

# National School District

## Title III Plan

### Year 4

Board Approved 3/12/14

## **Goal 2A: AMAO 1 Annual Progress Learning English**

By January 2015, National School District (NSD) will meet or exceed AMAO 1 expectations by increasing the percentage of students who gain at least one proficiency level on the CELDT by at least 1.5% each year (from 60% to 61.5% in 2015).

### **Strategy English Language Development (ELD)**

#### **Action Step: EL Master Plan**

For the 13-14 school year and continuing thereafter, the district EL Liaisons team will review and update the District EL Master Plan with Ed Services staff assistance. The EL Master Plan documents EL student requirements (to include programs, services, tools, monitoring, etc.). An overview of the update and key elements will be provided to all teachers at their respective sites.

#### *Task 1*

The District EL Liaisons team and Ed Services staff will review and update the District EL Master Plan during their fall and winter meetings.

#### *Task 2*

The District EL Liaisons team will conduct District EL Master Plan overview meetings at their school sites after the plan has been updated but no later than January of each year.

#### **Action Step: ELD Block**

For the 13-14 school year and continuing thereafter, all schools will provide ELs at least 30 minutes of ELD daily. Each school site will annually implement a common ELD time for all grade levels. Principals and EL Liaisons will collect daily classroom schedules at the beginning of the school year. Walkthroughs will be conducted by the site principal and district office staff at least 2-3 times during the ELD block throughout the school year.

#### *Task 1*

Blocks of time will be established in accordance with requirements of the Systematic ELD (SELD) curriculum (i.e., TK & K, 1 & 2, 3 & 4, 5 & 6 and by EL proficiency level).

#### *Task 2*

Principals will collect daily classroom schedules at the beginning of the school year reflecting the ELD block and bring to the principal-superintendent beginning of the year conference and/or to one of the fall leadership team meetings to share and discuss.

#### *Task 3*

District staff (cabinet members and/or directors) will join site administrator on ELD walkthroughs during ELD instruction at least 1-2 times each year.

*Task 4*

EL Liaisons will bring daily classroom schedules reflecting the ELD block to share at a fall EL Liaison meeting.

*Task 5*

Ed Services staff will review and update the Systematic ELD (EL Achieve) district plan with the district SELD TOT team and the site EL Liaisons during their fall meetings in order to maintain required annual EL Achieve updated documentation.

Action Step: ELD Materials

For the 13-14 school year and continuing thereafter, the District will purchase SELD curricula/materials from EL Achieve for all classrooms in NSD. In addition, additional materials as identified by teachers will be provided by the District (i.e., chart paper, sentence strips, etc.) and the school sites (EL Achieve resource kits, etc.). A repository for ELD materials will be developed and implemented for district-wide sharing at all grade levels.

*Task 1*

Ed Services staff will work with site EL Liaisons and principals to identify needed curricular kits based on EL population at each school site. Kits will be re-disseminated across the district as needed and/or additional kits purchased as required.

*Task 2*

Site administrators and EL Liaisons will determine additional materials needed each year. The District will work with the school sites to ensure materials are provided for the EL program.

*Task 3*

Ed Services staff will work with the District Technology Liaisons, District technology program consultants, and MIS staff to develop resource site(s) for sharing of ELD materials, resources, etc. at all grade levels (i.e., Edmodo, NSD website, etc.).

Action Step: ELD (SELD) Training

For the 13-14 school year, all remaining teachers will receive training in SELD by the District SELD TOT team. For the 13-14 school year, all cohort 1 teachers will receive SELD follow-up training by the District SELD TOT team and work together with fellow SELD cohort colleagues to further refine and implement the program. For ensuing school years, SELD training will be provided by the District SELD TOT team for all new staff members. District SELD TOT team members will provide follow-up training based on surveyed teachers' needs 2-3 times throughout the school year.

*Task 1*

The District SELD TOT team will attend required annual certification through EL Achieve in order to continue to provide SELD training and follow-up sessions to "tweak" and refine the ELD program to meet EL students' needs.

