

**Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.***

**Planned Improvement in Student Performance in Mathematics**

(Summarize information from district-operated programs and approved school-level plans)

| Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>  | Persons Involved/<br>Timeline   | Related Expenditures  | Estimated Cost   | Funding Source   |
|--|---|---|--|--|
| 1. Alignment of instruction with content standards: <ul style="list-style-type: none"> <li>• CUSD teachers use state adopted academic content standards in all curricular areas.</li> <li>• The CUSD uses standards based report at some sites and others are working on adopting them.</li> <li>• New teachers will receive training on mathematics standards and how to teach the standards.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Teachers</li> <li>▪ Admin</li> </ul>               | <ul style="list-style-type: none"> <li>▪ Report Cards</li> <li>▪ Math Training</li> </ul>   | <ul style="list-style-type: none"> <li>▪ \$3,000</li> </ul>  | <ul style="list-style-type: none"> <li>▪ General Fund</li> </ul>   |
| 2. Use of standards-aligned instructional materials and strategies: <ul style="list-style-type: none"> <li>• The CUSD has adopted all state approved -- standards-based textbooks in all subject areas.</li> <li>• CUSD teachers are trained in scientifically research based instructional strategies.</li> <li>• Copies of state standards are sent home at the beginning of the school year and/or are posted in classrooms.</li> <li>• Teachers reference state standards in their daily/weekly lesson plans.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Teachers</li> <li>▪ Admin.</li> </ul>              | <ul style="list-style-type: none"> <li>▪ Cost of textbooks</li> <li>▪ Duplicating Costs</li> </ul>  | <ul style="list-style-type: none"> <li>▪ \$5,000</li> </ul>  | <ul style="list-style-type: none"> <li>▪ State Instructional Materials Fund</li> <li>▪ General Fund</li> </ul> |
| 3. Extended learning time: <ul style="list-style-type: none"> <li>• After-school YMCA programs is available after-school to help students with homework.</li> <li>• Summer school and cross age tutoring programs provide low performing students with additional extended learning activities—when budget allows.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Teachers</li> <li>▪ Admin</li> <li>▪ IA</li> </ul> | <ul style="list-style-type: none"> <li>▪ Cost of Summer School Certificated &amp; Classified Salaries</li> <li>▪ IA salaries for summer help</li> </ul> | <ul style="list-style-type: none"> <li>▪ \$25,000</li> </ul> | <ul style="list-style-type: none"> <li>▪ General Fund</li> </ul>   |

| Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>  | Persons Involved/<br>Timeline   | Related Expenditures  | Estimated Cost   | Funding Source  |
|--|---|---|--|---|
| <p>4. Increased access to technology:</p> <ul style="list-style-type: none"> <li>• Classroom computers, which are wired to local area networks, and computer labs at all sites provide students with access to technology.</li> <li>• Mathematics software programs support students' growth on standards such as Accelerated Math and Essential Skills.</li> <li>• The newly adopted math curriculums at all sites include technology components, on which teachers are trained.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Technology Director</li> <li>▪ Admin</li> <li>▪ Teachers</li> </ul>            | <ul style="list-style-type: none"> <li>▪ Repairs to Lab &amp; Classroom Computers</li> <li>▪ Salaries</li> </ul>                | <ul style="list-style-type: none"> <li>▪ \$40,000</li> </ul> | <ul style="list-style-type: none"> <li>▪ General Fund</li> </ul>  |
| <p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> <li>• Long-term, research based, professional staff development in mathematics will strengthen CUSD teachers' understanding of mathematics content as it relates to standards and their usage of standards-based materials.</li> <li>• Publisher Training</li> <li>• Coaching</li> <li>• Peer to Peer Support/Grade Level Meetings</li> <li>• Professional Growth Days</li> <li>• South County Consortium</li> <li>• PAR</li> <li>• District Sponsored Training</li> </ul> | <ul style="list-style-type: none"> <li>▪ Admin</li> <li>▪ Teachers</li> <li>▪ IA</li> <li>▪ Outside Speakers</li> </ul> | <ul style="list-style-type: none"> <li>▪ Training Costs for Math</li> <li>▪ Duplicating Costs</li> <li>▪ IA Training</li> </ul> | <ul style="list-style-type: none"> <li>▪ \$20,000</li> </ul> | <ul style="list-style-type: none"> <li>▪ General Fund</li> <li>▪ PAR</li> <li>▪ Staff Development Buyout</li> </ul> |

