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

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

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

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

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

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

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

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

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

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

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

- By (month/year), the percentage of English learners learning English will increase from ___% to ___%, in order to move toward state defined growth expectations as measured by CELDT.

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

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

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GOAL Goal 2B: AMAO 2 - English Proficiency

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

- By June of 2012, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 14.6% to 17.4%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency. In 2014-2015, 21.5% of English learners in language instructional educational programs fewer than 5 years attained English language proficiency on the CELDT.

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

STRATEGY CELDT testing window

Filing Cabinet Count 0

ACTION STEP Adjust CELDT testing date

Push back the CELDT testing window three weeks to allow remedial instruction for EL students.

Status Not Begun 08/14/2015 Filing Cabinet Count 0
 Start-End Dates 09/14/15 - 10/9/15

TASKS 0 of 1 Complete

Change testing window Not Begun Due 8/14/15
 Change CELDT window to begin 2 weeks after school begins

ACTION STEP Hire additional CELDT testing staff

Hire additional staff to conduct the CELDT during the testing window to avoid interruptions to the regular education program.

Status Not Begun 08/14/2015 Filing Cabinet Count 0
 Start-End Dates 09/14/15 - 10/09/2015

TASKS 0 of 1 Complete

Hire additional staff Not Begun Due 9/14/15
 Hire additional staff to conduct CELDT testing

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

STRATEGY **Provide supplemental instruction for English language learners**

Filing Cabinet Count 0

ACTION STEP **Response to Intervention**

Provide intensive interventions to address individual EL needs.

Status	Not Begun 08/19/15	Filing Cabinet Count	0
Start-End Dates	08/19/15 - 06/03/2016		

TASKS 0 of 1 Complete

Response to Intervention	Not Begun	Due 06/03/2016
Provide RTI support.		

ACTION STEP **Targeted intervention for ELs**

Targeted ELD instruction to address individual EL needs.

Status	Not Begun 08/19/15	Filing Cabinet Count	0
Start-End Dates	08/19/2015 - 06/03/2016		

TASKS 0 of 1 Complete

Supplemental ELD instruction	Not Begun	Due 06/03/2015
Provide supplemental ELD instruction		

Filing Cabinet Count 0

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

By August 2012, the percentage of English learners attaining proficiency in reading/language arts will increase from 40% to 45%, as measured by the CST, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.

By August 2012, the percentage of English learners attaining proficiency in Mathematics will increase from 40% to 45%, as measured by the CST, in order to move toward state defined expectations for proficiency in Mathematics.

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

STRATEGY Provide new ELA and ELD curriculum

Filing Cabinet Count	0
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ACTION STEP Create Pacing Guide

Grade level clusters will work together to develop pacing schedules that align and are consistent with the ELD curriculum

Status	In Progress 05/06/15	Filing Cabinet Count	0
Start-End Dates	05/06/2015 – 08/14/2015		

TASKS 0 of 1 Complete

Pacing guide development	In Progress	Due 08/19/2015
Teachers will work collaboratively to develop pacing schedules for the 2015-2016 school year		Jenny Marr (LEA)

ACTION STEP Implement Common Core Standards

Implement the common core standards across all grade levels.

Status	Begun 08/20/2015	Filing Cabinet Count	0
Start-End Dates	08/20/2014 – 06/03/2016		

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

STRATEGY **Provide new ELA and ELD curriculum**

ACTION STEP **Implement Common Formative Assessment**

TASKS 0 of 1 Complete

Staff Development Days	Not Begun	Due 8/16/2011
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Teachers will use before school in-service days to begin working on new aligned assessments

ACTION STEP **Purchase new curriculum**

The district will purchase k-8 curriculum which include intervention and ELD components. Intensive intervention will be purchased for grades 6-8.

Status	Completed 08/02/2011	Filing Cabinet Count	0
Start-End Dates	01/03/2011 - 02/04/2011		

TASKS 3 of 3 Complete

Selection Committee	Completed	Due 12/10/2010
Administration will create a committee of teachers to help select appropriate curriculum		Jenny Marr (LEA)

Purchase new curriculum	Completed	Due 2/4/2011
Purchase new curriculum by winter 2011		

Staff Development	Completed	Due 5/27/2011
Train staff in new curriculum		Jenny Marr (LEA)

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GOAL Goal 2D: High Quality Professional Development

The LEA will provide high quality professional development to teachers, and support personnel to improve the education of English learners. By December 2011, 100% of LEA teachers and support staff will receive professional development on researched-based strategies to improve English Learners attainment of English language proficiency and/or achievement in reading/language arts, as determined by the LEA needs assessment.

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

STRATEGY Train certificated staff in new ELD curriculum

Filing Cabinet Count	0
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ACTION STEP Train certificated staff

Provide professional staff development in new ELD curriculum by newly adopted ELD curriculums publishers and County staff.

Status	Completed 08/02/2011	Filing Cabinet Count	0
Start-End Dates	04/01/2011 - 06/08/2011		
Persons Responsible	Jenny Marr		

ACTION STEP Train appropriate support staff

Train all appropriate support personnel in the newly adopted ELD curriculums.

Status	Not Begun 08/02/2011	Filing Cabinet Count	0
Start-End Dates	08/17/2011 - 09/30/2011		
Persons Responsible	Jenny Marr		

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GOAL Goal 2E: Parent and Community Participation

The LEA/site administration will offer workshops that address ways that parents can support, monitor, and advocate for their children’s education.

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

STRATEGY Increase EL parent involvement

Filing Cabinet Count	0
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ACTION STEP Evaluate ELAC dates and meetings

Site administration will work with staff to modify dates and times of ELAC meetings to reflect parent availability.

Status	Not Begun 08/19/2015	Filing Cabinet Count	0
Start-End Dates	08/19/2015 - 06/03/2016		
Persons Responsible	Jenny Marr		

ACTION STEP Provide adult education classes

Based upon a needs assessment, provide adult classes to support EL parents with the education of their children.

Status	Not Begun 08/02/2011	Filing Cabinet Count	0
Start-End Dates	08/19/2015 - 06/03/2016		
Persons Responsible	Jenny Marr		

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GOAL Goal 2F: Parental Notification

The LEA will provide required communications to parents in a timely manner.

- By (month/year) the LEA will provide ___% of parents of ELs with the following information regarding their children, in a language parents can understand:
 - o identification as EL;
 - o program placement options;
 - o program placement notification;
 - o English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used;
 - o academic achievement level;
 - o redesignation information; and
 - o at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.

[Required per Elementary and Secondary Education Act, sections 3116(a) & (b) and 3302(a) through (c)]

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

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GOAL **Goal 2G: Services for Immigrant Students**

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

- By (month/year) enhanced instructional opportunities will be provided to ___% of immigrant students and their families.

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

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

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

Results from our analysis of graduation rates indicate that _____ .

Based on these data, our district goal is _____ .

Our district goal for English learners is _____ .

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

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

Results from our analysis of dropout rates indicate that _____ .

Based on these data, our district goal is _____ .

Our district goal for English learners is _____ .

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

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