*Task 2*

The District SELD TOT team will provide initial SELD training to all remaining teachers in NSD during 2013-2014 and follow-up to cohort 1 school staff (i.e., sister school collaboration days, etc.). Follow up training will include items such as "chunking" instruction, use of instructional tools provided, a review of the ELD blueprint and ELD matrix, etc.).

*Task 3*

As requested by site principals, additional staff involved in ELD instruction at the site level will also be included in initial and follow-up SELD training.

*Task 4*

Initial SELD training will be provided annually to all newly hired teachers and staff involved in ELD instruction.

Action Step: ELD Standards Awareness Training

ELD Standards Awareness training will be provided at all sites to align ELD and curricular instruction to the new ELD standards. ELD Standards Awareness training will be conducted by SDCOE workshop attendees. During ensuing school years, EL Liaisons will work together to determine follow up training which includes concrete strategies for using the ELD standards as an integral part of instructional planning.

*Task 1*

ELD Standards Awareness training will be conducted by SDCOE session attendees at all school sites during the 13-14 school year. Additional follow-up training will be provided as needed by EL Liaisons during ensuing school years.

*Task 2*

Initial ELD Standards Awareness training will be provided annually to all newly hired teachers and staff involved in ELD instruction.

Action Step: Tools for EL Placement and Monitoring

Provide guidance and tools to schools and staff to ensure EL students are appropriately placed in leveled ELD instruction. This includes EL students with disabilities. Placement in appropriate ELD levels will be monitored by site EL Liaisons, principals, and Ed Services staff using district data reports every 3-4 months.

*Task 1*

The District SELD TOT team will ensure that staff understands proper use of EL Express Placement test and is trained in its use. Follow-up training will be provided each year to ensure appropriate placement.

### *Task 2*

The EL Express Placement test will be added to the annual District Assessment calendar to be completed during the first 1-3 weeks of the school year. Results will be used for EL placement in SELD instruction. Support schools and staff with the cost and process of copying answer sheets for the administration of the EL Express Placement.

### *Task 3*

Time will be provided to review CELDT data, determine program strengths and weaknesses, and refine the plan of action not only at the district level with the EL Liaisons and principals but with site staff as well. To be completed annually, once new data is received from the state, input into data banks, and results disseminated to all sites (use of collaboration days, staff meetings, etc.).

### *Task 4*

Principals will provide time at the site to analyze EL achievement data and plan ELD every two months over the course of the school year. Principals will submit meeting agendas/dates to Ed Services staff quarterly. Ed Services Staff will disaggregate and disseminate EL achievement data reports to include EL special needs students as well to be used ongoing as part of district and site data team meetings.

### *Task 5*

Provide training in alternative assessment tools to be used by school sites to assist in ongoing progress monitoring (i.e., EL Achieve Gap Finder, ADEPT, OARS ELLSA, etc.). Support schools with the costs of substitutes for training.

## **Goal 2B: AMAO 2 English Proficiency**

The percentage of NSD's EL students who have attended U.S. schools less than 5 years and achieve proficiency on the CELDT will increase by at least 1.4% annually (from 23% to 24.4% in January 2015).

The percentage of NSD's EL students who have attended U.S. schools for 5 years or more and achieve proficiency on the CELDT will increase by at least 7% annually (from 52% to 59% in January 2015).

## **Strategy AMAO 2 Cohort**

### Action Step: Monitoring Tools

Create monitoring tool(s) that integrate data from different sources in order to monitor the academic performance of English Learners in ELD, ELA and Math.

### *Task 1*

Principals and their site staffs will use monitoring tools on a monthly basis to look at data at a more granular level to include the breakdown of AMAO2 by grade level. The District will support sites, as possible, as site personnel meet in data team meetings to discuss EL student needs based on achievement data.

*Task 2*

English Learner Liaisons will assist with annual reclassification procedures and processes at all sites. The District will provide reclassification reports to all sites. Once the process is completed, Ed Services staff will input reclassification data into the student information system. Reclassification follow-up requirements will be completed and monitored at all sites bi-annually by EL Liaisons and principals. Ed Services staff will assist as needed.