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| <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> <li>• Informational parent newsletters are sent home regularly and a School Accountability Report Card is published yearly.</li> <li>• School Site Councils and Parent Clubs are active at school sites.</li> <li>• Back-To-School and Open House Nights are well attended.</li> <li>• State assessment results (STAR) are mailed home. The ELL Assessment (CELDT) is handed to parents at an evening program.</li> <li>• Parent Conferences are held for all students at the end of the first school quarter/trimester or thereafter as needed.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Admin</li> <li>▪ Teachers</li> <li>▪ Clerical Staff</li> </ul> | <ul style="list-style-type: none"> <li>▪ Accountability Report Card Cost</li> <li>▪ Copier Cost</li> <li>▪ Mail &amp; Preparation Costs</li> </ul> | <ul style="list-style-type: none"> <li>▪ \$11,500</li> </ul> | <ul style="list-style-type: none"> <li>▪ General Fund</li> <li>▪ Title I</li> </ul>          |
| <p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> <li>• Instructional Aides provide assistance for low performing students, as budgets allow.</li> <li>• Summer School is offered for low performing students in kindergarten through eighth grade—when budget allows.</li> <li>• Transition Meetings are held for preschool, middle school and high school transitions for at-risk students.</li> <li>• An After-School Program is available which allows students to complete homework.</li> </ul>  | <p>Admin<br/>Teachers<br/>Inst. Aides</p>   | <p>Inst. Aide Salaries<br/>Inst. Materials Costs</p>   | <p>\$ 300,000</p>  | <p>General Fund<br/>Title I<br/>SIP</p>  |
| <p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> <li>• Mathematics Intervention Programs use curriculum-based measurement to monitor student growth and program effectiveness.</li> <li>• California Standards Test Data is used to determine student proficiency on state standards.</li> <li>• California Standards Test data and API results are used to monitor program effectiveness and to determine changes in instructional practices.</li> <li>• Classroom teachers assess student growth on state standards on a regular basis by examining daily work.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Site Council</li> <li>▪ Admin</li> <li>▪ Teachers</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Processing and Scoring Tests Expenses</li> </ul>  | <ul style="list-style-type: none"> <li>▪ \$1,000</li> </ul>  | <ul style="list-style-type: none"> <li>▪ General Fund</li> <li>▪ Assessment Funds</li> </ul> |

| Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>  | Persons Involved/<br>Timeline   | Related Expenditures  | Estimated Cost   | Funding Source  |
|--|---|---|--|---|
| <p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> <li>▪ After-school programs are used to students in completing homework.</li> <li>▪ Summer school is provided for low performing students to help them become more proficient on state standards—when budget allows.</li> <li>▪ K-3 teachers have selected the Saxon-Math program in 2009, which is a continuation of the same program taught in the district for seven years. Grades 4-5 will adopt a math curriculum during the 2009-10 school year. The 6-8 campus adopted a math curriculum during the 2008-09 school year.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Teachers</li> <li>▪ IA</li> <li>▪ Admin</li> </ul> | <ul style="list-style-type: none"> <li>▪ Instructional Aide Salaries</li> <li>▪ Instructional Supplies</li> <li>▪ Teachers/Admin. Salaries</li> <li>▪ After-school Program Duplicating</li> </ul> | <ul style="list-style-type: none"> <li>▪ \$20,000</li> </ul> | <ul style="list-style-type: none"> <li>▪ General Fund</li> <li>▪ Title I</li> </ul> |
| <p>10. Any additional services tied to student academic needs:</p>   |   |   |  |   |

**Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**  
 (Summarize information from district-operated programs and approved school-level plans)

|   | Description of how the LEA is meeting or plans to meet this requirement.  |
|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <ol style="list-style-type: none"> <li>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:           <ol style="list-style-type: none"> <li>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</li> <li>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</li> <li>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:               <ul style="list-style-type: none"> <li>▪ meeting the annual measurable achievement objectives described in Section 3122;</li> <li>▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</li> </ul> </li> <li>d. Describe how the LEA will promote parental and community participation in LEP programs.</li> </ol> </li> </ol> | <ul style="list-style-type: none"> <li>• The District EL Program is Coordinated by a Retired Teacher with a B-CLAD Credential. The program administrator for the district also has a CLAD Credential.</li> <li>• Adequate Yearly Growth will be one year of growth as measured by state and district assessments.</li> <li>• English proficiency of EL students will be measured annually by the California English Language Development Test as per California Department of Education regulations.</li> <li>• A Cottonwood CBET Grant and frequent staff parent contact promotes parental and community participation in EL programs through the community library.</li> <li>• SDAIE instruction by teachers who possess appropriate state authorizations is provided in core content areas for EL students.</li> <li>• State EIA funds are used to support part-time EL instructional aides at all sites. The aides assist qualified EL students to meet state academic standards and help them be successful in grade-level work.</li> <li>• EL student records are kept in a language development folder that is updated yearly and accompanies the student as he/she changes schools.</li> <li>• The District English Language Coordinator gathers and monitors EL student records, coordinates EL testing, monitors EL student progress and advises teachers and the principal regarding EL students.</li> <li>• The district receives some EL funds through a Title III Consortium coordinated by the Cascade School District.</li> </ul> |

