. Block Grant (HS)
5.5 Administrators:				
5.5.1 1 st priority: AB430 ELD/intervention training (e.g. Avenues/High Point/Shining Star)	5.5.1 Dir. Inst., Coord. EL Serv./Jan. 2007	5.5.1 (See 5.1.1)	5.5.1 (See 5.1.1)	5.5.1 (See 5.1.1)
5.5.2 2 nd priority: AB430 in SBE-adopted/approved E/LA text	5.5.2 Dir. Inst./Jan. 2007-June 2008	5.5.2 Travel expenses, training fees		5.5.2 Site SLIP funds, State AB430 funding
5.5.3 3 rd priority: AB430 in math – time to coincide with new adoption	5.5.3 Dir. Inst./Spring 2008	5.5.3 Travel expenses, training fees		5.5.2 Site SLIP funds, State AB430 funding
5.6 Data Retrieval:				
5.6.1 District staff will provide PD for teachers regarding the data retrieval system.	5.6.1 Dir. Tech/Jan. 2007	5.6.1 Released time	5.6.1 \$10,000	5.6.1 Disc. Block Grant
5.6.2 Principals will receive PD to ensure all staff utilize the data retrieval system and then utilize the data to inform instruction.	5.6.2 Dir. Tech, Dir. Inst./ Jan. 2007-Dec. 2007	5.6.2 Trainers (see 1.6.4)		

Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available at <http://www.cde.ca.gov/sp/el/t3/acct.asp>)

Please describe those goals and targets.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
6.0 ENGLISH LEARNER PROFICIENCY GOALS				
6.1 : Data Statements:				
<ul style="list-style-type: none"> □ NVUSD has exceeded targets for AMAO 1 (advancing one level in CELDT) and AMAO 2 (attaining CELDT proficiency) for three consecutive years. □ The 05-06 target for AMAO 1 was 52%. NVUSD's result was 59.8%. □ The 05-06 target for AMAO 2 was 31.4%. NVUSD's result was 41.7%. □ The target for AMAO 3 (ELs meeting AYP target in ELA) in ELA was 23.0%. NVUSD result was 21.4%. □ NVUSD met the 95% participation rate for the EL sub-group in both ELA and math. 				
GOALS & TARGETS:				
6.1.1 <u>Goal 1:</u> Increase the percentage of EL students scoring proficient on the CST in ELA to meet AYP/AMO targets and AMAO 3 as identified in NCLB.	6.1.1 Teachers, principals, LSPs/Dec. 06-June 07 and ongoing	6.1.1 (See 1.0-5.0, 7.0-8.0)	6.1.1 (1.0-5.0, 7.0-8.0)	6.1.1 (1.0-5.0, 7.0-8.0)
6.1.2 <u>Goal 2:</u> Continue to meet or exceed state targets for AMAO 1 and AMAO 2.	6.1.2 ELD teachers, coaches, principals, LSP/Dec. 06-June 07 and ongoing	6.1.2 CELDT testing budget	6.1.2 \$15,000	6.1.2 EIA/LEP
6.1.3 <u>Goal 3:</u> Continue to meet or exceed AYP/AMO target for percentage of EL students scoring proficient in math.	6.1.3 Math coaches, math teachers, principals, LSPs/Dec. 06-June 07 and ongoing	6.1.3 (See 1.0-5.0, 7.0-8.0)	6.1.3 (See 1.0-5.0, 7.0-8.0)	6.1.3 (See 1.0-5.0, 7.0-8.0)
6.1.4 <u>Goal 4:</u> Continue to meet participation rate for the EL sub-group in ELA and math.	6.1.4 Testing Coordinators, Admin. Testing/May 2007			
6.1.5 <u>Goal 5:</u> Every EL students will receive daily, leveled ELD instruction using appropriate materials.	6.1.5 Principals, LSPs/Dec. 2006	6.1.5 (See 1.2.1-1.2.8)	6.1.5 (See 1.2.1-1.2.8)	6.1.5 (See 1.2.1-1.2.8)
6.1.6 <u>Goal 6:</u> Every EL student will receive sheltered content instruction across the curriculum.	6.1.6 Coord. EL Serv., principals, LSP, teachers, ELD/ELA coaches/Mar. 07	6.1.6 Professional Development, coaching, training	6.1.6 (See 5.2.1 -5.2.3)	6.1.6 (See 5.2.1 -5.2.3)
6.1.7 <u>Goal 7:</u> All ELs who have been enrolled continuously since K or 1 st grade will be redesignated before entering middle school.	6.1.7 Coord. EL Serv., principals, LSP, teachers, ELD/ELA Coaches/Feb. 07 and ongoing			

Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how you will incorporate them.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
7.0 EXTENDED OPPORTUNITIES for LEARNING: 7.1 Before/After School, summer School & Extended Day				
7.1.1 Elementary: Students needing additional intensive/strategic interventions beyond the school day will be placed in before/after school programs at all schools.	7.1.1 Admin. Inter., LSP, Principals/Dec. 2006	7.1.1 Salaries, materials	7.1.1 37,000 hours (capped)	7.1.1 Materials: District/Site: Lottery, SIP, Disc. Block Grant, Prop. 49, ELAP (4-6), EIA/LEP
7.1.2 Supplementary educational services will be provided after school at all PI schools Year 2, Y3, Y4, and Y5 through state approved providers.	7.1.2 Admin. Inter., LSP, Principals/Dec. 2006	7.1.2 Salaries, materials	7.1.2 \$248,000	7.1.2 Title 1 set aside
7.1.3 Middle and High: Students in grades 7-12 at risk of not passing the CAHSEE will receive before/after school services.	7.1.3 Admin. Inter., Secondary APs, Principals, LSP/Dec. 2006	7.1.3 Salaries, materials	7.1.3 Uncapped	7.1.3 State funding
7.1.4 SPED students at risk of not passing the CAHSEE will receive additional support through tutoring or before/after school.	7.1.4 Admin. Inter., Principals, LSP, APs, SPED Admin/Dec. 2006	7.1.4 Kaplan Advantage, Kaplan Success, Kaplan Foundations, salaries	7.1.4 \$22,000 (2006-2007) \$60,000 (carryover) \$28,000 (carryover)	7.1.4 CAHSEE 7055, SPED CAHSEE, SPED
7.1.5 Students in grades 11-12 who have not passed the CAHSEE may receive support services during the school day providing services supplement and not supplant core instruction and students are enrolled at least 240 minutes before extended services are added.	7.1.5 Admin. Inter., LSP, Principals,/Dec. 2006	7.1.5 Materials	7.1.5 \$1,000 per section	7.1.5 State CAHSEE funding
7.1.6 Students in grades 11-12 who have not passed the CAHSEE will be provided intensive instruction at Saturday Academies for four Saturdays prior to the exam.	7.1.6 Admin. Inter., LSP, Principals/Jan. 2007	7.1.6 Materials, salaries	7.1.6 \$60,000	7.1.6 State CAHSEE funding
7.1.7 Proposition 49 dollars will provide for after-school programs with a literacy component at eligible schools.	7.1.7 NCOE, Admin. Inter., Principals, /Jan. 2007	7.1.7 Intervention materials (i.e. Voyager), salaries	7.1.7 \$115,000/elementary \$150,000/middle school	7.1.7 Prop 49 for qualifying schools NCOE
7.1.8 All freshmen will participate in a practice CAHSEE. Results will determine placement for mandatory intensive summer school and mandatory fall interventions prior to the February administration.	7.1.8 Asst. Sup. Inst., Admin. Assmt., Test Coord./Feb. 2007	7.1.8 Materials, printing	7.1.8 \$5,000	7.1.8 Disc. Block Grant
7.1.9 Summer school will be provided to Title 1 elementary and middle school students and eligible high school students with appropriate materials and research-based practices.	7.1.9 Asst. Sup. Inst., Admin. Assmt., Test Coord./June 2007	7.1.9 Salaries, materials, clerical, SROs, campus supervisors, Xerox, IAs, specialists, , NPA, NPS	7.1.9 \$80,000 (materials)	7.1.9 Capped hours, migrant, uncapped secondary; Materials: Lottery, CAHSEE Intervention

Include strategies to promote effective parental involvement in the school.

Please describe those strategies. (See DAS, Parent and Community, p. 10)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
8.0 PARENTAL INVOLVEMENT:				
8.1 Information will be provided to parents in their primary language whenever possible. Where 15% or more of students enrolled speak a primary language other than English, all notices, reports, statements or records shall, in addition to English, be written in their primary language (ED CODE: 98985) in a manner that is comprehensible.	8.1 Coord. EL Serv., LSP, Principals/Dec. 2006	8.1 Translation, salaries	8.1 \$50,000	8.1 District/Site: Title 1, EIA/LEP, SIP, Title III
8.2 Sites will determine and report to district staff their current "2-way" communication vehicles and resources.	8.2 Dir. Stu. Serv., LSP, Principals/Jan. 2007			
8.2.1 District staff and site representatives will determine the NVUSD industry standard for 2-way communication.	8.2.1 Dir. Stu. Serv., Cabinet, Principals, LSP/March 2007			
8.2.1.1 This standard shall be in place at all sites for all parents.	8.2.1.1 Dir. Stu. Serv., Principals, LSP/Aug. 2007	8.2.1.1 Materials, printing, postage	8.2.1.1 \$20,000	8.2.1.1 Curriculum, Testing, Title 1
8.3 District and site staffs will provide resources and trainings for parents to support academic success in reading and math.	8.3 Dir. Inst. Asst. Sup. Inst., Adult School, LSP, Principals/March 2007	8.3 Materials, trainers	8.3 \$2,000 (District Title I); \$26,000 (Site Title I); \$5,000 (Disc. Block Grant)	8.3 District and Site: Title 1, Disc. Block Grant, Title III, EIA/LEP
8.4 Middle and high school parents will receive information on CAHSEE requirements and opportunities for support services.	8.4 Admin. Inter., Asst. Sup. Inst., Principals, LSP/Jan. 2007	8.4 Stipends, materials, printing, postage	8.4 \$10,000 (Disc. Block Grant MS); \$10,000 (CAHSEE HS)	8.4 District CAHSEE funds
8.5 District staff will provide all parents information about the standards-based system of instruction and accountability including grade level standards for their child(ren) in a manner that is comprehensible.	8.5 Dir. Inst., Asst. Sup. Inst., Principals, LSP/August 2007	8.5 Materials, printing, translation	8.5 \$10,000	8.5 Disc. Block Grant