*Task 3*

Once the CELDT results are input into data banks, Long Term English Learners (LTEL) will be identified by Ed Services staff and disseminate this information to EL Liaisons and site principals.

Action Step: District Data Team Meeting

Conduct quarterly data team meetings at the district level to analyze EL data. This will also serve as professional development for principals as it will serve as a model that principals can implement at their sites. This includes data and model discussion format and questions concerning all EL students, target groups of students, especially EL students with disabilities.

*Task 1*

Ed Services staff will provide EL student data reports for review by EL Liaisons, LAS and RSP on a bi-monthly basis to monitor progress.

*Task 2*

Site principals will meet with site EL Liaisons bi-monthly to review data reports, information provided at district EL Liaison meetings, and to assist in monitoring EL progress.

*Task 3*

EL Liaisons will be provided time during bi-monthly site staff meetings to assist in staff education, training, and awareness of EL student needs and to guide staff in monitoring EL progress consistently and coherently across grade levels at the school site.

Action Step: Imagine Learning (IL)

Provide targeted EL students intervention support through the computer-assisted instruction (CAI) program Imagine Learning.

*Task 1*

Ed Services staff will work with school site staff to review IL reports and monitor student use and progress on a monthly basis.

*Task 2*

EL Liaisons and Technology Liaisons will identify and recommend possible additional CAI, technology and programs that will assist the progress of EL students.

## **Goal 2C: AMAO 3 AYP for ELs in ELA & Math**

In ELA, for the 2013-2014 academic school year and ensuing years, NSD data will show a decrease of 10% of non-proficient EL students in state assessed ELA.

In Math, for the 2013-2014 academic school year and ensuing years, NSD data will show a decrease of 10% of non-proficient EL students in state assessed Math.

### **Strategy Build Teacher Capacity**

#### **Action Step: Common Core Standards and NSD 4D Instructional Model**

For ELA, implement professional development for all teachers in strategies that support implementation of the common core standards in ELA and the NSD 4D Instructional Model (Design, Delivery, Differentiation, Data). Work with SDCOE experts and consultants to assist in this process.

For Math, implement professional development for all teachers in strategies that support implementation of the common core standards in Math and the NSD 4D Instructional Model (Design, Delivery, Differentiation, Data). Work with SDCOE experts and consultants to assist in this process.

#### *Task 1*

Develop timelines for implementation of action steps for 2013-2014 and 2014-2015.

#### *Task 2*

Recruit teachers and administrators to assist in the design, development and delivery of professional development in all four areas outlined in the instructional improvement plan and in common core as well.

#### *Task 3*

Identify consultants and SDCOE experts to assist recruited teachers and administrators in the design, development and delivery of professional development.

#### *Task 4*

Develop a variety of professional development delivery options and materials to train all district staff.

#### *Task 5*

Train all district staff on the 4D Model and in common core strategies (i.e., close reading, citing text evidence, text complexity, math problem solving and worthy discussions, etc.).

#### *Task 6*

Train principals and identified teachers on effective coaching models to support implementation of the 4D model and common core instructional strategies.

Action Step: Spanish Instructional Program TK-2

Create a district task force to consistently refine the NSD Spanish Instructional Model. Ensure clear classroom guidelines at each grade level and expectations to support implementation of the Spanish Instructional Model and to ensure progress and achievement of EL students in this program. Train all staff and stakeholders in this model.

*Task 1*

Recruit teachers and administrators for the task force in order to refine the NSD Spanish Instructional Model.

*Task 2*

Develop timelines for task force work.

*Task 3*

Identify consultants and SDCOE experts to assist recruited teachers and administrators in the re-design, development and delivery of training in the implementation of the Spanish Instructional Model.

*Task 4*

Train all district staff on the NSD Spanish Instructional Model through a variety of professional development options (through podcasts, webinars, onsite training, off site training, etc.).