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|--|---|---|
|  | <p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .<br/>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"><li>• English proficiency; and</li><li>• Academic achievement in the core academic subjects</li></ul> | <ul style="list-style-type: none"><li>• Each EL student receives access to the core curriculum through specifically designed academic instruction in English (SDAIE).</li><li>• Each EL student receives daily targeted instruction in English Language development (ELD) appropriate to his/her level of fluency in English.</li></ul> |
|--|---|---|

|                      |  | Description of how the LEA is meeting or plans to meet this requirement.   |  |
|----------------------|--|--|--|
| Required Activities  | <p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> <li>designed to improve the instruction and assessment of EL children;</li> <li>designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</li> <li>Long term effect will result in positive and lasting impact on teacher performance in the classroom.</li> </ol> | <ul style="list-style-type: none"> <li>▪ All of the district teachers have their CLAD credential or CLAD Emergency Credential and are authorized to teach EL students.</li> <li>▪ The District English Language Program Coordinator is used as a resource by all certificated staff who are working with English Language Learners</li> <li>▪ The District English Language Program Coordinator is responsible to obtain training in assessment measures and instructional strategies.</li> <li>▪ The CUSD professional development plan will provide extensive, on-going, training for all teachers on the California content standards, district standards based curricula and adopted materials, standards based instruction and English Language Acquisition (ELA) and English Language Development (ELD) standards.</li> <li>▪ All staff (K-5) has been trained on the Rosetta Stone, an English Language acquisition program.</li> </ul> |  |
| Allowable Activities | 4. Upgrade program objectives and effective instruction strategies.  | <p>Yes or No</p> <p><b>YES</b></p>   | <p>If yes, describe:</p> <ul style="list-style-type: none"> <li>• The District English Language Program Coordinator makes a quarterly progress review of all English Language Learners. This determines any additional interventions that are needed to facilitate the academic success of our English Language Learners.</li> </ul> |

|                      |  | Description of how the LEA is meeting or plans to meet this requirement. |  |
|----------------------|--|--|--|
| Allowable Activities | 5. Provide --<br>a. tutorials and academic or vocational education for EL students; and<br>b. intensified instruction. | Yes or No<br><br><b>YES</b>  | If yes, describe:<br><br><ul style="list-style-type: none"> <li>Tutorials and academic education is provided by classroom instructional aides (IDEA) on an as needed basis. In addition, cross-age tutors and cooperative learning are frequently used to enhance language acquisition.</li> </ul>   |
|                      | 6. Develop and implement programs that are coordinated with other relevant programs and services.                      | Yes or No<br><br><b>YES</b>  | If yes, describe:<br><br><ul style="list-style-type: none"> <li>The EL instructional aides work with classroom teachers to assist EL students meet daily classroom assignments. In addition, the aides work in the classroom during station times to assist EL students. EL students are also served by the K-5 Title 1 programs.</li> </ul> |
|                      | 7. Improve the English proficiency and academic achievement of LEP children.   | Yes or No<br><br><b>YES</b>  | If yes, describe:<br><br><ul style="list-style-type: none"> <li>Through various learning opportunities, English Language Learners are improving their English proficiency.</li> </ul>  |



