

Specific Actions	Person(s) Responsible	Timeline	Estimated Cost	Funding Source
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Title III Year 4 Action Plan

Action Plan for: Farmersville Unified School District
Problem: English Learners are not progressing at an appropriate rate and thus not meeting AMAO goals.
Cause: ELD scheduling, delivery, placement, and monitoring are not consistent across the K-12 grades.
Title III Standard/Area of Focus: <i>B.1.c. All English Learners have Access to Appropriate English Language Development Instruction</i>

Objective-Solution: Monitor ELD scheduling, delivery, placement, assessment, and student progress more carefully and intervene more quickly when necessary.				
Specific Actions <i>Include descriptions</i>	Person(s) Responsible <i>Lead and those who will assist</i>	Timeline <i>Start Date, End Date; what must happen over time</i>	Estimated Cost	Funding Source
1. ELD Deployment at Hester and Snowden: Set up ELD 40 minute per day deployment (i.e. by proficiency levels) at Hester and Snowden (K-3). (Freedom 4-5 has an ELD deployment model for two and a half years)	ALL K-12 site principals will lead teachers to analyze CELDT results when posted in Jan-Feb each year and to make class adjustments if necessary.	2008-2009 at Hester; 2009-2010 at Snowden		
2. ELD Benchmarking: Continue ELD benchmarking at all grade levels, minimally 3x a year for K-5 and 4x a year for 6-12, with routine data analysis discussed by ELD and ELA teachers with other core teachers involved as necessary.	Site principals and lead grade level teachers and department chairs. Established collaborative early out days would be a appropriate time for these sessions.	Ongoing		
3. Daily ELD Monitoring: Daily ELD monitoring to ensure that the curriculum is being followed including direct instruction, scaffolding, flexible grouping, higher level thinking including lots of student oral production and checking for understanding.	Site administrators <i>will meet monthly with their ELD staff</i> and AGB walk-through <i>teams will meet three times a year.</i>	Ongoing		
4. ELD Grades: ALL English Learners should receive ELD grade on report cards.	Site principals	No later than 2009-10.Jr. and Sr. High need to revise report card.		

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5. ELD in ELM ELA Classess: Teachers delivering 45 minute per day ELD as part of ELA (ELM students in grades 6-12) core will maintain an ELD standards' checklist to ensure that all ELD standards are covered.	Site principals. <i>Jr. High created these lists in summer 2008; High School will need to create check list by the end of 2008-09. Site administrators will monitor this process prior to each set of semester report cards being disseminated.</i>	Ongoing		
6. Eagle Entry at End of Each Year: To aid in correct placement and avoid duplicating book levels in grades 4 and above, end of year ELD level/grade including book level, will be entered in Eagle. Students in grades K-3 will need to have end of year level/grade entered.	Site principals; department chairs; office staff; Assistant Superintendent. <i>The grades K-3 accommodations will be made by contractor and site tech represetative when the E-Assessment for Avenues has been purchased.</i>			
7. High School to Adopt New ELD-Intervention Program: High School will adopt an ELD curriculum that is appropriate for 9 th -12 th graders (and is NOT used in the lower grades).	Site administration and ELA department chair. Materials to be selected before June 2009; ELD teachers will need to be trained during the summer of 2009.			
8. Monthly Monitoring: Site principals will meet with Assistant Superintend on a monthly basis to discuss ELD implementation, observations, appropriate reading interventions, and ongoing assessment results.	As part of monthly discussion, site principals will provide pacing calendars, assessment results, CAHSEE results, class lists, intervention assignments, and intervention forms (which must be completed by December 1)			
District Policies Needed to Support These Actions: <u>no</u> Policies Currently in Place: Yes___ No___				