Action Step: EL Students Transitioning at Grade 3

The Spanish Instructional task force will also refine the instructional model for programs where students from the Spanish program transition to third grade. Establish clear guidelines and expectations are developed to support EL students as they transition from the Spanish Instructional Model to Structured English Immersion instruction to ensure continued progress and achievement of EL students in this program. Train all staff and stakeholders in this model.

Action Step: Dual Language Immersion Program (Kimball) TK-6

Work with staff at Kimball to assist the school staff in the establishment of a clear, cohesive TK-6 Dual Language Immersion program.

*Task 1*

Assist site with identifying training needs and providing appropriate training and supports, to include but not limited to curriculum, instructional strategies, resources, etc.

*Task 2*

Identify consultants and SDCOE experts to assist staff in the design, development and delivery of professional development.

## **Strategy EL Achievement in ELA**

### Action Step: EL Strategies Training

Develop and implement multi-year professional development plan to provide teachers with research-based strategies that support EL students' success in core academic subjects. Teachers, staff and principals will participate in training in SDAIE strategies which utilize the ELD standards in tandem with the new common core standards in ELA and Math, and EDI strategies which support student success in the core curriculum. (Key elements from other programs may be used as well; i.e., SIOP, GLAD, SEBT, etc.).

#### *Task 1*

Develop and continuously refine multi-year professional development (PD) plan with input from key staff to share at the beginning of each school year.

#### *Task 2*

Provide a variety of professional development in EL strategies to include but not limited to EDI, gradual release of responsibility, SDAIE, etc. as well as an assortment of training options to minimize the impact on the instructional day (to include after school, Saturdays, breaks, etc.).

#### *Task 3*

In collaboration with teacher leaders and administrators, develop clear classroom guidelines, expectations and rubrics to support classroom application of EL strategies.

#### *Task 4*

Instructional rounds will be completed at each site at least three times a year involving all on site staff members. District staff will join sites teams on a rotational basis throughout the school year.

### Action Step: ELA/ELD Intervention

Intervention supports will be provided to identified LTEL, EA/A Not Proficient students, "Safe Harbor" ELs, and EL students with disabilities struggling to make progress as well. Other EL students can be identified for ELA intervention based on a review of data and placed accordingly. Students placed in programs will complete a pre/post assessment to ensure appropriate placement and determine program effectiveness. The district and site will monitor ELA achievement data through summative and benchmark assessments for students receiving intervention. (Intervention can be provided through a variety of means, to include but not limited to, before and after school intervention classes 3-4x a week; daily strategic intervention support in the classroom and/or reading lab; LAS and RSP collaboration to provide daily language and literacy intervention support during the instructional day to EL students with disabilities.).

#### *Task 1*

Provide schools with reports that identify EL students in grades 1-6 by mid-August of each year for continuing monitoring.

*Task 2*

From these lists, identify target groups of English Learners for additional monitoring and academic intervention.

*Task 3*

Provide schools with reports that identify and monitor LTEL students by name.

*Task 4*

Provide schools with reports that identify and monitor EA/A (Bridging) Not Proficient students by name.

*Task 5*

Provide schools with reports that identify and monitor EL students with disabilities by name who do not meet ongoing progress in the attainment of English.

*Task 6*

Provide schools with reports that identify and monitor "Safe Harbor" EL students that are Intermediate (Expanding) on CELDT and Basic levels on Renaissance Learning (Ren Learn) STAR ELA and/or Math and identified District Benchmarks.

*Task 7*

Use Successmaker ELA reports on a bi-weekly basis and Ren Learn STAR ELA reports on a monthly basis to monitor the performance of EL students in ELA and adjust instruction and/or intervention as needed.

*Task 8*

The site will monitor ELA achievement data through ongoing formative assessments for EL students receiving intervention on a monthly basis or more frequently as deemed appropriate according to the student's intervention program.

*Task 9*

The district will monitor ELA achievement data through summative and benchmark assessments for EL students receiving intervention on a quarterly basis or more frequently as deemed appropriate according to the students' intervention program.