## Plans to Notify and Involve Parents of Limited-English-Proficient Students

| <p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>  | <p>Description of how the LEA is meeting or plans to meet this requirement.</p>  |
|--|--|
| <p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <ol style="list-style-type: none"> <li>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):               <ol style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</li> <li>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ol> </li> </ol> | <ul style="list-style-type: none"> <li>▪ A letter in their native language and English, regarding the identification of their child as ELand the need of placement in an English Language Learner program, will notify parents.</li> <li>▪ A letter will notify parents, regarding their child's results on the California English Language Development Test.</li> <li>▪ Information regarding methods of instruction, academic achievement standards and exit requirements for the English Language Learner program are explained at Parent-Teachers Conferences in the fall with the help of a bilingual instructional assistant.</li> </ul> |

|   |  | Description of how the LEA is meeting or plans to meet this requirement.  |
|---|--|---|
| Required Activity   | <p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul> | <ul style="list-style-type: none"> <li>• A letter is mailed home within two weeks of the student's enrollment in school or within two weeks of the beginning of the school year. Phone calls are also made to inform parents of placement of their students.</li> </ul> |
| <p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>      |  |   |
| <p><b>LEA Parent Notification Failure to Make Progress</b><br/> If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p> |  | <ul style="list-style-type: none"> <li>▪ Notification is made at a Child Success Team Meeting with the parents, classroom teacher, English Language Learner Program Coordinator, school psychologist and the school administrator.</li> </ul>                           |

**Plans to Provide Services for Immigrants**

| <p><u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p> |   | <p>Description of how the LEA is meeting or plans to meet this requirement.</p> |  |
|---|---|---|--|
| <p>Allowable Activities</p>   | <p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>        | <p>Yes or No</p> <p><b>NO</b></p>   | <p>If yes, describe:</p> <ul style="list-style-type: none"> <li>▪ We currently do not have a population that requires this program; however, the district will initiate the program and amend this plan to meet the requirements of this funding when/if our population demands it.</li> </ul> |
|   | <p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p> | <p>Yes or No</p> <p><b>NO</b></p>   | <p>If yes, describe:</p>   |
|   | <p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>  | <p>Yes or No</p> <p><b>NO</b></p>   | <p>If yes, describe:</p>   |

|                      |   |                                   |                   |
|----------------------|---|-----------------------------------|-------------------|
| Allowable Activities | 4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:   | <b>Yes or No</b><br><br><b>NO</b> | If yes, describe: |
|                      | 5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services: | <b>Yes or No</b><br><br><b>NO</b> | If yes, describe: |
|                      | 6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:   | <b>Yes or No</b><br><br><b>NO</b> | If yes, describe: |



**Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.**

**Summary of Needs and Strengths for Professional Development**

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

| STRENGTHS   | NEEDS   |
|---|---|
| <ul style="list-style-type: none"> <li>• The district has an active PAR program</li> <li>• Collaboration with the County Office or various consortia to support professional development</li> <li>• Board policy stating hiring requirements/credentialing requirements</li> <li>• As of June 2003, 100% of our teachers are clear credentialled and qualified to teach in the single subject that they are teaching. They all meet the current definition of “highly qualified” teachers.</li> </ul> | <ul style="list-style-type: none"> <li>• The district is striving to ensure that we teach methods that meet or exceed grade level standards, especially in reading and math.</li> <li>• Staff development will be geared toward relating and understanding children of poverty that meet the Title I population.</li> <li>• Teachers are provided with staff development in the newly acquired curricular adoptions.</li> </ul> |

**Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.***

**Planned Improvements for Professional Development (Title II)**

(Summarize information from district-operated programs and approved school-level plans)

| Please provide a description of:   | Persons Involved/<br>Timeline   | Related Expenditures   | Estimated Cost   | Funding Source  |
|--|---|--|--|---|
| <p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> <li>• All content related professional development is standards based (i.e. math adoption, English Language Arts adoption as a part of current practices</li> <li>• Summer AB466 Curriculum Institute is provided, when budget allows</li> </ul> | <ul style="list-style-type: none"> <li>▪ Teachers</li> <li>▪ Admin</li> </ul> | <ul style="list-style-type: none"> <li>▪ Registrati<br/>on Fees</li> </ul> | <p>\$10,000</p>  | <ul style="list-style-type: none"> <li>▪ Title I</li> <li>▪ Title II, Part A</li> <li>▪ General Fund</li> </ul> |
| <p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <ul style="list-style-type: none"> <li>• PAR program for Teachers new to the profession or those improving their skills</li> <li>• Shasta County Office of Ed brochure on research-based staff development is provided to staff</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Teachers</li> <li>▪ Admin</li> </ul> | <ul style="list-style-type: none"> <li>▪ Teachers Salaries</li> </ul>      | <ul style="list-style-type: none"> <li>▪ \$20,000</li> </ul> | <ul style="list-style-type: none"> <li>▪ PAR Program</li> </ul>   |