**Strategy EL Achievement in Math**

Action Step: Additional Professional Development in Math

Since EL students perform well in math across the district, additional training and focus will help continue this trend. Forty teachers have been participating in a three year math grant focused on improving the teaching of mathematics to EL students.

*Task 1*

Identify and hire math consultant to assist math grant participants and math common core team members in the design, development and delivery of professional development.

*Task 2*

Utilize math grant participants and math common core math team members to identify, develop and provide training to teachers.

*Task 3*

Work with math consultant, math grant participants and math common core math team members to develop parameters for pilot of math materials in 2014-2015 that focus on meeting the math instructional needs of EL students.

Action Step: Math Intervention

Students will be identified for math intervention based on a review of data and placed accordingly. Students placed in programs will complete a pre/post assessment to ensure appropriate placement and determine program effectiveness. The district and site will monitor math achievement data through summative and benchmark assessments for students receiving intervention. (Intervention can be provided through a variety of means, to include but not limited to, before and after school intervention classes 3-4x a week; daily strategic intervention support in the classroom and/or reading lab; LAS and RSP collaboration to provide daily language and literacy intervention support during the instructional day to EL students with disabilities.)

*Task 1*

Use Successmaker Math reports on a weekly basis and Ren Learn STAR Math reports on a monthly basis to monitor the performance of EL students in math and adjust instruction and/or intervention as needed.

*Task 2*

The site will monitor Math achievement data through ongoing formative assessments for EL students receiving intervention on a monthly basis or more frequently as deemed appropriate according to the student's intervention program.

*Task 3*

The district will monitor Math achievement data through summative and benchmark assessments for EL students receiving intervention on a quarterly basis or more frequently as deemed appropriate according to the students' intervention program.

## **Strategy Comprehensive Assessments**

### Action Step: Local EL Assessments

Refine current, develop and implement new assessments that assist in monitoring EL student ongoing progress and achievement in ELD, ELA and Math.

#### *Task 1*

Utilize EL Liaisons and Assessment teams to review current assessments using the EL lens and make recommendations for changes as needed.

#### *Task 2*

Utilize EL Liaisons and Assessment teams to identify, develop and implement new assessments to be used at the District level to monitor ongoing EL student progress and achievement.

#### *Task 3*

Utilize EL Liaisons and Assessment teams to review SELD program assessments to determine how program assessments can be used in the classroom, at a site level, and at the district level to monitor successful program implementation.

#### *Task 4*

Pilot recommended assessments. Make changes as necessary. Use for EL programmatic decision-making.

### Action Step: Teacher Collaboration

Teachers at each site will meet monthly in grade level teams to analyze assessment data reports by subgroups in order to monitor students' progress and guide instruction, differentiation, and intervention. Principals will facilitate the meetings or assign a facilitator. Principals will collect agendas/minutes of meetings and provide feedback to grade level teams. Principals will share agendas/minutes with Cabinet during mid- and end-of-year conferences.

## **Strategy Teacher Leaders**

### Action Step: EL Liaisons

In accordance with contract requirements, sites will select one teacher to serve as EL Liaison for the site at the district level. EL Liaisons will assist the school site and staff with all matters relative and pertinent to EL students at their respective school sites.

#### *Task 1*

At the direction of Ed Services, EL Liaisons will meet monthly throughout the school year to provide input, feedback and assistance on district and site EL plans, programs, services, and supports.

### *Task 2*

EL Liaisons will participate in professional development each year to further their understanding and application of successful EL instructional strategies and the ELD standards. This professional development will include but is not limited to professional reading, attendance at local conferences and workshops, and training received at monthly meetings. Professional development will occur at least once on a bi-monthly basis.

### *Task 3*

EL Liaisons will provide education and training to the staff at their school sites on a bi-monthly basis.

#### Action Step: Systematic English Language Development (SELD) Trainer of Trainers (TOT) Team

SELD TOT team members will complete annual recertification requirements through EL Achieve in order to provide ongoing SELD training to newly hired staff each school year and follow-up training throughout the year in a variety of manners. (Outlined in other parts of the plan)

#### Action Step: Spanish English Biliteracy Transfer (SEBT)

Ed Services staff will work with Spanish Instruction teachers and administrators to identify key staff members who are interested in becoming TOTs for the SEBT program. Work with SDCOE staff experts in SEBT to provide TOT training for identified NSD staff. These TOT teachers will assist with ongoing district-wide implementation.

#### Action Step: Common Core Teacher Leaders

Teachers will be identified to attend common core training at SDCOE in both ELA and Math. ELA training will be completed during the 2013-2014 school year. Math training will be completed during the 2014-2015 school year. These teachers will be recruited to assist with district-wide implementation.

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

NSD will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English Learners. NSD teachers and administrators will continue to receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or academic achievement in ELA and Math, as determined annually by the district's needs assessment. Currently, 100% of the teachers in NSD are "Highly Qualified" and hold the appropriate credentials to work with English Learners. It is the policy of NSD to only hire teachers that are fully credentialed and meet all the requirements of ESEA.

### **Strategy Common Core Standards and NSD 4D Instructional Model**

Implement professional development for all teachers in strategies that support implementation of the common core standards in ELA and Math and the NSD 4D Instructional Model (Design, Delivery, Differentiation, Data).

Action Step: Implementation of Common Core Standards and NSD 4D Instructional Model

Develop timelines, recruit stakeholders, and a variety of PD options and materials to assist in the design, development and delivery of professional development in common core and the 4D Instructional Model.

*Task 1*

Develop timelines for implementation of action steps for 2013-2014 and 2014-2015.

*Task 2*

Recruit teachers and administrators to assist in the design, development and delivery of professional development in all four areas outlined in the instructional improvement plan and in common core as well.

*Task 3*

Identify consultants and SDCOE experts to assist recruited teachers and administrators in the design, development and delivery of professional development.

*Task 4*

Develop a variety of professional development delivery options and materials to train all district staff throughout the school year.

*Task 5*

Train all district staff on the 4D Model and in common core strategies (close reading, citing text evidence, text complexity, math problem solving and worthy discussions, etc.).

*Task 6*

Train principals and identified teachers on effective coaching models to support implementation of the 4D model and common core instructional strategies.

Action Step: EL Strategies Training

Develop and implement multi-year professional development plan to provide teachers with research-based strategies that support EL students' success in core academic subjects. Teachers, staff and principals will participate in training in SDAIE strategies which utilize the ELD standards in tandem with the new common core standards in ELA and Math, and EDI strategies which support student success in the core curriculum. (Key elements from other programs may be used as well; i.e., SIOP, GLAD, SEBT, etc.).

*Task 1*

Develop and continuously refine multi-year professional development (PD) plan with input from key staff to share at the beginning of each school year.

### *Task 2*

Develop a variety of professional development delivery options and materials to train all district staff throughout the school year to minimize the impact on the instructional day (to include after school, Saturdays, breaks, etc.). Professional development includes but is not limited to training in SDAIE strategies which utilize the ELD standards in tandem with the new common core standards in ELA and Math, and EDI strategies which support student success in the core curriculum. (Key elements from other programs may be used as well; i.e., SIOP, GLAD, SEBT, etc.).

### *Task 3*

In collaboration with teacher leaders and administrators, develop clear classroom guidelines, expectations and rubrics to support classroom application of EL strategies.

#### Action Step: EL RtI

An RtI district task force will be convened to review and design a cohesive RtI program across the district to include looking specifically at the needs of EL students who may require additional support and intervention. Train all staff and stakeholders in this model.

#### Action Step: ELA/ELD Intervention

The district will assist sites with teacher training for ELA/ELD intervention programs on an annual basis with as many sessions as needed to provide for targeted intervention instruction.

#### Action Step: Spanish Instructional Program TK-2

Train all staff and stakeholders in the NSD Spanish Instructional Model (which includes SEBT training for program teachers) at least once during the school year.