| Please provide a description of:   | Persons Involved/<br>Timeline   | Related Expenditures  | Estimated Cost   | Funding Source  |
|--|---|---|--|---|
| <p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <ul style="list-style-type: none"> <li>• Academic intervention programs that include scientifically research-based curriculum/materials/focus (purchases programs are Read Naturally K-5, Essential Skills K-2, Accelerated Reader, K-5)</li> <li>• The district has and will continue to hold workshops directed at working with children of poverty.</li> <li>▪ Peer Assistance and Review Consulting Teachers provide direct support to teachers who need extra coaching support relative to the California Teaching Standards in the areas of classroom management, planning lessons and designing learning experiences for all students, engaging and supporting all students and maintaining an effective learning environment.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Admin</li> <li>▪ Teachers</li> </ul> | <ul style="list-style-type: none"> <li>▪ Cost of the PAR program</li> <li>▪ Salaries</li> </ul> | <ul style="list-style-type: none"> <li>▪ \$35,000</li> </ul> | <ul style="list-style-type: none"> <li>▪ PAR Funding</li> <li>▪ Opportunity /At Risk Funding</li> </ul> |
| <p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> <li>• Instructional support staff will be provided with intervention training through the blended services (RTI model) district sponsored program at each site on language arts and math instructional activities tied to grade level student progress in achievement of essential district.</li> <li>• The district sponsors Teacher Collaboration days involving collaborative grade level teams spending part of one day reviewing data results for various populations of students to improve instruction.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Admin</li> <li>▪ Teachers</li> </ul> | <ul style="list-style-type: none"> <li>▪ No cost</li> </ul>                                     | <ul style="list-style-type: none"> <li>▪ N/A</li> </ul>      | <ul style="list-style-type: none"> <li>▪ N/A</li> </ul>   |
| <p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> <li>• Sites will continue to schedule grade level meetings focused on results of assessments from standards based assessments. Minimum days provide one opportunity for staff to work together as district and site representatives</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Admin</li> <li>▪ Teachers</li> </ul> | <ul style="list-style-type: none"> <li>▪ N/A</li> </ul>   | <ul style="list-style-type: none"> <li>▪ No Cost</li> </ul>  | <ul style="list-style-type: none"> <li>▪ N/A</li> </ul>   |

| Please provide a description of:   | Persons Involved/<br>Timeline   | Related Expenditures  | Estimated Cost   | Funding Source   |
|--|---|---|--|--|
| <p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <ul style="list-style-type: none"> <li>• In-services will be held for all teaching staff. Some will be provided by district technology coordinator while others will be outside consultants.</li> <li>▪ The LEA will research outline sources for technology training such as the county office, regional services (CTAP) among others.</li> </ul>                                      | <ul style="list-style-type: none"> <li>▪ Admin</li> <li>▪ Teachers</li> <li>▪ Technology Coordinator</li> </ul> | <ul style="list-style-type: none"> <li>▪ Registration fees for outside workshops</li> </ul> | <ul style="list-style-type: none"> <li>▪ \$10,000</li> </ul> | <ul style="list-style-type: none"> <li>▪ Title II, Part D</li> <li>▪ PAR</li> <li>▪ Title V</li> <li>▪ General Fund</li> </ul> |
| <p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> <li>• Additional computers and new technology such as Smartboards will be purchased at each grade level giving more access to technology for students and teachers.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Teachers</li> <li>▪ IA</li> </ul>                                      | <ul style="list-style-type: none"> <li>▪ Additional Computers and supplies</li> </ul>       | <ul style="list-style-type: none"> <li>▪ \$20,000</li> </ul> | <ul style="list-style-type: none"> <li>▪ Title II, Part D</li> <li>▪ Title I</li> <li>▪ Title V</li> </ul>                     |
| <p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <ul style="list-style-type: none"> <li>• Site Council Meetings are the forum where parents, teachers, administrators, discuss the district's plan for the year and suggest professional development topics.</li> <li>• Administrators meet on a weekly basis to discuss training needs for staff.</li> <li>• Staff meetings and minimum day professional development days provide time for staff input on training needs.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Teachers</li> <li>▪ Admin</li> <li>▪ Parents</li> </ul>                | <ul style="list-style-type: none"> <li>▪ No Cost</li> </ul>                                 | <ul style="list-style-type: none"> <li>▪ N/A</li> </ul>      | <ul style="list-style-type: none"> <li>▪ N/A</li> </ul>  |