#### Action Step: EL Students Transitioning at Grade 3

Train all staff and stakeholders in the instructional model for students who transition from Spanish instruction to SEI at least once during the school year.

#### Action Step: Dual Language Immersion Program (Kimball) TK-6

Assist site with identifying training needs and providing appropriate training and supports, to include but not limited to curriculum, instructional strategies, resources, etc. as well as identify consultants and SDCOE experts to assist staff in the design, development and delivery of professional development.

#### Action Step: Math Intervention

The district will assist sites with teacher training for math intervention programs on an annual basis with as many sessions as needed to provide for targeted intervention instruction.

#### Action Step: Walkthroughs

Instructional rounds will be completed at each site at least three times a year involving all on site staff members. District staff will join sites teams on a rotational basis throughout the school year. For these

walkthroughs and observations, teams will use the observation tools, program protocols, and/or implementation rubrics developed by teacher leaders.

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

NSD will promote the involvement of parents and community members in the education of EL students. NSD will improve and increase parent outreach strategies to increase by 50% the number of parents that are active participants in the education of their children. (Required per Elementary and Secondary Education Act, sections 3116(a) & (b) and 3115(c)(2)).

### **Strategy Gather Ideas from Parents**

#### Action Step: Focus Groups

Conduct parent focus groups at DAC, DELAC and site meetings to identify ideas to improve parental improvement in every school and at the district level.

#### Action Step: Parent Survey

Conduct parent survey annually to identify ideas to improve and increase parental involvement.

#### Action Step: Communication

Each school will use, at a minimum, the following strategies to engage parents in volunteering or getting involved at their child's school.

- parent written communications
- parent meetings; back-to-school nights
- marquee to advertise meetings and events
- use of district call out programs (IDAP, RED Alert)
- Peachjar
- school bulletin boards in front office

#### *Task 1*

Principals and teachers will be provided with talking points annually to use to discuss critical components of EL programs, such as prediction of progress, indicators of trouble, and strategies to assist their children in being successful

### **Strategy Parental Involvement Training**

#### Action Step: Identify Potential Training Resources

Research organizations (like Parent Institute for Quality Education (PIQUE)) that provide parental involvement training for parents. Training must be available in English and Spanish. Based on parent survey results, develop parent training sessions on pertinent topics (SELD, common core, SBAC assessments, new ELD standards, etc.).

### Action Step: Identify Training Subjects

Based on parent survey results, develop a list of subjects for parent training (community issues, school safety, budget, etc.). Work with Ed Services staff and key stakeholders to develop and implement parent training.

#### *Task 1*

Develop and publish a schedule of training for parents.

#### *Task 2*

Purchase and provide parents with necessary materials for training effectiveness.

### Action Step: Curriculum Training

Based on parent survey results and key District instructional foci, develop a list of instructional subjects for parent training. Work with Ed Services staff and key stakeholders to develop and implement parent training.

#### *Task 1*

Develop one hour sessions for parents to watch how teachers use a strategy they can later use at home to promote literacy and/or numeracy. Parents will walk away with materials to use at home.

#### *Task 2*

Develop one hour family curriculum nights for students, their parents, and siblings to participate in a variety of activities that promote the understanding of curriculum and instruction as well as provide family-centered activities.

### **Goal 2F: Parental Notification**

NSD will continue to ensure that parents of EL students receive all required federal and state notifications according to required timelines/timeframes.

### **Goal 2G: Services of Immigrant Students**

NSD will provide services to support immigrant students in our newcomer classes to include professional development for teachers in effective EL strategies, additional personnel assistance to support targeted instruction to meet individual student needs, and other materials/resources identified by staff to meet EL student instructional needs.

#### *Task 1*

Ed Services staff will survey the newcomer classroom teachers to determine their instructional needs.

#### *Task 2*

Using the data provided from the survey, Ed Services staff will purchase required materials/resources, set up training as needed, and provide additional personnel support as well.